

Key:

- SE Student edition
- TE Teacher edition
- URU# Unit Resources, Unit #(for example)
- PhLitonline.com Online resources
- AIO All-in-One Workbook
- GOT Graphic Organizers on Transparency
- CSTR Classroom Strategies and Teaching Routines
- PDG Professional Development Guidebook
- DBA Daily Bellringer Activities
- RN Reader’s Notebook
- ARN Adapted Reader’s Notebook
- ELRN English Learner’s Reader’s Notebook
- RNTG Reader’s Notebook Teacher’s Guide
- RK Reading Kit

**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	
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	<p>This program was organized specifically to teach California Language Arts standards to mastery. Universal access is central to the program philosophy; each standard can be taught, practiced and applied with either a more accessible or a more challenging selection.</p> <p><b>Annotated Table of Contents</b>            Gr. 6 <b>TE:</b> pp. CA17-CA41            Gr. 7 <b>TE:</b> pp. CA17-CA41            Gr. 8 <b>TE:</b> pp.CA17-CA41</p> <p><b>How to Use this Program</b>            Gr. 6 <b>TE:</b> pp. CA138-CA143            Gr. 7 <b>TE:</b> pp. CA138-CA143</p>	<p>The Teacher’s Edition puts each year’s standards in the context of what students have learned previously, and what they will be expected to learn in future grades.</p> <p><b>California Standards Progression and Background</b>            Gr. 6 <b>TE:</b> pp. CA54-65</p> <p>The standards taught in each lesson are identified on student and teacher pages.</p> <p><b>California Focus on the Standards</b>            Gr. 7 <b>SE/TE:</b> pp. 48, 69, 72</p>			

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<p>program curriculum is accessible to all students</p>	<p>Gr. 8 <b>TE:</b> pp. CA138-CA143</p> <p>Standards coverage and skills alignment are outlined in the following pages for all grades:  <b>California Standards Correlation</b>            Gr. 6-8 <b>TE:</b> CA46  <b>Year at a Glance Standards Map:</b> Gr. 6-8 <b>TE:</b> CA50  <b>Aligning with the California Standards and Framework:</b>            Gr. 6-8 <b>TE:</b> CA56</p> <p>The Student Edition identifies for students and parents the standards being taught in each unit: <b>Standards at a Glance:</b>            Gr. 6 <b>SE:</b> pp: xi, xv, xix, xxiii, xxvii, xxxi            Gr. 7 <b>SE:</b> pp: xi, xv, xix, xxiii, xxvii, xxxi            Gr. 8 <b>SE:</b> pp: xi, xv, xix, xxiii, xxvii, xxxi</p> <p>In addition to the universal access built in to the Student Edition, specific program components and tools are provided to ensure that all students, including English Learners, can master the content. These tools and components are identified in the Teacher Edition for every selection.</p> <p><b>Guide to Selected Levelled</b></p>	<p>Students and parents can refer to California Language Arts Standards pages for explanations and examples that will help make the standards accessible and clarify expectations.            Gr. 7 <b>SE:</b> xxxvi-li</p>			

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	<p><b>Resources</b>            Gr. 6 <b>TE:</b> p. 188b            Gr. 7 <b>TE:</b> p. 48b, 216b            Gr. 8 <b>TE:</b> p. 332b</p> <p><b>Visual Guide to Featured Selection Resources</b>            Gr. 6 <b>TE:</b> pp. 188c-d            Gr. 7 <b>TE:</b> pp. 48c-d            Gr. 8 <b>TE:</b> pp. 332c-d</p> <p>Please see also Program Description and explanatory notes and page references for Universal Access below.</p>				
<p>2. The Reading/Language Arts Basic Program shall be evaluated for alignment with the following materials:</p> <p>a. Educational content review based on this program description</p> <p>b. Criteria (all categories) in Section II</p> <p>c. Appendix 9-B, “History–Social Science and Science Content Standards, Kindergarten through Grade Three”</p> <p>d. Appendix 9-C, Table 1, “Curriculum Content: Kindergarten Through Grade Three,” and Table 2, “Curriculum</p>	<p>Content was developed specifically to align with the CA framework, standards, and criteria. Alignment to the standards and framework are infused throughout. A brief description of how the program aligns is provided in the TE for every grade level.</p> <p><b>Aligning with the California Standards and Framework</b>            Gr. 6-8 <b>TE:</b> pp. CA56</p> <p>In addition, Professional Development articles are provided throughout the program to call out specific issues identified in the framework.</p> <p>Please see also Standards Map Correlation and references for Optional Criteria standards</p>	<p>As specified in the framework, the program is built on best practices identified in research. The research that informed the development of the program is found in the Teacher’ Edition.  <b>See TE Research Bibliography:</b> Grade 6-8 TE: CA 112-CA115</p> <p>In addition, we sought and implemented feedback on issues and topics identified in the framework and criteria, and on the thoroughness and logic of our standards coverage.            Gr. 6-8 <b>SE/TE:</b> pp. CA13-16</p>			

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<p>Content: Grades Four Through Eight”</p> <p>e. <i>English–Language Arts Content Standards for California Public Schools</i></p> <p>f. <i>Reading/Language Arts Framework for California Public Schools</i></p>	below.				
<p>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 Section 44757.5(j)</i>], and provide instructional content for 180 days of instruction for the following minimal daily time periods:</p> <p>a. 1 hour in kindergarten</p> <p>b. 2.5 hours in grades one through three</p> <p>c. 2 hours in grades four, five and six</p>	<p>The principles of universal access are infused throughout the program, and are evident in the structure and philosophy of the core program. Instructional frontloading for concepts and vocabulary is provided in print and digital</p> <p><b>Introducing the Big Question</b>            Gr. 6 <b>SE/TE</b>: pp. 2-3            Gr. 7 <b>SE/TE</b>: pp. 2-3, 198-199            Gr. 8 <b>SE/TE</b>: pp. 2-3</p> <p><b>PHLitonline</b>            Gr. 7: Introducing the Big Question video; BQ tunes Unit 1, “Get My Point Across”</p> <p>In addition to frontloading, the following pages provide scaffolded support for language production in sentence frames            Gr. 7 <b>SE/TE</b>: pp. 3, 24-25, 50-51            Gr. 8 <b>SE/TE</b>: pp. 334, 394</p>	<p><b>Professional Development Guidebook and Unit &amp; Selection Planning</b>            Gr. 6 <b>PDG</b>: pp. 41            Gr. 7 <b>PDG</b>: pp. 200, 371            Gr. 8 <b>PDG</b>: pp. 4</p>			

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d. At least 1 and up to 2 hours in grades six, seven, and eight	<p>Students build background and make connections by watching, discussing, and writing about video</p> <p><b>PHLitonline</b>            Gr. 7 <b>PHLitonline</b>: Connecting to the Selection video Letters from Rifka; Background video, Letters from Rifka</p> <p>Every standard grouping can be taught, practiced and applied with either a more accessible or a more challenging selection</p> <p><b>Before You Read</b>            Gr. 7 <b>SE/TE</b>: pp. 22-23, 31, 45, 46, 47            Gr. 8 <b>SE/TE</b>: 332-333</p> <p><b>Accessibility at a Glance</b>            Gr. 7 <b>TE</b>: p. 48, 98, 128</p> <p>Pacing is provided for 180 days of 1-2 hour lessons. The pacing is specified for teachers in the Teachers' Edition.</p> <p><b>Unit Overview and Pacing Plan interleaf pages</b>            Gr. 6 <b>TE</b>: pp. 2a-2b            Gr. 7 <b>TE</b>: pp. 198a-198b            Gr. 8 <b>TE</b>: pp. 2a-2b</p> <p><b>Lesson Pacing Guide</b>            Gr. 7 <b>TE</b>: p. 48a, 98A, 128a</p> <p><b>Differentiated Instruction: Timed Lesson Plan Suggestions</b>            Gr. 6 <b>TE</b>: pp. 31, 53</p>				

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	Gr. 7 TE: pp. 219, 321 Gr. 8 TE: pp. 57, 171				
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 <i>criteria</i> in this chapter.	<p>Teacher guidance is provided sequentially within each unit and with each selection.</p> <p><b>Unit Overview and Pacing Plan</b>            Gr. 6 TE: pp. li–1            Gr. 7 TE: pp. 196–197            Gr. 8 TE: pp. li–1</p> <p><b>Lesson Pacing Guide</b>            Gr. 7 TE: 48a, 98a</p> <p>Notes in the Teacher’s Edition wrap provide guidance for teachers throughout each lesson. Notes provide support for think alouds, modeling, multi-draft reading, progress monitoring questions, and guided reading support.</p> <p><b>Wrap notes</b>            Gr. 7 TE: pp. 48-69, 51, 54, 62, 64, 72, 75</p> <p>Diagnostics and other formative assessments are provided in print and online. Notes in the TE guide teachers when and how to use them.</p> <p><b>Assessment Resources</b>            Gr. 6 TE: pp. 106, 153            Gr. 7 TE: pp. 215, 224</p>	<p>Explicit step-by-step support for routines that are used regularly, such as introducing vocabulary, are provided in the <b>CSTR</b></p> <p>Guidance for implementing the philosophy and pedagogy are provided in articles that appear throughout the Teacher’s Edition:</p> <p><b>Understanding by Design: Clarifying Extended Outcomes</b>            Gr. 6 TE: pp. 2            Gr. 7 TE: pp. 202            Gr. 8 TE: pp. 6</p>			

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	Gr. 8 <b>TE</b> : pp. 62, 103 <b>Unit 1 Resources</b> Gr. 6 <b>TE</b> : pp. xi, 5, 234 Gr. 7 <b>TE</b> : pp. xi, 5, 234 Gr. 8 <b>TE</b> : pp. xi, 5, 234  Interpretation guides provide specific plans and materials for adjusting instruction based on these formative assessments. <b>Unit 1 Resources</b> Gr. 6 <b>TE</b> : pp 243 Gr. 7 <b>TE</b> : pp 243 Gr. 8 <b>TE</b> : pp 243				
<i>Additional Required Instructional Elements in the Basic Programs</i> 5. Basic programs must include four additional elements: a. Extra Support for Struggling Readers b. Extra Support for English Learners c. Intensive Vocabulary Instructional Support d. Reading Intervention Kit	The program is built so that each set of standards can be taught with either a more accessible or a more challenging selection. Each selection in the leveled selection pairing addresses the same standards and every selection is supported with 2 levels of features/components to support differentiating instruction for different populations. TE notes provide information for choosing which selection to teach <b>Differentiated Instruction: Accessibility At a Glance &amp; Universal Instruction:</b> Gr. 6 <b>TE</b> : pp. 20, 110 Gr. 7 <b>TE</b> : pp. 197, 216 Gr. 8 <b>TE</b> : pp. 1, 110  In addition, notes are provided	<b>Accessibility for Various Ability Levels</b> Gr. 7 <b>TE</b> : p. 1 <b>Differentiate and Reinforce</b> Gr. 7 <b>TE</b> : p. 1 TE notes provide specific strategies and lesson points to differentiate instruction or provide additional support <b>Support for Less Proficient Readers</b> Gr. 6 <b>TE</b> : pp. 33, 170 Gr. 7 <b>TE</b> : pp. 203, 205 Gr. 8 <b>TE</b> : pp. 17, 139 <b>Support for Special Needs Students</b> Gr. 6 <b>TE</b> : pp. 135 Gr. 7 <b>TE</b> : pp. 207, 221 Gr. 8 <b>TE</b> : pp. 135, 173 <b>Support for English Language Learners</b> Gr. 6 <b>TE</b> : pp. 97, 133 Gr. 7 <b>TE</b> : pp. 203, 205			

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	<p>to guide teachers to move struggling readers from the more accessible selections to the more challenging selections</p> <p><b>Preparing Students for the More Challenging Selection</b>            Gr. 6 TE: p. 189            Gr. 7 TE: pp. 49, 99, 129            Gr. 8 TE: p. 333</p> <p>Adaptive lesson plans provide pacing and resources</p> <p><b>Differentiated Instruction: Timed Lesson Plan Suggestions</b>            Gr. 6 TE: pp. 31, 53            Gr. 7 TE: pp. 219, 321            Gr. 8 TE: pp. 57, 171</p> <p>Two levels of extra support for struggling readers and English Learners are provided with every selection</p> <p><b>Reading and Vocabulary Warm-ups A and B</b>            Gr. 6 UR: pp. 13, 30, 48, 69  <b>Leveled Graphic Organizers A and B</b>            Gr. 7 GOT: pp. 9-11, 12-14  <b>Leveled Selection Tests and Open Book Tests</b>            Gr. 6 UR: pp. 21-27, 42-45</p> <p>Reader's Notebooks provide additional support differentiating instruction for students. Notes in the Teachers'</p>	<p>Gr. 8 TE: pp. 9, 123</p> <p><b>Vocabulary Knowledge Rating</b>            Gr. 6 TE: pp. 22, 36, 48            Gr. 7 TE: pp. 204, 214            Gr. 8 TE: pp. 8, 12, 14, 74</p>			

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	<p>Edition tell teachers when and how to use these components.            Gr. 6 <b>TE:</b> pp. 41            Gr. 7 <b>TE:</b> pp. 200, 371            Gr. 8 <b>TE:</b> pp. 4</p> <p>Intensive Vocabulary support is provided throughout the program            Professional Development articles throughout the program give teachers background for successful vocabulary  <b>Classroom Strategies</b>            Gr. 7 <b>TE:</b> Teaching Vocabulary 2c-26</p> <p>Academic Vocabulary and high-utility words are introduced in Amazing Words at the beginning of the unit.  <b>Introducing the Big Question/Amazing Words</b>            Gr. 6 <b>SE/TE:</b> pp. 32, 74            Gr. 7 <b>SE/TE:</b> pp. 60, 199, 208            Gr. 8 <b>SE/TE:</b> pp. 20, 66</p> <p>The Amazing words for the unit are utilized throughout the unit in sentence frames and other activities designed to scaffold support for academic discourse and language production  <b>Making Connections</b>            Gr. 7 <b>SE/TE:</b> pp. 50, 52 60</p> <p>Selection vocabulary is</p>				

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	<p>introduced before each selection, used and practiced during each selection, and assessed in generative exercises at the end of each selection.            Gr. 7 <b>SE:</b> pp. 50, 53, 54, 57, 58, 59            Gr. 7 <b>TE:</b> pp. 50, 52, 54, 56, 59</p> <p><b>Vocabulary Development</b>            Gr. 6 <b>TE:</b> pp. 68, 138            Gr. 7 <b>TE:</b> pp. 212, 232            Gr. 8 <b>TE:</b> pp. 144, 202</p> <p><b>Think Aloud Vocabulary Development</b>            Gr. 6 <b>TE:</b> pp. 116, 150            Gr. 7 <b>TE:</b> pp. 230, 290            Gr. 8 <b>TE:</b> pp. 140, 148</p> <p>Additional selection vocabulary can be pre-taught using the Vocabulary and Reading Warm-ups. These short readings provide selection vocabulary in the context of a brief background building reading that provides additional exposure to and practice with vocabulary students will encounter in the selection.</p> <p><b>Vocabulary and Reading Warm-ups</b>            Gr. 6 <b>UR:</b> pp. 13, 30, 48, 69, 87, 108, 134</p> <p>The Reading Intervention Kit</p>				

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	<p>provides print resources for pre-teaching or reteaching foundational skills and standards that are not mastered on original teaching. Interpretation guides in both print and online explain when to use the Reading Kit. Assignments from the Reading Kit can also be made online at PhLitonline. The print Teachers' Edition guides teachers when and how to use Reading Kit resources</p> <p><b>Selections by Ability Level planner</b>            Gr. 6 TE: pp. 20            Gr. 7 TE: pp. 197            Gr. 8 TE: pp. 1</p>				
<p><i>Extra Support for Struggling Readers, Kindergarten Through Grade Eight</i></p> <p>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</p>	<p>Resources for struggling readers are provided with every selection, and identified for teachers in the TE</p> <p><b>Guide to Selected Leveled Resources and Visual Guide to Featured Selection Resources</b>            Gr. 7 TE: pp. 48b-48d, 98b-98d128b-128c</p> <p>Point of use notes guide teachers to identify appropriate times in the lesson for adding instruction for struggling readers.</p> <p><b>Differentiating Instruction Additional Daily Instruction</b>            Gr. 7 TE: 61, 83, 99, 101, 105,</p>	<p>Teacher edition and student materials that reinforce and extend are called out in the Teachers' Edition</p> <p><b>Differentiated Instruction: Accessibility At a Glance &amp; Universal Instruction</b>            Gr. 6 TE: pp. 20, 110            Gr. 7 TE: pp. 197, 216            Gr. 8 TE: pp. 1, 110</p> <p><b>Concept Connector</b>            Gr. 6 TE: pp. 59            Gr. 7 TE: pp. 223, 243            Gr. 8 TE: pp. 117, 151</p>			

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<p>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 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"> <li>Thirty minutes of additional instructional materials daily</li> <li>Teacher edition and student materials that reinforce and extend the regular classroom/basic program daily lessons</li> <li>Additional opportunities for checking students’ understanding</li> <li>Instruction to increase background knowledge, prerequisite skills, and concepts</li> </ol>	<p>113</p> <p>Notes provide guidance for delivering culturally responsive instruction, particularly to students who use African American vernacular English  <b>Culturally Responsive Instruction</b>            Gr. 7 TE: 85, 107, 119</p> <p>Other notes in the TE that reinforce and extend the regular lessons, and that appear with each selection:  <b>Differentiated Instruction notes</b>            Gr. 7 TE: 89, 99, 103, 115, 121  <b>Writing About the Big Question</b>            Gr. 7 SE/TE: p. 100  <b>Background</b>            Gr. 7 SE/TE: p. 101  <b>Vocabulary Development</b>            Gr. 7 TE: p. 102  <b>Activating Prior Knowledge</b>            Gr. 7 TE: 102  <b>Literature in Context</b>            Gr. 7 SE/TE: 106  <b>Vocabulary Reinforcement</b>            Gr. 7 TE: 106  <b>Thematic Vocabulary</b>            Gr. 7 TE: 102  <b>Extend Your Learning</b>            Gr. 6 SE: pp. 93, 109            Gr. 7 SE: pp. 225, 245            Gr. 8 SE: pp. 79</p>				

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<p>e. Additional opportunities for vocabulary development</p> <p>f. Additional practice in the key skills and strategies taught in the lesson</p> <p>g. Opportunities to reteach material already taught in the lesson</p> <p>h. Opportunities to preteach material that will be taught in the lesson</p> <p>i. Additional instructional support for students who use African American vernacular English who may also have difficulty with phonological awareness and standard academic English structures of oral and written language, including spelling and grammar</p>	<p><b>Guide to Selected Resources</b>  <b>Differentiated Instruction:</b>  <b>Additional Timed Lesson Plan</b>  <b>Suggestions</b>            Gr. 6 TE: pp. 31, 53            Gr. 7 TE: pp. 219, 321            Gr. 8 TE: pp. 57, 171</p> <p>Online tools provide resources for delivering instruction and content through audio and visual tools to reinforce and extend daily lessons and increase background knowledge, prerequisite skills, and concepts.</p> <p><b>PHLitOnline</b>            Gr. 7: Pronunciation Guide            Big Question Videos            Background videos            Get Connected Videos            Grammar Tutorials</p> <p>Reader's Notebooks reinforce and extend regular classroom instruction for every selection  <b>Reader's Notebook:</b> Reinforces and extends daily instruction for on-level or slightly below level students            Gr. 7 RN: All Summer in a Day, Suzy and Leah</p> <p><b>Reader's Notebook Adapted Version:</b> Reinforces and extends daily instruction for struggling readers            Gr. 7 RN: All Summer in a Day, Suzy and Leah</p>				

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	<p><b>English Learner’s Notebook:</b>            Reinforces and extends daily instruction for English Learners            Gr. 7 <b>ELRN:</b> All Summer in a Day, Suzy and Leah</p> <p>Opportunities for checking students’ understanding appear regularly with each lesson</p> <p><b>Vocabulary Development, Vocabulary Knowledge Rating</b>            Gr. 7 <b>TE:</b> p. 100, 108</p> <p><b>Multi-draft Reading</b>            Gr. 7 <b>SE/TE:</b> p. 101</p> <p><b>Reading Check:</b>            Gr. 7 <b>SE/TE:</b> p. 103, 105, 109</p> <p><b>minor column notes</b>            Gr. 7 <b>SE/TE:</b> p. 103-110</p> <p><b>After You Read , scaffolded questions</b>            Gr. 6 <b>SE/TE:</b> pp. 128            Gr. 7 <b>SE/TE:</b> pp. 226            Gr. 8 <b>SE/TE:</b> pp. 77</p> <p><b>Notes on Leveled Assessment Resources</b>            Gr. 6 <b>TE:</b> pp. 106, 153            Gr. 7 <b>TE:</b> pp. 215, 224            Gr. 8 <b>TE:</b> pp. 62, 103</p> <p><b>Selection Test A and B</b>            Gr. 6 <b>UR:</b> pp. 24, 27, 42, 45</p> <p><b>PHLitOnline</b>            Online self-tests</p>				

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	Instruction is provided to increase background knowledge, prerequisite skills and concepts for struggling readers <b>Big Question Vocabulary</b> Gr. 6 SE/TE: pp. 32, 74 Gr. 7 SE/TE: pp. 199, 208 Gr. 8 SE/TE: pp. 20, 66  <b>Before You Read</b> Gr. 6 SE: pp. 22 Gr. 7 SE: pp. 217 Gr. 8 SE: pp. 110  Additional Vocabulary Development <b>Contrastive Analysis</b> Gr. 7 TE: pp. CA122–CA136 <b>Sentence frames</b> Gr. 7 SE/TE: p. 3 <b>PHLitOnline:</b> Gr. 6: BQ Tunes, Unit 1, “Get My Point Across” Gr. 7: BQ Tunes, Unit 1, “Truth” Gr. 8: BQ Tunes, Unit 1, “Mission Impossible” Pronunciation Guide <b>Writing About the Big Question</b> Gr. 7 UR:: pp. 177, 195 <b>Vocabulary Warm-ups A and B</b> Gr. 7 UR: pp. 173-176, 191-192 <b>Reading Warm-ups</b> Gr. 7 UR: pp. 175-176, 193-194 Gr. 7 ARN: My First Free Summer				

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	<p>Gr. 7 <b>ELRN:</b> My First Free Summer</p> <p><b>Vocabulary Development</b> Gr. 6, pp. 68, 138            Gr. 7 <b>TE:</b> pp. 212, 232            Gr. 8 <b>TE:</b> pp. 144, 202</p> <p><b>Think Aloud Vocabulary Development</b>            Gr. 6 <b>TE:</b> pp. 116, 150            Gr. 7 <b>TE:</b> pp. 230, 290            Gr. 8 <b>TE:</b> pp. 140, 148</p> <p>Instruction and materials are provided for additional time spent on practicing key skills and strategies and pre-and re-teaching lessons.            Gr. 7 <b>RN:</b> from Angela’s Ashes            Gr. 7 <b>ARN:</b> from Angela’s Ashes            Gr. 7 <b>ELRN:</b> from Angela’s Ashes</p> <p><b>Graphic Organizers A and B</b>            Gr. 7 <b>UR:</b> pp. 26, 27, 28, 29, 30</p> <p><b>Preparing Students for the More Challenging Selection</b>            Gr. 7 <b>TE:</b> p. 129</p> <p><b>Strategy for Less Proficient Readers</b>            Gr. 7 <b>TE:</b> p. 133</p> <p><b>Pronunciation for English Learners</b>            Gr. 7 <b>TE:</b> 133</p>				

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	<p><b>Concept Connector</b>            Gr. 7 TE: p. 135</p> <p>Note for additional instruction for students who use African American vernacular English are provided throughout the program.</p> <p><b>Culturally Responsive Instruction: Standard English Learners</b>            Gr. 6 TE: pp. 69            Gr. 7 TE: pp. 143, 231, 246            Gr. 8 TE: pp. 154</p> <p><b>Sentence Modeling</b>            Gr. 7 TE: p. 150</p>				
<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</p>	<p><b>Support for English Language Learners</b> Gr. 6 TE: pp. 97, 133            Gr. 7 TE: pp. 203, 205            Gr. 8 TE: pp. 9, 123</p> <p>Notes in the TE explicitly show how to integrate the extra lessons for English Learners to pre-teach, build background, and build academic vocabulary.</p> <p><b>Time and Resource Manager</b>            Gr. 7 TE: pp. 128a-128d</p> <p><b>Culturally Responsive Instruction: English and Standard English Learners</b>            Gr. 6 TE: pp. 69            Gr. 7 TE: pp. 231, 246            Gr. 8 TE: pp. 154</p> <p><b>Reader’s Notebook English Learner’s Version</b></p>	<p><b>Fluency</b>            Gr. 6 TE: pp. 137            Gr. 7 TE: pp. 237            Gr. 8 TE: pp. 187</p> <p><b>Other TE Notes</b>            Gr. 6 TE: pp. 41            Gr. 7 TE: pp. 200, 371            Gr. 8 TE: pp. 4</p>			

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	Primary	Supporting	Y	N	
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.	Gr. 7 <b>ELRN</b> : From An American Childhood The Luckiest Time of All  <b>Reader’s Notebook Teacher’s Guide</b>				
8. Support materials for English learners must provide: 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	<b>Vocabulary Warm-up A UR:</b> Grade 7: pp. 69-70 <b>Vocabulary Warm-up B UR:</b> Grade 7: pp. 71-72 <b>Reading Warm-up A UR:</b> Grade 7: pp. 73-74 <b>Reading Warm-up B UR:</b> Grade 7: pp. 75-76  Pearson Literature, Reading and Language, has tools such as sentence frames, graphic organizers, and opportunities for language production built in throughout the program. For the additional 30 minutes of instruction, The Reader’s				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>reinforce and extend the regular classroom/basic program daily lessons</p> <p>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>	<p>Notebook English Learner’s Version provides a variety of leveled tools to meet the needs of the different levels of English Learners. In addition, a variety of digital tools support English Learners at the various stages.</p> <p><b>Beginners</b>  <b>Reader’s Notebook English Learner’s Version</b>  <b>Summary Translations</b>            All Grades: T1-T91  <b>Word Attack Skills: Phonics</b>            All Grades: V35  <b>Mnemonics</b>            All Grades: V37  <b>Communication Strategies</b>            All Grades: V39  <b>PhLitOnline</b>            Audio summary translations            BQ Tunes</p> <p><b>Early Intermediate</b>  <b>Reader’s Notebook English Learner’s Version</b>  <b>Before You Read Talk About It</b>            Grade 7: p. 77  <b>Making Connections</b>            Grade 7: p. 78  <b>Selections</b>  <b>Example:</b>            Grade 7: The Treasure of Lemon Brown pp. 79-83  <b>After You Read: Talk About It</b>            Grade 7: p. 84  <b>Vocabulary Skill Review: Talk</b></p>				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p><b>About It</b> Grade 7: p. 85</p> <p><b>Communication Strategies</b> All Grades: V39</p> <p><b>Academic Vocabulary Words</b> All Grades: V12-V22</p> <p><b>Vocabulary Flashcards</b> All Grades: V25-V28</p> <p><b>PHLitOnline</b> Audio summaries in English Audio ELRN selections BQ Tunes</p> <p><b>Intermediate</b> <b>Reader’s Notebook English</b> <b>Learner’s Version</b> <b>Before You Read</b> Grade 7: p. 77</p> <p><b>Making Connections</b> Grade 7: p. 78</p> <p><b>Selections</b> <b>Example:</b> Grade 7: The Treasure of Lemon Brown pp. 79-83</p> <p><b>After You Read</b> Grade 7: p. 84</p> <p><b>Vocabulary Skill Review</b> Grade 7: p. 85</p> <p><b>Commonly Misspelled Words</b> All Grades: V33</p> <p><b>PHLitOnline</b> Audio summaries in English Audio ELRN Selections BQ Tunes Vocabulary Central</p>				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p><b>Early Advanced Reader’s Notebook English Learner’s Version Before You Read</b>            Grade 7: p. 77</p> <p><b>Making Connections</b>            Grade 7: p. 78</p> <p><b>Selections</b>  <b>Example:</b>            Grade 7: The Treasure of Lemon Brown pp. 79-83</p> <p><b>After You Read</b>            Grade 7: p. 84</p> <p><b>Vocabulary Skill Review</b>            Grade 7: p. 85</p> <p><b>Word Study Cards</b>            All Grades: V8</p> <p><b>Academic Vocabulary Words</b>            All Grades: V12-V22</p> <p><b>Words in Other Subjects</b>            All Grades: V22</p> <p><b>Vocabulary Fold a List</b>            All Grades: V29</p> <p><b>Commonly Misspelled Words</b>            All Grades: V33</p> <p><b>Personal Thesaurus</b>            All Grades: V44</p> <p><b>PHLitOnline</b>            Interactive Selections            BQ Tunes            Vocabulary Central</p> <p><b>Culturally Responsive Instruction: English and Standard English Learners</b>            Gr. 7: pp. 231, 246            Gr. 8: pp. 157</p>				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p><b>Differentiated Instruction</b>            Gr. 6 <b>TE:</b> pp. 147, 170            Gr. 7 <b>TE:</b> pp. 241, 249, 253            Gr. 8 <b>TE:</b> pp. 173, 183</p> <p><b>Differentiated Instruction:            Additional Timed Lesson Plan            Suggestions</b>            Gr. 6 <b>TE:</b> pp. 31, 53            Gr. 7 <b>TE:</b> pp. 219, 321            Gr. 8 <b>TE:</b> pp. 57, 171</p> <p><b>Fluency</b>            Gr. 6 <b>TE:</b> pp. 137            Gr. 7 <b>TE:</b> pp. 237            Gr. 8 <b>TE:</b> pp. 187</p> <p><b>Support for English Language            Learners</b>            Gr. 6 <b>TE:</b> pp. 97, 133            Gr. 7 <b>TE:</b> pp. 203, 205            Gr. 8 <b>TE:</b> pp. 9, 123</p> <p>Please see also Standards Map            Correlation and references for            Optional Criteria standards            referenced above.</p>				
9. Support materials provide additional explicit linguistic instruction in areas of difficulty for students, including:	<p><b>Pronunciation Key</b>            Grade 6-8 <b>UR:</b> p. xiii  <b>BQ Tunes Activities</b>            Grade 6-8 <b>UR:</b> p. xv  <b>Big Question Activities</b></p>	<p><b>Connecting to the Students’            World</b>            Gr. 7 <b>SE:</b> pp. 287            Gr. 8 <b>SE:</b> pp. 189</p>			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>a. Survival vocabulary and language, including but not limited to language for obtaining necessities, making requests, and understanding instructions (essential for newcomers)</p> <p>b. Language skills that are transferable from students' primary language to English and nontransferable skills</p> <p>c. Acquisition of academic vocabulary</p> <p>d. Phonological, morphological, syntactical, and semantic structures of English</p>	<p>Grade 6-8 <b>UR</b>:: pp. 1,2,3  <b>Applying the Big Question</b>            Grade 6-8 <b>UR</b>:: p. 4  <b>Writing About the Big Question</b>            Gr. 6 <b>UR</b>:: pp. 34, 52, 73, 91            Gr. 7 <b>UR</b>:: pp. 34, 52, 73, 91            Gr. 8 <b>UR</b>:: pp. 34, 52, 73, 91</p> <p><b>Communications Workshop</b>            Gr. 6 <b>UR</b>: p. 233            Gr. 7 <b>UR</b>: p. 233            Gr. 8 <b>UR</b>: p. 233</p> <p><b>Culturally Responsive Instruction</b>            Gr. 7 <b>TE</b>: p. 76  <b>Strategy for English Language Learners</b> Gr. 6 <b>TE</b>: pp. 97, 133            Gr. 7 <b>TE</b>: pp. 235, 246            Gr. 8 <b>TE</b>: pp. 127</p> <p><b>Big Question Vocabulary</b>            Gr. 6 <b>TE</b>: pp. 32, 74            Gr. 7 <b>TE</b>: pp. 199, 208            Gr. 8 <b>TE</b>: pp. 20, 66</p> <p><b>Vocabulary Knowledge Rating</b>            Gr. 6 <b>TE</b>: pp. 22, 36, 48            Gr. 7 <b>TE</b>: pp. 204, 214            Gr. 8 <b>TE</b>: pp. 8, 12, 14, 74</p> <p><b>Vocabulary Warm-up A</b>            Gr. 7 <b>UR</b>: pp. 69-70  <b>Vocabulary Warm-up B</b>            Gr. 7 <b>UR</b>: pp. 71-72  <b>Reading Warm-up A</b>            Gr. 7 <b>UR</b>: pp. 73-74</p>				

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<b>Reading Warm-up B</b> Gr. 7 UR: pp. 75-76  <b>Reader's Notebook English Learner's Version</b> Gr. 7 ELRN: From An American Childhood; The Luckiest Time of All <b>Reader's Notebook Teacher's Guide</b>				
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 d. Speaking applications e. Academic language f. Vocabulary and concept development g. Sentence structure h. Grammar	<b>Word Study</b> Gr. 6 SE: pp. 231, 239, 283 Gr. 7 SE: pp. 24, 31, 32, 50, 59 Gr. 8 SE: pp. 39, 51, 63  <b>SE: Communications Workshop</b> Gr. 6 SE: pp. 233, 366, 538 Gr. 7 SE: pp. 233, 560, 890 Gr. 8 SE: pp. 233, 998,	<b>Vocabulary Workshop:</b> Gr. 6 SE: pp. 536–537 Gr. 7 SE: pp. 394–395 Gr. 8 SE: pp. 218–219  <b>Writer's Workshop--Revising</b> Gr. 6 SE: pp. 805, 909 Gr. 7 SE: pp. 94, 398, 553 Gr. 8 SE: pp. 212, 785			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p><i>Intensive Vocabulary Instructional Support, Kindergarten Through Grade Three</i></p> <p>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.</p>	Not Applicable at this grade level	Not Applicable at this grade level			
<p>12. These materials must build students' oral vocabulary by providing instruction in a wide range of meaningful vocabulary, explaining the meanings of unfamiliar words (beyond students' reading vocabulary), and allowing ample</p>	Not Applicable at this grade level	Not Applicable at this grade level			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
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.	<b>Not Applicable at this grade level</b>	<b>Not Applicable at this grade level</b>			
14. Programs must establish a list of vocabulary words for each grade level and support/defend the lists with research.	<b>Not Applicable at this grade level</b>	<b>Not Applicable at this grade level</b>			
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.	<b>Not Applicable at this grade level</b>	<b>Not Applicable at this grade level</b>			
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	<b>Not Applicable at this grade level</b>	<b>Not Applicable at this grade level</b>			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
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					
17. Narratives and expository texts provided in the intensive vocabulary materials link to units or themes in the basic program.	Not Applicable at this grade level	Not Applicable at this grade level			
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 vocabulary c. Fifteen to 20 minutes of additional daily vocabulary instruction	Not Applicable at this grade level	Not Applicable at this grade level			
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	Not Applicable at this grade level	Not Applicable at this grade level			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>students to hear, use, reflect on, and discuss the meanings of the target words</p> <p>b. Weekly oral pre- and post-assessments on new words</p> <p>c. Narrative/expository text readings, during which teachers provide simple definitions of target vocabulary words using language that is known by students</p> <p>d. Opportunities for students to use words in individual and group responses over time and in different contexts</p> <p>e. Suggestions for periodic review and extended use of the words beyond the instructional time</p>					
<p><i>Reading Intervention Kit, Grades One Through Three</i></p> <p>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</p>	Not Applicable at this grade level	Not Applicable at this grade level			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
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 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	<b>Not Applicable at this grade level</b>	<b>Not Applicable at this grade level</b>			

Program Description	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
through three of the basic program) e. Reading comprehension skills					
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.	<b>Not Applicable at this grade level</b>	<b>Not Applicable at this grade level</b>			
23. The same classroom kit for grades one through three is acceptable.	<b>Not Applicable at this grade level</b>	<b>Not Applicable at this grade level</b>			

**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 Section 60010(h)</i> are designed to ensure that all students master each of the English–language arts content standards.	<p><b>Annotated Table of Contents</b>            Gr. 6 TE: pp. CA17-CA41            Gr. 7 TE: pp. CA17-CA41            Gr. 8 TE: pp. CA17-CA41</p> <p><b>How to Use this Program</b>            Gr. 6 TE: pp. CA138-CA143            Gr. 7 TE: pp. CA138-CA143            Gr. 8 TE: pp. CA138-CA143</p> <p>Standards coverage and skills alignment are outlined in the following pages for all grades:  <b>California Standards Correlation</b>            Gr. 6-8 TE: p. CA46  <b>Year at a Glance Standards Map:</b>            Gr. 6-8 TE: p. CA50  <b>Aligning with the California Standards and Framework:</b>            Gr. 6-8 TE: p. CA56</p> <p>The Student Edition identifies for students and parents the standards being taught in each unit: <b>Standards at a Glance</b>,            Gr. 6 SE: pp: xi, xv, xix, xxiii, xxvii, xxxi            Gr. 7 SE: pp: xi, xv, xix,</p>	In addition, please see Standards Map Correlation and references for Optional Criteria standards below			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	xxiii, xxvii, xxxi Gr. 8 <b>SE</b> : pp: xi, xv, xix, xxiii, xxvii, xxxi				
2. Instructional materials reflect and incorporate the content of the <i>Reading/Language Arts Framework for California Public Schools</i> .	Please see Standards Map Correlation and references for Optional Criteria standards below.				
3. Instructional materials incorporate the content described in Appendix 9-B and Appendix 9-C, Tables 1 and 2.	All instructional materials incorporate the content described in Appendix 9-B and Appendix 9-C, Tables 1 and 2.				
4. Instruction reflects current and confirmed research in reading/language arts instruction as defined in <i>Education Code Section 44757.5(j)</i> .	<i>Pearson Literature: Reading and Language</i> , © 2010 was developed specifically for California by contributing authors, advisors and editors. The instruction reflects current and confirmed research in reading/language arts instruction as defined in <i>Education Code Section 44757.5(j)</i> .				
5. Sufficient instructional time is allotted to content standards that require extensive teaching and are clear prerequisites for later content standards.	The Unit Overview and Pacing Plan suggest different ways of dividing up lessons and planning daily activities. In addition, the Professional Development Guidebook and Teacher Planning CD provide				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>ideas and customizable lesson plans.</p> <p><b>Unit Overview and Pacing Plan interleaf pages</b>            Gr. 6 TE: pp. 2a–2b            Gr. 7 TE: pp. 198a–198b            Gr. 8 TE: pp. 2a–2b</p> <p><b>Differentiated Instruction: Timed Lesson Plan Suggestions</b>            Gr. 6 TE: pp. 31, 53            Gr. 7 TE: pp. 219, 321            Gr. 8 TE: pp. 57, 171</p>				
<p>6. The program demonstrates an explicit relationship between academic language development, reading selections, and written and oral expression (see number 45 below, under “Writing”).</p>	<p>The Academic and high-utility vocabulary introduced at the beginning of each unit ties directly to the concept development of the Big Question.            Words are introduced in “Introducing the Big Question.”            Sentence frames are provided to help students begin using the concept vocabulary in their speaking and writing.</p> <p><b>Introducing the Big Question</b>            Gr. 6 SE/TE: pp. 32, 74            Gr. 7 SE/TE: pp. 199, 208            Gr. 8 SE/TE: pp. 20, 66</p> <p>These words are then</p>	<p><b>Professional Development Guidebook and Unit &amp; Selection Planning Resources</b>            Gr. 6 PDG: pp. 4            Gr. 7 PDG: pp. 200, 371            Gr. 8 PDG: pp. 4</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>integrated into students work with the selections. <b>Writing About the Big Question</b>            Gr. 6 <b>SE/TE</b>: p. 190            Gr. 7 <b>SE/TE</b>: p. 60, 100, 112            Gr. 8 <b>SE/TE</b>: p. 334</p> <p><b>Critical Thinking: The Big Question</b>            Gr. 6 <b>SE/TE</b>: p. 202            Gr. 7 <b>SE/TE</b>: p. 66, 85, 87, 110, 124            Gr. 8 <b>SE/TE</b>: p. 342</p> <p>Selection Vocabulary is developed to facilitate correct use in speaking and writing. Each vocabulary word is presented with a context sentence to demonstrate is correct use and when applicable, other forms of the word are supplied so that students may see the relationship between different forms of the word and choose correctly in their own speaking and writing.</p> <p><b>Vocabulary</b>            Gr. 6 <b>SE/TE</b>: 190            Gr. 7 <b>SE/TE</b>: pp. 78            Gr. 8 <b>SE/TE</b>: 334</p> <p>Routines for introducing and incorporating new vocabulary into speaking and writing are provided in the Classroom Routines and Teaching</p>				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Strategies. <b>CRTS:</b> Introducing Selection Vocabulary Using Oral Cloze Using the Frayer Model  <b>Think Aloud Vocabulary Development</b> Gr. 6 <b>TE:</b> pp. 116, 150 Gr. 7 <b>TE:</b> pp. 230, 290 Gr. 8 <b>TE:</b> pp. 140, 148  <b>Extend Your Learning: Listening and Speaking</b> Gr. 6 <b>SE:</b> pp. 93, 109 Gr. 7 <b>SE:</b> pp. 127, 151 Gr. 8 <b>SE:</b> pp. 305, 405  <b>Vocabulary Workshop</b> Gr. 6 <b>SE:</b> pp. 536–537 Gr. 7 <b>SE:</b> pp. 394–395 Gr. 8 <b>SE:</b> pp. 218–219				
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.	Please see Standards Map Correlation.  See also Standards at a Glance pages: <b>Gr. 6 SE:</b> pp. xi, xv, xix, xxii, xxvii, xxxi <b>Gr. 7 SE:</b> pp. xi, xv, xix, xxii, xxvii, xxxi <b>Gr. 8 SE:</b> pp. xi, xv, xix, xxii, xxvii, xxxi				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
8. Instructional materials include activities that relate directly to the learning objectives. Extraneous material is kept to a minimum.	<p>Each leveled pair of selections focuses on a discrete set of standards. Each selection in the pair provides instruction, practice, and application of the same standards—including the post selection activities.</p> <p><b>Focus on the Standards</b>            Gr. 7 SE/TE: 98</p> <p>Selection activities are standards-driven and are designed for practice and application of the designated skill.</p> <p><b>After You Read</b>            Gr. 7 SE/TE: pp. 111, 125, 126, 127</p> <p><b>Skills introduced, developed, and assessed in Student Edition:</b></p> <p><b>Gr. 6 SE:</b> pp. 188–190; 192–202; 203; 216–217  <b>Gr. 7 SE:</b> pp. 48–50; 52–59, 68–69  <b>Gr. 8 SE:</b> pp. 244–246; 248–261; 264–275</p> <p><b>Skills supported/ extended/ assessed in:</b>  <b>Gr. 6 TE:</b> pp. 188–190; 192–202; 203; 216–217  <b>Gr. 7 TE:</b> pp. 48–50; 52–59;</p>				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	68–69 <b>Gr. 8 TE:</b> pp. 244–246; 248–261; 264–275  <b>Gr. 6 URU2:</b> pp. 23–38; 50–52 <b>Gr. 7 URU1:</b> pp. 69–84 <b>Gr. 8 URU2:</b> pp. 23–38  <b>Gr. 6 GOT:</b> pp. 39, 41, 42, 44 <b>Gr. 7 GOT:</b> pp. 9, 11, 12, 14 <b>Gr. 8 GOT:</b> pp. 20, 22, 23, 25				
9. Instructional materials use proper grammar and spelling ( <i>Education Code</i> Section 60045).	The authors and editors of <i>Pearson Literature, California Reading and Language</i> © 2010 have incorporated literary works by award winning authors with instructional materials, using proper grammar and spelling.				
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	The editors of <i>Pearson Literature: California Reading and Language</i> © 2010 have worked to create student materials and teacher materials free from gross inaccuracies and false statements.				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
requiring changes in 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 authors of <i>Pearson Literature: California Reading and Language</i> © 2010 are experts in their fields, and they relied heavily on the latest research in developing this program.				
12. Publishers must indicate in teacher materials all program components necessary to address all English–language arts content standards for each grade level.	Gr. 6 TE: pp. 20a–20d Gr. 7 TE: pp. 48a–48d Gr. 8 TE: pp. 24a–24d				
Curriculum must provide explicit, sequential, linguistically logical, and systematic instruction, practice, application, and diagnostic support in the following 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	Not applicable at this grade level	Not applicable at this grade level			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
English–language arts content standards.					
<i>Phonics and Decoding</i> 14. Phonics instruction includes all sound-spelling correspondences and is taught in a sequential and logical design.	Not applicable at this grade level	Not applicable at this grade level			
15. Publishers will include, for those students who need them, learning tools for phonemic awareness (such as phoneme phones and letter tiles).	Not applicable at this grade level	Not applicable at this grade level			
16. Publishers will include, for those students who need them, learning tools for phonics (such as Elkonin boxes).	Not applicable at this grade level	Not applicable at this grade level			
<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.	<b>Gr. 6 TE:</b> pp. 22, 35, 36, 48, 137, 145, 199 <b>Gr. 7 TE:</b> pp. 55, 117, 204, 214 <b>Gr. 8 TE:</b> pp. 8, 12, 14, 74, 187, 323, 397  <b>Gr. 6 ELRN:</b> 82, 84, 87, 118 <b>Gr. 7 ELRN:</b> pp. 16, 17, 19, 21, 22, 53, 59 <b>Gr. 8 ELRN:</b> pp. 13, 17, 18, 19, 20, 22, 24, 25, 103  <b>AIO Gr. 6:</b> pp. 311–324	<b>Gr. 6 SE:</b> 63, R22–R23 <b>Gr. 7 SE:</b> 647, 663, R22–R23 <b>Gr. 8 SE:</b> 669, R22–R23			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<b>Gr. 7 AIO:</b> pp. 326–339 <b>Gr. 8 AIO:</b> pp. 323–336  <b>Gr. 6 URU1:</b> xi–xii <b>Gr. 7 URU1:</b> xi–xii <b>Gr. 8 URU1:</b> xi–xii  <b>Gr. 6 ARN:</b> pp. V2–V44 <b>Gr. 7 ARN:</b> pp. V2–V44 <b>Gr. 8 ARN:</b> pp. V2–V44				
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).	<b>Gr. 6 TE:</b> pp. 137, 386, 389 <b>Gr. 7 TE:</b> pp. 55, 117 <b>Gr. 8 TE:</b> pp. 84, 187  <b>Gr. 6 AIO:</b> pp. 311–324 <b>Gr. 7 AIO:</b> pp. 326–339 <b>Gr. 8 AIO:</b> pp. 323–336  <b>Gr. 6 ELRN:</b> pp. 28, 31, 34 <b>Gr. 7 ELRN:</b> pp. 16, 19, 22 <b>Gr. 8 ELRN:</b> pp. 17, 19, 20, 22, 25				
19. Student materials include opportunities for daily oral reading fluency practice.	<b>Gr. 6 AIO:</b> pp. 311–324 <b>Gr. 7 AIO:</b> pp. 326–339 <b>Gr. 8 AIO:</b> pp. 323–336  <b>Gr. 6 ELRN:</b> pp. 28, 31, 34 <b>Gr. 7 ELRN:</b> pp. 16, 19, 22 <b>Gr. 8 ELRN:</b> pp. 17, 19, 20, 22, 25	<b>CSTR:</b> pp. 23, 24, 25  <b>Gr. 6 TE:</b> pp. 11, 35, 117, 137 <b>Gr. 7 TE:</b> pp. 41, 55, 117, 237 <b>Gr. 8 TE:</b> pp. 71, 187, 489			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p><i>Decodable Books</i></p> <p>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-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.</p>	Not applicable at this grade level	Not applicable at this grade level			
<p>21. Each decodable text contains at the back a list of all the high-frequency words and sound-spelling</p>	Not applicable at this grade level	Not applicable at this grade level			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
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correspondences introduced in that text.					
<p>22. <i>Sufficient</i> is defined as follows:</p> <ul style="list-style-type: none"> <li>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).</li> <li>b. Kindergarten—Approximately 20 decodable books, integrated with the sequence of instruction.</li> <li>c. First grade—Two books per sound-spelling totaling a minimum of 8,000 words of decodable text over the course of a year.</li> <li>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.</li> </ul> <p>(e. Applies to intervention)</p>	Not applicable at this grade level	Not applicable at this grade level			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
programs)					
<p><i>Spelling</i></p> <p>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 explicitly taught with practice focused on patterns of words and sound-letter associations.</p>	Not applicable at this grade level	Not applicable at this grade level			
<p><i>Vocabulary</i></p> <p>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 basic program.</p>	<p><b>Academic Vocabulary introduced and applied in</b>  <b>Gr. 6 SE:</b> pp. 2–3, 6–7, 26, 38, 40, 50, 216–217, 225  <b>Gr. 7 SE:</b> pp. 2–3, 6–7, 24, 30, 184–185, 193  <b>Gr. 8 SE:</b> pp. 2–3, 6–7, 22, 28, 30, 38, 162–163, 171</p> <p><b>Academic Vocabulary supported in</b>  <b>Gr. 6 TE:</b> pp. 10, 18, 24, 32, 74  <b>Gr. 7 TE:</b> pp. 12, 14, 26, 34, 40, 74  <b>Gr. 8 TE:</b> pp. 20, 66, 694, 768</p>				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p><b>Gr. 6 AIO:</b> pp. xii–6  <b>Gr. 7 AIO:</b> pp. xii–7  <b>Gr. 8 AIO:</b> pp. xii–6</p> <p><b>Selection Vocabulary: Instruction, Practice, Application</b>  <b>Gr. 6 SE:</b> pp. 22, 25, 26, 27, 29  <b>Gr. 7 SE:</b> pp. 100, 103, 104, 106, 107, 108, 111  <b>Gr. 8 SE:</b> pp. 26, 31, 32, 33, 34, 39</p> <p><b>Selection vocabulary supported and applied in</b>  <b>Gr. 6 TE:</b> pp. 68, 116, 138, 150  <b>Gr. 7 TE:</b> pp. 212, 230, 232, 290  <b>Gr. 8 TE:</b> pp. 140, 148, 144, 202</p> <p><b>Gr. 6 URU1:</b> pp. 1–3, 30–34, 37  <b>Gr. 7 URU1:</b> pp. 1–3, 69–73, 76  <b>Gr. 8 URU1:</b> pp. 134–138, 141</p> <p><b>Vocabulary Workshop</b>  <b>Gr. 6 SE:</b> pp. 536–537  <b>Gr. 7 SE:</b> pp. 394–395  <b>Gr. 8 SE:</b> pp. 218–219</p> <p><b>Gr. 6 TE:</b> pp. 536–537  <b>Gr. 7 TE:</b> pp. 394–395</p>				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Gr. 8 TE: pp. 218–219				
25. The program includes weekly lesson plans for daily vocabulary lessons and lists of target vocabulary words that will be taught each week.	<p><b>Vocabulary / Word Study introduced</b>            Gr. 6 SE: 94            Gr. 7 SE: 130            Gr. 8 SE: 56</p> <p><b>Vocabulary / Word study developed and applied</b>            Gr. 6 SE: 95, 96, 97, 101            Gr. 7 SE: 132, 133, 134, 135, 137            Gr. 8 SE: 59, 60, 61, 62, 63</p> <p><b>Vocabulary / Word Study supported in</b>            Gr. 6 TE: pp. 22, 36, 48            Gr. 7 TE: pp. 134, 144, 214            Gr. 8 TE: pp. 8, 12, 14, 74</p> <p><b>Gr. 6 URUI:</b> pp. 14, 31, 49  <b>Gr. 7 URUI:</b> pp. 14, 31, 49  <b>Gr. 8 URUI:</b> pp. 14, 31, 49</p> <p><b>Vocabulary Workshop</b>            Gr. 6 SE/TE: pp. 536–537            Gr. 7 SE/TE: pp. 558–559            Gr. 8 SE/TE: pp. 218–219</p>	CSTR: pp. 13–18			
26. Instructional resources provide strategies for teachers and materials for students to use in developing academic language (i.e.,	Academic vocabulary is introduced within the Big Questions word lists at the beginning of each unit and appears throughout the unit in Writing About the Big	<p><b>Classroom Strategy: Teaching Vocabulary</b>            Gr. 7 TE: 2c-2d</p> <p><b>Gr. 6 AIO:</b> pp. xxii–6  <b>Gr. 7 AIO:</b> pp. xxii–7</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
the more difficult, abstract, technical, and specialized vocabulary and concepts used in texts and tests).	<p>Question activities. BQ tunes lyrics in Unit Resources also incorporate academic vocabulary.</p> <p><b>Introducing the Big Question:</b>                      Gr. 6 SE: pp. 2–3, 6–7                      Gr. 7 SE: pp. 2–3, 6–7                      Gr. 8 SE: pp. 2–3, 6–7</p> <p><b>Writing About / Developing the Big Question:</b>                      Gr. 6 SE: pp. 22, 28, 30, 38                      Gr. 7 SE: pp. 50, 58, 60, 66                      Gr. 8 SE: pp. 26, 38, 40, 50</p> <p><b>Applying the Big Question</b>                      Gr. 6 SE: pp. 216–217                      Gr. 7 SE: pp. 184–185                      Gr. 8 SE: pp. 216–217</p> <p><b>Big Question Vocabulary</b>                      Gr. 6 TE: pp. 32, 74                      Gr. 7 TE: pp. 199, 206, 208                      Gr. 8 TE: pp. 20, 66</p> <p><b>Gr. 6 URU5:</b> pp. 1–4  <b>Gr. 7 URU5:</b> pp. 1–4  <b>Gr. 8 URU5:</b> pp. 1–4</p>	Gr. 8 AIO: pp. xxii–6			
27. Materials provide opportunities for students to use and apply words in individual and group responses,	Each unit introduces academic and selection-specific vocabulary. Students are given many opportunities to practice these words in				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
over time, and in different contexts.	<p>writing and orally, through a variety of extension activities.</p> <p><b>Vocabulary</b>  <b>Gr. 6 SE: pp.</b> 2–3, 22, 28, 29, 30, 38, 39, 162–163, 164–165  <b>Gr. 7 SE: pp.</b> 2–3, 24, 31, 32, 44, 45, 184–185, 186–187  <b>Gr. 8 SE: pp.</b> 2–3, 26, 39, 40, 51, 103 216, 217, 218–219</p> <p><b>Gr. 6 TE: pp.</b> 2–3, 8, 10, 116, 150  <b>Gr. 7 TE: pp.</b> 2–3, 24, 26, 35, 37, 230, 290  <b>Gr. 8 TE: pp.</b> 2–3, 20, 66, 140, 148</p> <p><b>Listening and Speaking</b>  <b>Gr. 6 SE/TE: pp.</b> 93, 109  <b>Gr. 7 SE/TE: pp.</b> 127, 151  <b>Gr. 8 SE/TE: pp.</b> 305, 405</p> <p><b>Communications</b>  <b>Gr. 6 SE/TE: pp.</b> 366, 538  <b>Gr. 7 SE/TE: pp.</b> 560, 890  <b>Gr. 8 SE/TE: pp.</b> 998, 1168</p>				
28. Materials include suggestions for periodic review and extended use of the words beyond the instructional time.	<p><b>Vocabulary Warm-ups</b>  <b>Gr. 6 URU1: pp.</b> 14, 31, 49  <b>Gr. 7 URU1: pp.</b> 14, 31, 49  <b>Gr. 8 URU1: pp.</b> 14, 31, 49</p> <p><b>Gr. 6–8 CSTR: pp.</b> 13–18</p> <p><b>Gr. 6-8 PDG: pp.</b> 13–17</p>				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<b>Vocabulary Knowledge Rating</b> Gr. 6 TE: pp. 22, 36, 48 Gr. 7 TE: pp. 204, 214 Gr. 8 TE: pp. 8, 12, 14, 74  <b>Vocabulary Development</b> Gr. 6 TE: pp. 68, 138 Gr. 7 TE: pp. 212, 232 Gr. 8 TE: pp. 144, 202  <b>Think Aloud Vocabulary Development</b> Gr. 6 TE: pp. 116, 150 Gr. 7 TE: pp. 230, 290 Gr. 8 TE: pp. 140, 148				
29. The program provides instruction designed to foster students' word consciousness and self-monitoring in attending to unknown words.	<i>Pearson Literature, California Reading and Language © 2010</i> provides vocabulary instruction in every selection that encourages students to learn new words independently.  <b>Vocabulary introduced, developed and applied</b> Gr. 6 SE: p. 22, 25, 26, 27, 29 Gr. 7 SE: 24, 26, 27, 29, 30, 31 Gr. 8 SE: 26, 31, 32, 33, 34, 39  <b>Test Practice:</b> Gr. 6 SE: pp. 171 Gr. 7 SE: pp. 193	<b>Vocabulary Knowledge Rating</b> Gr. 6 TE: pp. 22, 36, 48 Gr. 7 TE: pp. 204, 214 Gr. 8 TE: pp. 8, 12, 14, 74  <b>Vocabulary Development</b> Gr. 6 TE: pp. 68, 138 Gr. 7 TE: pp. 212, 232 Gr. 8 TE: pp. 144, 202  <b>Think Aloud Vocabulary Development</b> Gr. 6 TE: pp. 116, 150 Gr. 7 TE: pp. 230, 290 Gr. 8 TE: pp. 140, 148			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p><b>Gr. 8 SE:</b> pp. 225</p> <p><b>Vocabulary Workshop</b>  <b>Gr. 6 SE:</b> pp. 536–537  <b>Gr. 7 SE:</b> pp. 558–559  <b>Gr. 8 SE:</b> pp. 218–219</p> <p><b>Vocabulary Warm-ups</b>  <b>Gr. 6 URU1:</b> pp. 14, 31, 49  <b>Gr. 7 URU1:</b> pp. 14, 31, 49  <b>Gr. 8 URU1:</b> pp. 14, 31, 49</p>				
<p>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:</p> <ul style="list-style-type: none"> <li>a. Classification of grade-appropriate words into categories</li> <li>b. Word-learning strategies</li> <li>c. Word meaning, including the relationship and association of words to other words</li> </ul> <p>In addition, in grade two, the materials provide instruction in common antonyms and synonyms;</p>	Not applicable at this grade level	Not applicable at this grade level			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
knowledge of individual words in unknown compound words to predict their meaning; the meaning of simple prefixes and suffixes; and 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> <p>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</p> <p>b. Word meaning including the relationship and association of words to other words</p> <p>c. Phonological, morphological, syntactical, and semantic</p>	<p><b>Word Structure</b>  <b>Gr. 6 SE:</b> 22, 29, 30, 39, 82, 284, 297  <b>Gr. 7 SE:</b> 24, 31, 32, 45, 130, 137  <b>Gr. 8 SE:</b> 26, 39, 40, 51, 278, 291</p> <p><b>Antonyms/ Synonyms</b>  <b>Gr. 6 SE:</b> pp. 165, 371  <b>Gr. 7 SE:</b> pp. 186–187, 449  <b>Gr. 8 SE:</b> pp. 219, 455</p> <p><b>Multiple Meanings</b>  <b>Gr. 6 SE:</b> p. 536–537  <b>Gr. 7 SE:</b> p. 558–559  <b>Gr. 8 SE:</b> p. 624–625</p> <p><b>Word Meaning and Relationships</b>  <b>Gr. 6 SE:</b> pp. 29, 678–679  <b>Gr. 7 SE:</b> pp. , 111, 394–395  <b>Gr. 8 SE:</b> pp. 63, 996–997</p> <p><b>Phonological, morphological, syntactical, and semantic structures of</b></p>	<p><b>PDG:</b> pp 13–16</p> <p><b>Gr. 6 URU1:</b> pp. xiii–xiv, 14, 31, 49  <b>Gr. 7 URU1:</b> pp. xiii–xiv, 14, 31, 49  <b>Gr. 8 URU1:</b> pp. xiii–xiv, 14, 31, 49</p> <p><b>Gr. 6 ELRN:</b> 17–23  <b>Gr. 7 ELRN:</b> pp. 16–22  <b>Gr. 8 ELRN:</b> pp. 17–24</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>structures of English</p> <p>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</p> <p>e. Key academic vocabulary with grade-level expectations</p> <p>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 teacher feedback)</p>	<p><b>English</b>  <b>Gr. 6 SE:</b> 29, 40, 51, 231, 239  <b>Gr. 7 SE:</b> 31, 45, 68, 111, 225, 430  <b>Gr. 8 SE:</b> 39, 51, 52, 63, 77, 119</p> <p><b>Gr. 6 TE:</b> pp. 40, 82, 146, 386, 710  <b>Gr. 7 TE:</b> pp. 38, 41, 53, 83, 86, 120, 150, 187, 232  <b>Gr. 8 TE:</b> pp. 430, 432, 688, 738</p> <p><b>RN/ARN/ELRN Gr. 6:</b> pp. V4–V7; V35–V36  <b>RN/ARN/ELRN Gr. 7:</b> pp. V4–V7; V35–V36  <b>RN/ARN/ELRN Gr. 8:</b> pp. V4–V7; V35–V36</p> <p><b>Word Origins/ Foreign Words</b>  <b>Gr. 6 SE:</b> 364–365, 810–811  <b>Gr. 7 SE:</b> 394–395, 888–889  <b>Gr. 8 SE:</b> 448–449, 996–997</p> <p><b>Idioms / Analogies / Figurative Language</b>  <b>Gr. 6 SE:</b> 585, 588, 590, 591, 1002–1003  <b>Gr. 7 SE:</b> 288, 1052–1053  <b>Gr. 8 SE:</b> 381, 790–791, 1166–1177</p>				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
g. Word-learning strategies and skills	<b>Academic Vocabulary</b> <b>Gr. 6 SE/TE:</b> pp. 2–3, 6–7, 22, 162–163 <b>Gr. 7 SE/TE:</b> pp. 2–3, 6–7, 24, 184–185 <b>Gr. 8 SE/TE:</b> pp. 2–3, 6–7, 26, 216–217  <b>Word Learning Strategies and Skills</b> <b>Gr. 6 SE:</b> 164–165, 560 <b>Gr. 7 SE:</b> 22, 186–187 <b>Gr. 8 SE:</b> 218–219, 650  <b>Gr. 6 TE:</b> pp. 34, 44, 70 <b>Gr. 7 TE:</b> pp. 54, 82, 86 <b>Gr. 8 TE:</b> pp. 680, 642, 696				
<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	Not applicable at this grade level				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
read to students or that students read.					
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).	This program contains two Informational workshops per unit. The texts reinforce the unit themes and range in topics and disciplines. Each lesson introduces and develops reading comprehension skills and academic vocabulary, and concludes with a Timed Writing Activity.  <b>Informational Texts</b> <b>Gr. 6 SE:</b> pp. 66–71, 134–139 <b>Gr. 7 SE:</b> pp. 72–77, 154–159 <b>Gr. 8 SE:</b> pp. 82–85, 182–189				
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	All selections in <i>Pearson Literature</i> undergo a rigorous review to ensure that they are accessible to a wide range of students and that the table of contents provides a wide array of authors from different				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
for students.	backgrounds and time periods. Readability scores are included in Teacher's Editions.				
<i>Writing</i> 35. The program includes daily explicit instruction in writing with additional time for practice and application during independent work time.	<b>Writing About the Big Question:</b> <b>Gr. 6 SE:</b> pp. 2–3, 22, 30 <b>Gr. 7 SE:</b> pp. 2–3, 24, 32 <b>Gr. 8 SE:</b> pp. 2–3, 26, 40  <b>Writing Activity</b> <b>Gr. 6 SE:</b> pp. 41, 131 <b>Gr. 7 SE:</b> pp. 127, 151 <b>Gr. 8 SE:</b> pp. 53, 79  <b>Writing Workshop</b> <b>Gr. 6 SE:</b> pp. 154–161 <b>Gr. 7 SE:</b> pp. 302–307 <b>Gr. 8 SE:</b> pp. 104–109  <b>Gr., 6 URU1:</b> pp 125–126; 229–230 <b>Gr. 7 URU1:</b> 125–126; 229–230 <b>Gr. 8 URU1:</b> 125–126; 229–230  <b>Gr. 6 AIO:</b> pp. CA56–CA87; CACA116–CA137 <b>Gr. 7 AIO:</b> pp. CA44–CA81; CA106–CA133 <b>Gr. 8 AIO:</b> pp. CA48–CA83; CA112–CA135				
36. Instructional materials include high-	The program contains a wide range of high-quality	<b>Hear It! Audio CD, Gr. 6</b> <b>Hear It! Audio CD, Gr. 7</b>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
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.	<p>literature. In addition, every unit begins with a Model Selection introduced by its writer. Models of the authors' writings serve as exemplars in 6 Writing Workshops per grade.</p> <p><b>Model Selection</b>  <b>Gr. 6 SE:</b> pp. 8–19, 157  <b>Gr. 7 SE:</b> pp. 204–215, 387  <b>Gr. 8 SE:</b> pp. 8–23, 211</p> <p>This program contains two Informational Text workshops per unit. The workshops focus on texts such as consumer documents, applications, technical articles, websites, and directions.</p> <p><b>Informational Texts</b>  <b>Gr. 6 SE:</b> pp. 66–70, 244–248  <b>Gr. 7 SE:</b> pp. 154–159, 282–287  <b>Gr. 8 SE:</b> pp. 82–84</p>	<b>Hear It! Audio CD</b> , Gr. 8			
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	<p>See Standards Map Correlation.</p> <p>The Writing Workshops spiral in skills, depth, and sophistication through the grades. For example, these Writing Workshops are all responses to literature:  <b>Gr. 6 SE:</b> pp. 264–269</p>				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
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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.	<b>Gr. 7 SE:</b> pp. 302–307 <b>Gr. 8 SE:</b> pp. 326–331				
38. Instructional materials provide strategies for teachers to develop students’ academic language, including more difficult, abstract, technical, and specialized vocabulary and concepts.	Academic vocabulary is supported throughout the Teacher’s Editions in Vocabulary Development notes.  <b>Classroom Strategies:</b> <b>Sharon Vaughn</b> <b>Gr. 7 TE:</b> 2c–2d  <b>Gr. 6 TE:</b> pp. 32, 46, 68, 74, 136 <b>Gr. 7 TE:</b> pp. 156, 199, 208, 220, 366 <b>Gr. 8 TE:</b> pp. 20, 23, 66, 84, 128				
39. The teacher editions and student materials provide instruction and practice opportunities to ensure that students learn the specific academic language associated with	Academic vocabulary related to language arts concepts is introduced and defined at the beginning of each unit. Big Question vocabulary, containing concept and academic vocabulary, is				

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
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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.	introduced at the beginning of each unit. All types of academic vocabulary is developed throughout the Student Editions and supported in Teacher’s Editions. For examples, see:  <b>Gr. 6 SE:</b> pp. 2–3, 6–7, 22, 162–163 <b>Gr. 7 SE:</b> pp. 2–3, 6–7, 24, 184–185 <b>Gr. 8 SE:</b> pp. 2–3, 6–7, 26, 216–217  <b>Gr. 6 TE:</b> pp. 2–3, 6–7, 22 <b>Gr. 7 TE:</b> pp. 2–3, 6–7, 24 <b>Gr. 8 TE:</b> pp. 2–3, 6–7, 26				
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	Professional writing models that provide exemplars of writing genres appear in 6 Writing Workshops per grade. Teacher notes provide instruction connected to and consistent with each genre.  <b>Gr. 6 TE:</b> p. 157, 357 <b>Gr. 7 TE:</b> p. 179, 387 <b>TE Gr. 8:</b> p. 211, 441				

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students as they actively use the academic language associated with the genre being studied.					
41. Materials provide guidance to teachers about when and how in the instruction process to give feedback to students on their writing.	Teacher’s notes provide guidance for interaction with students at each stage of the writing process.  <b>Gr. 6 TE:</b> pp. 154–171 <b>Gr. 7 TE:</b> pp. 176–183 <b>Gr. 8 TE:</b> pp. 708–713				
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.	<b>Writing on Demand</b> <b>Gr. 6 SE:</b> pp. 131, 132, 133, 217 <b>Gr. 7 SE:</b> pp. 47, 70, 71, 127 <b>Gr. 8 SE:</b> pp. 53, 155, 180, 181  <b>Timed Writing</b> <b>Gr. 6 SE:</b> pp. 71, 139 <b>Gr. 7 SE:</b> pp. 77, 159 <b>Gr. 8 SE:</b> pp. 85, 189  <b>Gr. 6 AIO:</b> pp. CA116–CA137 <b>Gr. 7 AIO:</b> pp. CA06–CA133 <b>Gr. 8 AIO:</b> pp. CA112–CA135	<b>CSTR:</b> p. 27			
43. Instructional materials in writing skills and strategies provide direct, explicit, and systematic instruction, practice, and application appropriate to grade-level content	Integrated revision and style lessons within each <b>Integrated Language Skills</b> lesson and <b>Writing Workshop</b> help students learn sentence, word, and paragraph forming skills.	a. Sentence fluency <b>Gr. 6 SE/TE:</b> pp. 670, 741 <b>Gr. 7 SE/TE:</b> pp. 487, 643			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
standards and include: a. Sentence fluency b. Sentence variety c. Paragraph and essay structure, organization, and coherence d. Word choice	a. Sentence fluency <b>Writer’s Toolbox:</b> Gr. 6 <b>SE/TE:</b> pp. 531, 673 Gr. 7 <b>SE/TE:</b> pp. 487, 643  b. Sentence variety <b>Writer’s Toolbox:</b> Gr. 6 <b>SE/TE:</b> p.531 Gr. 7 <b>SE/TE:</b> pp.1044, 702  c. Paragraph and essay structure, organization, and coherence <b>Writing Workshop:</b> Gr. 6 <b>SE/TE:</b> pp. 616, 670 Gr. 7 <b>SE/TE:</b> pp. 304, 485  d. Word choice <b>Writing Workshop</b> Gr. 6 <b>SE/TE:</b> 358, 465 Gr. 7 <b>SE/TE:</b> pp. 303, 94	b. Sentence variety  Gr. 6 <b>SE/TE:</b> p.88 Gr. 7 <b>SE/TE:</b> pp.1044, 702  c. Paragraph and essay structure, organization, and coherence  Gr. 6 <b>SE/TE:</b> pp. 583, 735 Gr. 7 <b>SE/TE:</b> pp. 335, 459  d. Word choice  Gr. 6 <b>SE/TE:</b> pp. 435, 653 Gr. 7 <b>SE/TE:</b> p. 93, 486			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>44. Instructional materials in writing applications provide direct, explicit, and systematic instruction, practice, and application appropriate to grade-level content standards and include:</p> <p>a. Instruction in a full range of text structures, including writing to describe and explain objects, events, and experiences</p> <p>b. Instruction and practice in writing narratives, biographies and autobiographies, expository compositions, responses to literature, research reports, persuasive compositions, and summaries of reading material</p> <p>c. Instruction and practice in writing technical documents and documents related to career development, as appropriate to grade level</p> <p>d. Instruction in the components and unique features of each writing application</p> <p>e. Instruction in the use of grade-</p>	<p>In addition to writing lessons following all pairs of selections, Informational Texts, and Comparing Literary Works, the program contains 12 Writing Workshops per grade take students through the steps of the writing process.</p> <p><b>Writing Workshops:</b> see table of contents, All grades: <b>SE</b> page xxxv.</p> <p>a. Gr. 7 <b>SE/TE</b>: pp. 92, 484, 548 Gr. 8 <b>SE/TE</b>: pp. 104, 548</p> <p>b. Gr. 7 <b>SE/TE</b>: pp. 176, 302, 698, 1040 Gr. 8 <b>SE/TE</b>: pp. 208, 708, 1156</p> <p>c. Gr. 7 <b>SE/TE</b>: pp. 982, 627, 581 Gr. 8 <b>SE/TE</b>: p. 842</p> <p>d. Writing Workshops include a <b>Defining the Form</b> feature. Gr. 7 <b>SE/TE</b>: pp. 176, 302 Gr. 8 <b>SE/TE</b>: pp. 104, 208</p> <p>e. Each writing workshop ends with a <b>rubric</b>.</p>	<p>a. Gr. 7 <b>URU1</b>: p. 125 Gr. 8 <b>URU1</b>: p. 125</p> <p>b. Gr. 7 <b>URU1</b>: p. 229 Gr. 8 <b>URU1</b>: p. 229</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>appropriate, standards-aligned rubrics for each application</p> <p>f. Models of the production of each application through teacher write-aloud opportunities or opportunities to analyze writing models provided in the materials</p> <p>g. Scaffolding that leads students into independent grade-level writing through timely and explicit feedback</p> <p>h. Guidance for students through frequent opportunities to review progress using application-specific rubrics</p> <p>i. Assessment of students' ability to meet the grade-level writing application standards, using application-specific prompts</p>	<p>Gr. 7 <b>SE/TE</b>: pp. 183, 307, 705.            Gr. 8 <b>SE/TE</b>: pp. 109, 215</p> <p>Teacher notes about teaching using rubrics:            Gr. 7 <b>TE</b>: p. 93, 177</p> <p>f. Each writing lesson includes a <b>student model</b>.            Gr. 7 <b>SE/TE</b>: pp. 182, 306;            Gr. 8 <b>SE/TE</b>: pp. 108, 214</p> <p><b>Teacher think alouds</b>:            Gr. 7 <b>TE</b> pp. 94, 95, 178, 180</p> <p>g. Each lesson provides strategies for writing and opportunities for peer review.            Gr. 7 <b>SE/TE</b>: pp. 180, 388, 702            Gr. 8 <b>SE/TE</b>: pp. 212, 618</p> <p>h. Students are directed to review rubrics before writing to preview criteria.            Gr. 7 <b>SE/TE</b>: pp. 176, 384            Gr. 8 <b>SE/TE</b>: pp. 104, 208</p> <p>i. <b>PHLitonline</b> provides OES, an online essay scoring with instant feedback.            Gr. 7 <b>TE</b>, pp. CA143, 93, 176</p>	<p>c.            Gr. 7 <b>SE/TE</b>: pp. 619, 279, R27            Gr. 8 <b>SE/TE</b>: R27</p> <p>d.            Gr. 7 <b>SE/TE</b>: pp. R24-R25            Gr. 8 <b>SE/TE</b>: pp. R24-R25</p> <p>e.            Gr. 7 <b>SE/TE</b>: pp. R36-R39            Gr. 8 <b>SE/TE</b>: pp. R36-R39</p> <p>All grades, <b>PDG</b> Rubrics for Self-Assessment, pp. 219-266</p> <p>f.            Gr. 7 <b>SE/TE</b>: p. R39            Gr. 8 <b>SE/TE</b>: p. R39</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
		g. All grades, <b>PDG</b> writing support, pp. 190-204  h. All Grades, <b>PDG</b> Rubrics for Self-Assessment, pp. 219-266			
45. Instructional content reflects the reciprocal and related processes of reading, writing conventions, and listening and speaking.	Writing Workshops include <b>Reading/Writing Connections</b> Gr. 6 <b>SE/TE</b> : pp. 154, 354 Gr. 7 <b>SE/TE</b> : pp. 548, 698  Writing workshops integrate <b>language conventions</b> and provide and <b>editing and proofreading focus</b> .	Every selection begins with a <b>Writing about the Big Question</b> activity. Gr. 6 <b>SE/TE</b> : pp. 22, 30 Gr. 7 <b>SE/TE</b> : pp. 50, 60			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>Gr. 6 <b>SE/TE</b>: pp. 89, 91, 159, 161            Gr. 7 <b>SE/TE</b>: pp. 703, 705, 827, 829</p> <p>Writing workshops include opportunities for <b>peer review</b> discussions and <b>oral presentation</b>.            Gr. 6 <b>SE/TE</b>: pp. 158, 161            Gr. 7 <b>SE/TE</b>: pp. 702, 705, 388, 391</p> <p>Post-reading instruction includes writing, listening and speaking opportunities.            Gr. 6 <b>SE/TE</b>: pp. 63, 131            Gr. 7 <b>SE/TE</b>: pp. 127, 151</p>				
<p>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>	<p>Leveled selections include a full array of standards-based direct instruction in which key terms are identified, explained and students are given opportunities for practice.</p> <p><b>Written and Oral Language Conventions</b> Gr. 6 <b>SE/TE</b>: pp. 40, 62            Gr. 7 <b>SE/TE</b>: pp.: 46, 68</p> <p><b>Reading Skills</b>            Gr. 6 <b>SE/TE</b>: pp. 21, 29, 39            Gr. 7 <b>SE/TE</b>: pp. 23, 31, 45</p> <p><b>Literary Response and</b></p>	<p><b>Teaching Resources</b> include practice pages for each skill presented in the student edition.            Gr. 6 <b>URU1</b> pp. 35, 36, 37, 53, 54, 55            Gr. 7: <b>URU1</b> pp. 35, 36, 37, 53, 54, 55</p> <p><b>Reader’s Notebooks</b> include adapted content to align with the instruction presented in the SE.            Gr. 7 <b>RN</b>: pp. 29, 36, 39</p>			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<b>Analysis</b> Gr. 6 <b>SE/TE</b> : pp. 21, 29, 39 Gr. 7 <b>SE/TE</b> : pp. 23, 31, 45  See Standards Map Correlation	Gr. 7 <b>ARN</b> : pp. 29, 37, 42			
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> .	Leveled selections include Reading Skills introduced before reading, supported during reading, and assessed after reading.  <b>Reading Skills</b> Gr. 6 <b>SE/TE</b> : pp. 21, 29, 39 Gr. 7 <b>SE/TE</b> : pp. 23, 31, 45  <b>Critical Thinking Questions</b> address a spectrum of comprehension skills. Gr. 6 <b>SE/TE</b> : pp. 28 Gr. 7 <b>SE/TE</b> : pp. 44  <b>Test Practice Reading</b> assesses mastery in the student edition. Gr. 6 <b>SE/TE</b> : pp. 64, 65 Gr. 7 <b>SE/TE</b> : pp. 70, 71  See Standards Map Correlation.	Side notes in the literature selections support instruction at key points in the reading.  <b>Reading Skills</b> Gr. 6 <b>SE/TE</b> : pp. 25, 34, 35 Gr. 7 <b>SE/TE</b> : pp. 35, 37, 43  <b>Reading Checks</b> in the literature monitor basic levels of comprehension. Gr. 6 <b>SE/TE</b> : pp. 25, 27 Gr. 7 <b>SE/TE</b> : pp. 35, 37, 39			
48. Instructional materials include direct, explicit, and systematic instruction; student practice; and	The program is organized by genre. Each unit begins with an introduction to the genre, including definitions of key	Side notes in the literature selections support instruction at key points in the reading.			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
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> .	literary elements. Gr. 7 <b>SE/TE</b> : pp. 202, 410 Gr. 8 <b>SE/TE</b> : pp. 234, 235, 464  <b>Literary Analysis</b> throughout each unit provides in-depth instruction of these genre terms. Gr. 7 <b>SE/TE</b> : pp. 217, 225, 249, 277 Gr. 8 <b>SE/TE</b> : pp. 245, 261, 277, 291  See Standards Map Correlation.	<b>Literary Analysis</b> Gr. 7 <b>SE/TE</b> : pp. 22, 223 Gr. 8 <b>SE/TE</b> : pp. 285, 286  <b>Teaching Resources</b> include practice pages for literary skills presented in the student edition. Gr. 7 <b>URU1</b> pp. 18, 36, 54, 75 Gr. 8: <b>URU1</b> pp. 18, 36, 54, 75  <b>Reader’s Notebooks</b> include adapted content to align with instruction presented in SE. Gr. 7 <b>RN</b> : pp. 18, 24 Gr. 7 <b>ARN</b> : pp. 15, 22			
49. The program provides a consistent set of editing marks that are taught and used throughout the program.	The Resource Handbook includes a section on <b>Proofreading and Preparing Manuscript</b> : All Grades: <b>SE/TE</b> : pp. R34	Students are introduced to editing marks throughout the program in the <b>Writing Workshop</b> activities. Gr. 7 <b>SE/TE</b> : pp. 486, 552, 702			
50. The program provides opportunities for both full process writing	<b>Writing Workshops</b> present writing process instruction. Gr. 7 <b>SE/TE</b> : pp. 92, 176,	<b>Unit Resources</b> provide support for Writing Workshops			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
assignments and on-demand, prompt-driven assignments that must be completed within a specified time limit.	302 Gr. 8 <b>SE/TE</b> : pp. 104, 208  <b>Informational Text</b> features include <b>timed writing prompts</b> including instruction on completing these assignments. Gr. 7 <b>SE/TE</b> : pp. 77, 159 Gr. 8 <b>SE/TE</b> : pp. 85, 189	Gr. 7: <b>URU1</b> pp. 125, 229 Gr. 8: <b>URU1</b> pp. 125, 229  <b>Reader’s Notebooks</b> provide support for <b>Timed Writing</b> Gr. 7 <b>RN</b> : p. 44 Gr. 7 <b>ARN</b> : p. 47			
51. The program provides daily opportunities for writing to practice newly acquired skills and applications and review previously learned skills and strategies.	<b>Daily writing opportunities include:</b>  <b>Put Yourself in the Picture</b> invites students to use literary terms they are learning:  Gr. 7 <b>SE/TE</b> : p. 7 Gr. 8 <b>SE/TE</b> : p. 7  <b>Writing about the Big Question</b> features with each selection provide opportunities to practice using academic vocabulary: Gr. 7 <b>SE/TE</b> : pp. 24, 32 Gr. 8 <b>SE/TE</b> : pp. 26, 40  <b>Writing Lessons and Writing Workshop, Work in Progress</b> following reading selections provide	<b>Unit Resources</b> provide support pages for <b>Writing About the Big Question</b>  Gr. 7 <b>URU1</b> : pp. 34, 52			

Reading/Language Arts Alignment with Standards	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>opportunities to practice a variety of writing applications:            Gr. 7 <b>SE/TE</b>: pp. 47, 69            Gr. 8 <b>SE/TE</b>: pp. 53, 79</p> <p><b>Grammar lessons</b> include writing opportunities to strengthen and apply grammar skills.            Gr. 7 <b>SE/TE</b>: pp. 46, 68            Gr. 8 <b>SE/TE</b>: pp. 52, 78</p>	<p>Gr. 8 <b>URU1</b>: pp. 34, 52</p> <p><b>Unit Resources</b> provide support for <b>Writing Lessons</b>:            Gr. 7: <b>URU1</b>: pp. 58, 97            Gr. 8: <b>URU1</b>: pp. 58, 97</p> <p><b>Unit Resources</b> provide support for <b>Grammar</b>, including <b>writing applications</b>.            Gr. 7 <b>URU1</b>: pp. 57, 96            Gr. 8 <b>URU1</b>: pp. 57, 96</p>			

**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>The program is built using a scope and sequence that allows the teaching of all domains with each selection.</p> <p>The Skills Navigators show the scope and sequence of each unit in each grade</p> <p><b>Skills Navigators</b>            Gr. 7 TE: pp. 76-88            Gr. 8 TE: pp. 76-89</p> <p>Time and Resource Managers indicate which standards are taught with selections.</p> <p><b>Time and Resource Manager</b>            Gr. 7 TE: pp. 48a-48d</p> <p>See Standards Map Correlation.</p>				
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>Each Gr. level follows a clear organization so teachers and students can move from grade to grade without learning new format.</p> <p>The program is designed so that each unit follows a consistent structure and pacing.</p> <p><b>How to Use This Book</b>  <b>How to use This Program</b>            Grades 6-8 TE: CA135-143</p> <p>Each leveled selection pairing follows the same format.</p> <p><b>Lesson Pacing Guide</b>            Gr. 7 TE: 48a-98a</p>				

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>Features in each Gr. level, such as Writing Workshops, Communications Workshops, and Informational Texts include the same outcomes and routines, and follow the same format.</p> <p><b>Writing Workshop</b>            Gr. 6 SE: pp. 264–269            Gr. 7 SE: pp. 176–183            Gr. 8 SE: pp. 614–621</p> <p><b>Communications Workshop</b>            Gr. 6 SE: pp. 366, 538            Gr. 7 SE: pp. 560, 890            Gr. 8 SE: pp. 998, 1168</p> <p>Best practices that are used in consistently throughout the program are supported with step-by-step instructions in Classroom Routines and Teaching Strategies  <b>See CRTS</b></p>				
<p>3. Instructional materials group related standards and address them simultaneously for purposes of coherence and utility.</p>	<p><b>Standards at a Glance</b> page on Table of Contents:            Gr. 6 SE: pp. xi, xv, xix            Gr. 7 SE: pp. xi, xv, xix            Gr. 8 SE: pp. xi, xv, xix</p> <p>Skills are organized to teach standards to mastery.            Genre standards are grouped together and tied to their related writing, speaking and listening standards.  <b>Unit 2 Short Story</b></p>	<p>Skills Concept Maps for each unit show the relationships between related skills in reading, literary concepts, and writing.</p> <p><b>Skills Concept Map</b>            Grade 6 UR: 11            Grade 7 UR: 11            Grade 8 UR: 11</p> <p>The professional writing model in each unit’s writing workshop illustrates a technique of the</p>			

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	Primary	Supporting	Y	N	
	<p>Gr. 6 <b>SE/TE</b>: xv            Gr. 7 <b>SE/TE</b>: xv            Gr. 8 <b>SE/TE</b>: xv</p> <p>In addition, Reading standards for reading skills are grouped with standards related to reading strategies. These standards are taught to mastery and tested mid and end unit.</p> <p><b>TE Table of Contents</b></p> <p><b>Reading Skill</b>            All Grades <b>SE</b>: Standards at a Glance: xi, xv.            Gr. 6 <b>SE/TE</b>: Test Practice 64, 132            Gr. 7 <b>SE/TE</b>: Test Practice 70, 152            Gr. 8 <b>SE/TE</b>: Test Practice 80, 180</p> <p>Each unit ends with a <b>Unit Review</b> which assesses mastery of all the unit skills.</p> <p><b>Unit Review</b>            Gr. 6 <b>SE/TE</b>: pp. 368-369            Gr. 7 <b>SE/TE</b>: pp. 452-453            Gr. 8 <b>SE/TE</b>: pp. 452-453</p> <p>Benchmark tests are available for 3-week and 6-week intervals, to support mid-unit and end-of-unit testing.</p>	<p>genre or a revision strategy that students have been studying.</p>			

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<b>Benchmark Tests</b> Gr. 6 <b>UR:</b> 127-128, 234-235 Gr. 7 <b>UR:</b> 127-128, 234-235 Gr. 8 <b>UR:</b> 127-128, 234-235				
4. The instructional design enhances student retention and generalization of what is learned.	<p>To support concept development, each unit is driven by an overarching concept such as truth, conflict, or community. A related Big Question is introduced and then developed with every selection in the unit. The Applying the Big Question feature invites students to draw conclusions and generalizations linking what they read and learned to the concept:</p> <p><b>Introducing/Applying the Big Question</b>            Gr. 6 <b>SE/TE:</b> pp. 2-3, 162-163            Gr. 7 <b>SE/TE:</b> pp. 2-3, 184-185</p> <p><b>Writing about the Big Question</b>            Gr. 6 <b>SE/TE:</b> pp. 22,28,30,38            Gr. 7 <b>SE/TE:</b> pp. 50, 58, 60, 66</p>	Grade 6 <b>SE:</b> pp. 19, 66, 68, 70, 167 Grade 7 <b>SE:</b> 21, 72, 74, 76, 189  Unit Resources provide support for Big Questions at the unit level and at the selection level. <b>BQ Tunes Activities</b> Grade 7 <b>UR:</b> p. xv-4 <b>Writing About the Big Question</b> Grade 7 <b>UR:</b> 34, 52,73 Grade 8 <b>UR:</b> 34, 52,73			
5. Students are taught skills and strategies and then given activities to practice them, including opportunities to connect and apply those skills and strategies.	Every leveled selection pairing provides direct instruction on skills and strategies before students read the selection. As students read the selection, they practice the skills and strategies by applying them to a reading selection.	In Writing Workshops, students are taught portable skills such as Prewriting, Drafting, and Revising strategies that they are then encouraged to apply in other writing assignments. <b>Writing Workshop</b> Grade 7 <b>SE:</b> 176-183			

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p><b>Direct Teaching of Skills and Strategies:</b>            Gr. 6 SE: pp. 189            Gr. 7 SE: pp. 913            Gr. 8 SE: pp. 25</p> <p><b>Practice/Apply of Skills and Strategies</b>            Gr. 6 SE: pp. 203            Gr. 7 SE: pp. 935            Gr. 8 SE: pp. 39</p>				
6. Dimensions of complex tasks are analyzed and broken down into component parts; each part is taught in a logical progression.	<p>Reading skills that implement multiple strategies are broken into their component parts. The Reading skill remains constant over the course of two leveled selection pairings, but the strategy changes.</p> <p><b>Reading Skill</b>            Gr. 7 SE/TE: pp. 99, 129</p> <p>End of unit writing assignments are broken into process stages. The prewriting activities are addressed as students work through the unit.</p> <p><b>Writing Workshop, Work in Progress: SE/TE</b></p> <p><b>Writing Workshop</b>            Gr. 6 SE/TE: pp. 264–269            Gr. 7 SE/TE: pp. 176–183            Gr. 8 SE/TE: pp. 614–621</p>				
7. Materials are organized to provide	As the instruction spirals to				

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
cumulative or spiraled review of skills or both.	<p>introduce new strategies to be applied to a reading skill, students get reinforcement in teach skill. Reading Skills are taught to mastery, and assessed at three-week intervals. Subsequently, students will have opportunities to revisit these skills and apply them in the Critical Thinking Questions.</p> <p><b>Critical Thinking</b>            Gr. 6 <b>SE/TE</b>: p. 77, 106            Gr. 7 <b>SE/TE</b>: 124, 174            Gr. 8 <b>SE/TE</b>: 102, 152</p> <p>Instruction and learning related to the Big Question is cumulative. Every selection has instruction that guides students to think about the selection in the context of the Big Question At the end of the unit, students bring all the selections they have read to bear on a cumulative activity.</p> <p><b>Big Question:</b>            Gr. 7 <b>SE/TE</b>: pp. 2, 21, 50, 66, 90, 138</p>				
8. Similar and confusing content and strategies are separated.	<p>Instruction for leveled selection pairings addresses a limited number of standards and is focused and targeted.</p> <p><b>Focus on the Standards</b>            Gr. 7 <b>SE</b>: pp. 48, 98</p> <p>Grammar is taught in a logical sequence and topics that could be confused are taught discretely to</p>				

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	mastery, <b>Integrated Language Skills</b> Gr. 6 <b>SE</b> : 108-109 Gr. 7 <b>SE</b> : 68, 95 Gr. 8 <b>SE</b> : pp. 154-155				
9. The amount of new information is controlled and connected to prior learning, and students are explicitly assisted in making connections through direct instruction.	Instruction for leveled selection pairings addresses a focused set of standards <b>Focus on the Standards</b> Gr. 6 <b>SE</b> : p. 110 Gr. 7 <b>SE</b> : pp. 48, 98 Gr. 8 <b>SE</b> : p. 156  TE notes guide teachers to make explicit, direct connections to prior knowledge and prerequisite skills. <b>Focus on the Standards</b> Gr. 7 <b>TE</b> : 46 <b>Think Aloud</b> Gr. 7 <b>TE</b> : 49, 54, 82 <b>Activating Prior Knowledge</b> Gr. 7 <b>TE</b> : 52, 61, 62	<b>Concept Connector</b> Grade 6 <b>TE</b> : pp. 59 Grade 7 <b>TE</b> : pp. 357 Grade 8 <b>TE</b> : pp. 61			
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	The Student Edition provides direct, explicit instruction in skills and strategies at the beginning of each lesson. <b>Direct Teaching</b> Gr. 6 <b>SE</b> : pp. 189 Gr. 7 <b>SE</b> : pp. 913 Gr. 8 <b>SE</b> : pp. 25 The Student Edition also provides opportunities for Guided and Independent practice as students read the selection and respond to questions that follow the				

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
practice d. Appropriate pacing of lessons e. Preteaching and reteaching as needed	selection. <b>Guided and independent practice and application</b> Gr. 6 SE: pp. 203 Gr. 7 SE: pp. 935 Gr. 8 SE: pp. 39  The Teacher’s Editions for <i>Pearson Literature: Reading and Language</i> , includes direct teaching notes margin notes providing strategies, tips, and examples for teaching skills. <b>Teacher modeling and demonstration</b> Gr. 6 TE: pp. 70, 76 Gr. 7 TE: pp. 296 Gr. 8 TE: pp. 98  Pacing guides are provided at the beginning of each unit and each selection <b>Unit Overview and Pacing Guide</b> Gr. 7 TE: 2a-2b <b>Lesson Pacing Guide</b> Gr. 7 TE: 98a-98b  The TE provides explicit, direct instruction for differentiating instruction in response to student needs and performance on formative assessments. <b>Differentiate/Preteach, Teach, Reteach, Assess/Extend:</b> Gr. 6 TE: pp. 22–39 Gr. 7 TE: pp. 248–257				

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Gr. 8 <b>TE</b> : pp. 54–63				
11. Instructional materials include adequate practice and review (distributed review, cumulative review, and varied review).	<p>Reading and Critical Thinking Skills are revisited throughout the program</p> <p><b>Critical Thinking</b>            Gr. 6 <b>SE</b>: 202            Gr. 7 <b>SE</b>: 930            Gr. 8 <b>SE</b>: 260</p> <p><b>After You Read</b>            Gr. 6 <b>SE</b>: 131            Gr. 7 <b>SE</b>: 505            Gr. 8 <b>SE</b>: 305</p> <p><b>Test Practice: Reading and Unit Reviews</b>            Gr. 6 <b>SE</b>: 168–173, 242–243            Gr. 7 <b>SE</b>: 398–403, 684–685            Gr. 8 <b>SE</b>: 306–307, 452–457</p> <p><b>Selection Tests A and B</b>            Gr. 6 <b>UR</b>: 24, 27, 42, 45            Gr. 7 <b>UR</b>: 24, 27, 42, 45            Gr. 8 <b>UR</b>: 24, 27, 42, 45</p> <p><b>Open Book Tests</b>            Gr. 6 <b>UR</b>: 39, 60, 78            Gr. 7 <b>UR</b>: 39, 60, 78            Gr. 8 <b>UR</b>: 39, 60, 78</p> <p><b>Benchmark Tests</b>            Gr. 6 <b>UR</b>: 127, 234            Gr. 7 <b>UR</b>: 127, 234            Gr. 8 <b>UR</b>: 127, 234</p>	<p><b>PHLitOnline:</b>            All Grades/All Selections:            Selection Self-test quizzes</p>			
12. A list of the grade-level standards is provided in both the teacher and student editions. Topical headings reflect the framework	The Teacher’s Edition puts each year’s standards in the context of what students have learned previously, and what they will be expected to learn in future grades.				

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
and standards and clearly indicate the content that follows.	<p><b>California Standards Progression and Background</b>            Gr. 6 TE: pp. CA54-65</p> <p>The standards taught in each lesson are identified on student and teacher pages.</p> <p><b>California Focus on the Standards</b>            Gr. 7 SE/TE: pp. 48, 69, 72</p> <p>Students and parents can refer to California Language Arts Standards pages for explanations and examples that will help make the standards accessible and clarify expectations.</p> <p><b>California Language Arts Standards</b>            Gr. 6 SE: xxxvi-li            Gr. 7 SE: xxxvi-li            Gr. 8 SE: xxxvi-li</p> <p>Standards coverage and skills alignment are outlined in the following pages for all grades:</p> <p><b>California Standards Correlation</b>            Gr. 6-8 TE: CA46</p> <p><b>Year at a Glance Standards Map:</b>            Gr. 6-8 TE: CA50</p> <p><b>Aligning with the California Standards and Framework:</b> Gr. 6-8 TE: CA56</p> <p>The Student Edition identifies for students and parents the standards</p>				

Program Organization	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	being taught in each unit: <b>Standards at a Glance,</b> Gr. 6 <b>SE:</b> pp: xi, xv, xix, xxiii, xxvii, xxxi Gr. 7 <b>SE:</b> pp: xi, xv, xix, xxiii, xxvii, xxxi Gr. 8 <b>SE:</b> pp: xi, xv, xix, xxiii, xxvii, xxxi				

**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: a. Progress monitoring (curriculum-embedded, criterion-referenced to lessons) b. Summative (curriculum-embedded, criterion-referenced to lessons at trimester or semester) c. Diagnostic screening (usually norm-referenced) for specific	The Teacher’s edition includes an overview of the assessment strand of the program, as well as point of use notes that indicate when to administer each type of assessment. All grades <b>TE</b> pp. CA69-71 Gr. 7 <b>TE</b> 2a, 2b, 216a, 224, 403 Gr. 8 <b>TE</b> 2a, 2b, 38, 227  The <b>About the Unit Resources</b> pages in the Unit One Resources also identify the variety of assessments available in the program. Gr. 7 <b>URU1:</b> p.x. Gr. 8 <b>URU1:</b> p.x.				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
technical skills of reading and language art	<p>a. <b>Progress Monitoring</b> tests are provided throughout the program, both as informal and formal assessment.</p> <p><b>Informal Assessment</b>            Throughout the SE, there are multiple opportunities to monitor progress:</p> <p><b>Critical Thinking</b>            Gr. 6 <b>SE/TE</b>: p. 38            Gr. 7 <b>SE/TE</b>: p. 44            Gr. 8 <b>SE/TE</b>: p. 50</p> <p><b>After You Read</b> activities            Gr. 6 <b>SE/TE</b>: p. 39            Gr. 7 <b>SE/TE</b>: pp. 45            Gr. 8 <b>SE/TE</b>: p. 51</p> <p><b>Test Practice: Reading</b>            Gr. 6 <b>SE/TE</b>: p. 64, 65            Gr. 7 <b>SE/TE</b>: pp. 70, 71            Gr. 8 <b>SE/TE</b>: p. 80, 81</p> <p><b>Test Practice: Unit Review</b>            These pages provide opportunities for students to prepare for the benchmark test. They address all the standards and skills taught in the unit.            Gr. 6 <b>SE/TE</b>: p. 168-173            Gr. 7 <b>SE/TE</b>: pp. 190-195            Gr. 8 <b>SE/TE</b>: p. 222-227</p>				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p><b>PHLITonline.com</b> provides the following informal assessment:  <b>Self-tests</b> for student self-monitoring appear with every selection.</p> <p><b>Formal Assessment</b> is referenced in the TE, directing teachers about the appropriate time to administer these tests.  <b>Assessment boxes:</b>            Gr. 7 TE pp. 38, 50            Gr. 8 TE pp. 58, 66</p> <p><b>Selection Tests</b> are provided at two levels for each selection:            Gr. 7 URU1: pp. 63-65; 66-68            Gr. 8 URU1:            pp. 63-65; 66-68</p> <p><b>Open-book Tests</b> are provided for each selection:            Gr. 7 URU1: pp. 60-62            Gr. 8 URU1: pp. 60-62</p> <p><b>PHLITonline.com</b> provides the following formal assessment:</p>				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p><b>Test Bank</b> for every selection, including items from Selection Test A, Selection Test B, and Open Book Tests. allowing test customization.</p> <p><b>b. Summative Assessment</b> tests are provided as benchmarks, available and 3 and 6-week intervals.  <b>Benchmark Tests</b> are provided at mid-unit and end of unit:</p> <p>Gr. 7 <b>URU1</b>: pp.127-132; 234-242            Gr. 8 <b>URU1</b>: pp. 127-132</p> <p><b>Interpretation Guides for Benchmark tests:</b>            Gr. 7 <b>URU1</b>: pp. 243-246            Gr. 8 <b>URU1</b>: pp. 243-246</p> <p><b>PHLITonline.com</b> provides the Benchmark tests online through <b>Successnet</b>, which scores the tests automatically.</p> <p><b>c. Diagnostic screening tests</b> are provided throughout the program in the end of unit benchmark test.            Gr. 7 <b>URU1</b>: pp. 240-242            Gr. 8 <b>URU1</b>: pp.240-242</p>				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p><b>Interpretation Guide for diagnostic test</b>            Gr. 7 <b>URU1</b>: pp. 243-244            Gr. 8 <b>URU1</b>: pp. 243-244</p> <p>In addition, for entry level assessment and diagnostics the program recommends the use of <b>STAR, SAT9</b> and <b>GRADE</b>, commercial, <b>norm-referenced tests</b>:            Gr. 6 <b>TE</b> p. CA70            Gr. 7 <b>TE</b> p. CA70            Gr. 8 <b>TE</b> p. CA70</p>				
<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 to 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</p>	<p>The program provides a variety of assessments.</p> <p>a. <b>Progress Monitoring</b> tests are provided throughout the program, both as informal and formal assessment.</p> <p><b>Informal Assessment</b>            Throughout the SE, there are multiple opportunities to monitor progress:</p> <p><b>Critical Thinking</b>            Gr. 6 <b>SE/TE</b>: p. 38            Gr. 7 <b>SE/TE</b>: p. 44            Gr. 8 <b>SE/TE</b>: p. 50</p> <p><b>After You Read</b> activities            Gr. 6: <b>SE/TE</b>: p. 39</p>				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>(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 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>Gr. 7: <b>SE/TE</b>: pp. 45            Gr. 8: <b>SE/TE</b>: p. 51</p> <p><b>Test Practice: Reading</b>            Gr. 6: <b>SE/TE</b>: p. 64, 65            Gr. 7: <b>SE/TE</b>: pp. 70, 71            Gr. 8: <b>SE/TE</b>: p. 80, 81</p> <p><b>Test Practice: Unit Review</b>            These pages provide opportunities for students to prepare for the benchmark test. They address all the standards and skills taught in the unit.            Gr. 6: <b>SE/TE</b>: p. 168-173            Gr. 7: <b>SE/TE</b>: pp. 190-195            Gr. 8: <b>SE/TE</b>: p. 222-227</p> <p><b>PHLITonline.com</b> provides the following informal assessment:  <b>Self-tests</b> for student self-monitoring appear with every selection.</p> <p><b>Formal Assessment</b> is referenced in the TE, directing teachers about the appropriate time to administer these tests.  <b>TE Assessment boxes:</b>            Gr. 7 <b>TE</b> pp. 38, 50            Gr. 8 <b>TE</b> pp. 58, 66</p>				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p><b>Selection Tests</b> are provided at two levels for each selection:            Gr. 7 <b>URU1</b>: pp. 63-65; 66-68            Gr. 8 <b>URU1</b>: pp. 63-65; 66-68</p> <p><b>Open-book Tests</b> are provided for each selection:            Gr. 7 <b>URU1</b>: pp. 60-62            Gr. 8 <b>URU1</b>: pp. 60-62</p> <p><b>PHLITonline.com</b> provides the following formal assessment:</p> <p><b>Test Bank</b> for every selection, including items from Selection Test A, Selection Test B, and Open Book Tests. allowing test customization.</p> <p>b. <b>Summative Assessment</b> tests are provided as benchmarks, available and 3 and 6-week intervals.</p> <p><b>Benchmark Tests</b> are provided at mid-unit and end of unit:            Gr. 7 <b>URU1</b> pp.127-132; 234-242            Gr. 8 <b>URU1</b> pp. 127-132</p>				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p><b>Interpretation Guides for Benchmark tests:</b>            Gr. 7 <b>URU1</b> pp. 243-246            Gr. 8 <b>URU1</b> pp. 243-246</p> <p><b>PHLITonline.com</b> provides the Benchmark tests online through <b>Successnet</b>, which scores the tests automatically.</p> <p>c. <b>Diagnostic screening tests</b> are provided throughout the program in the end of unit benchmark test.            Gr. 7 <b>URU1</b> pp.240-242            Gr. 8 <b>URU1</b> pp.240-242</p> <p><b>Interpretation Guide for diagnostic test</b>            Gr. 7 <b>URU1</b> pp. 243-244            Gr. 8 <b>URU1</b> pp. 243-244</p> <p>In addition, for entry level assessment and diagnostics the program recommends the use of <b>STAR, SAT9</b> and <b>GRADE</b>, commercial, <b>norm-referenced tests:</b>            Gr. 6 <b>TE</b> p. CA70            Gr. 7 <b>TE</b> p. CA70            Gr. 8 <b>TE</b> p. CA70</p>				
4. Progress-monitoring assessments (curriculum-embedded, criterion-	The testing components of the program are designed to	Assessment boxes in the Teacher’s Edition direct			

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
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>provide feedback to teachers and to inform later instruction. A diagnostic portion of each benchmark test informs teachers of student reading ability. The results of these tests inform teachers about which selection in each pairing to use, as well as which leveled resources are appropriate.</p> <p><b>Diagnostic screening tests</b> are part of the end of unit benchmark tests.            Gr. 7 <b>URU1</b> pp.240-242            Gr. 8 <b>URU1</b> pp.240-242</p> <p><b>Interpretation Guide for Diagnostic test</b>            Gr. 7 <b>URU1</b> pp. 243-244            Gr. 8 <b>URU1</b> pp. 243-244</p> <p><b>Selection Tests A and B and Open Book Tests</b> test the skills and strategies taught in a selection.            Gr. 6 <b>URU1</b>: pp. 60-62; 63-65; 66-68            Gr. 7 <b>URU1</b>: pp. 60-62; 63-65; 66-68            Gr. 8 <b>URU1</b>: pp. 60-62; 63-65; 66-68</p>	<p>teachers about availability and appropriate timing of testing resources.</p> <p><b>Assessment boxes:</b>            Gr. 7 <b>TE</b> pp. 38, 50            Gr. 8 <b>TE</b> pp. 58, 66</p> <p>The <b>About the Unit Resources</b> pages in the Unit One Resources also identify the variety of assessments available in the program.            Gr. 7 <b>URU1</b>: p.x.            Gr. 8 <b>URU1</b>: p.x.</p>			

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p><b>Test Practice: Reading and Unit Reviews</b> provide cumulative practice in the skills taught in the unit.            Gr. 6: <b>SE/TE</b>: pp. 64-65, 168-174            Gr. 7 <b>SE/TE</b>: pp. 70-71; 190-195            Gr. 8 <b>SE/TE</b>: p. 80-81; 222-223</p> <p><b>Benchmark Tests</b> test the skills taught in the unit.            Gr. 6 <b>URU1</b> pp.127-132; 234-242            Gr. 7 <b>URU1</b> pp.127-132; 234-242            Gr. 8 <b>URU1</b> pp. 127-132; 234-242</p> <p>The <b>Reading Kit</b> provides remediation for skills that students have not mastered. <b>Successtracker</b> can automatically assign these pages.</p>				
<p>5. The progress-monitoring assessments must include subtests of a minimum of ten items, including:</p> <p>a. Kindergarten–Phoneme awareness (which includes</p>	<p>The <b>Test Practice Unit Reviews</b>, specifically designed to correspond to the California standards, assess students in the following areas: Literacy Skills; Informational Reading Skills; Vocabulary; Writing and Language Conventions.</p>				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>phoneme deletion and substitution and 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</p>	<p>Multiple-choice questions and short-answer writing prompts assess students’ mastery of the material.</p> <p>Gr. 6: <b>SE/TE</b>: pp. 168-174            Gr. 7: <b>SE/TE</b>: pp. 190-195            Gr. 8: <b>SE/TE</b>: p. 222-223</p> <p><b>Selection Tests A and B and Open Book Tests</b> test the skills and strategies taught in a selection: Literary Analysis, Reading Skill, Vocabulary; Grammar; and Essay.            Gr. 6 <b>URU1</b>: pp. 60-62; 63-65; 66-68            Gr. 7 <b>URU1</b>: pp. 60-62; 63-65; 66-68            Gr. 8 <b>URU1</b>: pp. 60-62; 63-65; 66-68</p> <p><b>Test Practice: Reading and Unit Reviews</b> provide cumulative practice in the skills taught in the unit.            Gr. 6: <b>SE/TE</b>: pp. 64-65,168-174            Gr. 7: <b>SE/TE</b>: pp. 70-71; 190-195            Gr. 8: <b>SE/TE</b>: p. 80-81; 222-223</p> <p><b>Benchmark Tests</b> test the</p>				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
needed, measured in words correct per minute), reading comprehension, vocabulary, spelling, usage/conventions, and writing	<p>skills taught in the unit, including Reading Skill; Literary Analysis; Vocabulary; Grammar (usage and conventions); Spelling; and Essay Writing.            Gr. 6 <b>URU1</b> pp.127-132; 234-242            Gr. 7 <b>URU1</b> pp.127-132; 234-242            Gr. 8 <b>URU1</b> pp. 127-132; 234-242</p> <p><b>Fluency tests</b> appear in the All-in-One workbook.            Gr. 6 <b>AIO</b>: pp. 311-324            Gr. 7 <b>AIO</b>: 326-339</p> <p>Teacher instruction for using the fluency tests appear in the Unit Resources:            Gr. 6 <b>URU1</b>: pp xi-xii            Gr. 7 <b>URU1</b>: pp xi-xii</p> <p>The <b>All-in-One</b> provides <b>Daily Standards Practice</b> in all California Standards.            Gr. 6 <b>AIO</b>: pp. CA14-CA115            Gr. 7 <b>AIO</b>: pp. CA14-CA105            Gr. 8 <b>AIO</b>: pp. CA14-CA111</p>				
6. Summative assessments (once a year for kindergarten and grade one and twice a year for grades two through eight) must be designed to	<p>12 Benchmarks per Gr. provide ample testing to monitor and assess progress.  <b>Benchmark Tests</b>            Gr. 6 <b>URU1</b> pp.127-132; 234-</p>				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>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:</p> <ul style="list-style-type: none"> <li>a. Word analysis, fluency, and systematic vocabulary development</li> <li>b. Reading comprehension</li> <li>c. Literary response and analysis</li> <li>d. Writing strategies</li> <li>e. Writing application</li> <li>f. Written and oral language conventions</li> </ul>	<p>242            Gr. 7 <b>URU1</b> pp.127-132; 234-242            Gr. 8 <b>URU1</b> pp. 127-132; 234-242</p> <p><b>Beginning of Year, Mid-Year, and End-of-year Benchmarks</b> are available at <b>PHLitonline.com</b>            These tests provide standards-based testing in Word analysis, fluency, and systematic vocabulary development; Reading comprehension; Literary response and analysis; Writing strategies; Writing application; and written and oral language conventions.            All grades <b>TE:</b> p. CA 71</p>				
<p>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</p>	<p>The program recommends the use of <b>SAT9, STAR</b> and <b>GR</b>, which provide norm-referenced assessments including sections on phonemic awareness; phonics and decoding; oral reading fluency, spelling; vocabulary and reading comprehension.            All Grades <b>TE:</b> p. CA 70</p>				

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>assessments must be appropriate for use with an individual or small group. The content of the diagnostic screening assessments include:</p> <ul style="list-style-type: none"> <li>a. Phonemic awareness</li> <li>b. Phonics and decoding</li> <li>c. Oral reading fluency</li> <li>d. Spelling</li> <li>e. Vocabulary</li> <li>f. Reading comprehension</li> </ul>	<p>Pearson Literature includes diagnostics in end of unit benchmarks, testing vocabulary, a strong indicator of reading readiness:  <b>Diagnostic screening tests</b>            Gr. 7 <b>URU1</b>: pp. 5-10; pp.240-242            Gr. 8 <b>URU1</b> pp.5-10; 240-242</p> <p><b>Interpretation Guide for diagnostic test</b>            Gr. 7 <b>URU1</b> pp. 243-244            Gr. 8 <b>URU1</b> pp. 243-244</p>				
<p>8. Intensive vocabulary support materials must include weekly oral pre- and post-assessments on new words.</p>	<p>Vocabulary support materials provide opportunities to use new words in an oral context.</p> <p>The <b>Vocabulary Knowledge Rating Charts</b> use “Before Reading” and “After Reading” columns to identify and monitor word knowledge.  <b>PDG</b>, All grades, p. 33  <b>TE</b> reference:            Gr. 6: <b>TE</b>: pp. 22, 30            Gr. 7: <b>TE</b>: pp. 50, 56, 60, 64</p> <p><b>Selection tests A and B</b> include vocabulary items:            Gr. 7: <b>URU1</b> pp. 42-47; 63-68            Gr. 7: <b>URU1</b> pp. 42-47; 63-68</p> <p>Vocabulary is tested on <b>Unit Reviews</b>.</p>	<p><b>Vocabulary Warm Ups</b> for every selection present new vocabulary definitions, exercises, short reading passages to provide context opportunities.            Gr. 7: <b>URU1</b> pp. 13, 14, 15            Gr. 8: <b>URU1</b> pp. 13, 14, 15</p> <p><b>Teacher’s Edition Vocabulary Development Notes</b> provide a wealth of support for vocabulary instruction in the classroom.            Gr. 7: <b>TE</b> p. 32, 34, 38, 40, 42</p>			

Assessment	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Gr. 6 SE/TE: pp. 171, 371 Gr. 7 SE/TE: pp. 193, 401				
<p>9. The reading intervention kit for grades one through three includes:</p> <ul style="list-style-type: none"> <li>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</li> <li>b. Progress-monitoring assessments for every ten lessons</li> </ul> <p>Criteria statements 10-17 apply to other programs.</p>	Not applicable at this Gr. level				

**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
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	Primary	Supporting	Y	N	
<p><b>Universal Access Design Principles</b>            All programs must include the following features:</p> <p>1. Instructional materials incorporate:</p> <ul style="list-style-type: none"> <li>a. Optimal opportunities for teachers to scaffold instruction and check for understanding</li> <li>b. Guidance on the use of preteach, reteach, review, and an accelerated pace of program options</li> <li>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</li> <li>d. Ample background information on key skills and concepts</li> <li>e. Sufficient practice for all skills and strategies taught, with additional practice for those who require it</li> <li>f. Corrective feedback during all phases of instruction, practice,</li> </ul>	<p>a. The program is built to provide scaffolded instruction, including leveled selections to teach standards, leveled resources; and leveled tests. Differentiated instruction notes throughout the program provide opportunities to reach all levels of learners.</p> <p><b>Time and Resource Manager, Visual Guide to Featured Selection Resources</b>            Gr. 6 <b>TE</b>: 20b-20d;            Gr. 7 <b>TE</b>: 20b-20d            Gr. 8 <b>TE</b>: 20b-20d</p> <p>b. Pacing Plan provides guidance on stages of lessons; a <b>Fast-Track plan</b> provides a lesson strategy for accelerated instruction, and an icon on the Time and Resource manager identifies key lesson elements.            Gr. 6 <b>TE</b>: CA90-CA93; 20a            Gr. 7 <b>TE</b>: CA90-CA93; 20a</p> <p>c. <b>A unit opener and Pacing Plan sets out the coherence, consistency: and design of the weekly and daily lesson planner</b>            Gr. 6 <b>TE</b>: pp. 2a-2b; 20a; 92a            Gr. 7 <b>TE</b>: pp. 2a-2b; 22a; 48a            Gr. 8 <b>TE</b>: pp. 2a-2b; 24a; 54a</p>	<p>a. <b>scaffolded instruction</b></p> <p><b>Readers’ Notebooks</b> provide access to standards instruction and selections to English Learners and Struggling Readers            Gr. 7 <b>SE</b>: pp. 48-69            Gr. 7 <b>RN</b>: pp.29-40            Gr. 7 <b>ARN</b>: pp. 29-43            Gr. 7 <b>ELRN</b>: pp. 27-38</p>			

Universal Access	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
<p>and application</p> <p>g. Emphasis on ample opportunities for the practice and use of vocabulary words to support vocabulary acquisition and language development</p> <p>h. Assistance with organizing and sorting words and concepts to support vocabulary acquisition and language development</p>	<p><b>d.</b> Background information on key skills and concepts. <b>Background and about the Selection</b> notes provides insight for the teacher.            Gr. 6 <b>TE:</b> pp. 113, 114            Gr. 7 <b>TE:</b> pp. 51, 52            Gr. 8 <b>TE:</b> pp. 65, 66</p> <p><b>e. Sufficient practice</b> Every skill is introduced in student edition; practiced through SE exercises and worksheet pages; extra scaffolded practice appears in Reader’s Notebooks.            All resources are listed in the <b>Visual Guide to Selection Resources.</b>            Gr. 6 <b>TE</b> pp. 20a-20d            Gr. 7 <b>TE</b> pp. 22a -22d            Gr. 8 <b>TE</b> pp. 24a-24d</p> <p><b>f.</b> Teaching notes include Sample Answers to keep lessons on-track. <b>Monitor Progress and Reteach</b> notes provide corrective feedback during instruction.            Gr. 6 <b>TE:</b> pp. 411, 430, 892            Gr. 7 <b>TE:</b> pp. 43, 327            Gr. 8: <b>TE:</b> pp. 131, 164</p> <p><b>g. Opportunities for the</b></p>	<p><b>d.</b> 6 Professional development articles in each grade provide background on important topics in language arts.            Gr. 6 <b>TE:</b> pp. 2c-2d; 376c-376d            Gr. 7 <b>TE:</b> pp.2c-2d; 198c-198d            Gr. 8 <b>TE:</b> 2c-2d; 230c-230d</p> <p><b>e.</b> Further reinforcement is available in the <b>Reading Kit.</b></p>			

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	<p><b>practice and use of vocabulary words.</b>            Vocabulary notes in the TE support intensive vocabulary instruction, including notes on context clues, think alouds, word forms and related words            Gr. 7 <b>SE:</b> pp. 218, 225, 226, 245            Gr. 7 <b>TE</b> pp. 218, 220, 222, 226, 228, 230, 232, 234, 236, 238, 242            Gr. 8 <b>TE:</b> 144, 164, 18, 16, 100, 92</p> <p><b>Classroom Strategies and Teaching Routines</b> include a variety of appropriate routines for vocabulary instruction:            All grades: <b>CSTR:</b> pp. 13-18</p> <p><b>h. Assistance with organizing and sorting words and concepts:</b>            Gr. 6 <b>TE</b> pp. 832, 892            Gr. 7 <b>TE</b> pp. 10, 38            Gr. 8 <b>TE</b> pp. 18, 90, 100, 130</p> <p>Classroom Strategies and Teaching Routines provide direction on vocabulary study by classification.            All grades: <b>CSTR:</b> p. 16</p>	<p>g. Vocabulary Central on <b>PHLonline.com</b> provides interactive vocabulary study opportunities, including illustrated vocabulary words; BQ tunes; and interactive vocabulary games and flashcards</p> <p>Gr. 6 <b>SE:</b> pp. 2, 365            Gr. 7 <b>SE:</b> pp. 2, 187</p> <p>h. Skills Concept Maps allow students to graphically track their learning:            Gr. 6 <b>URU1</b> pp. 11; 133</p>			

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		Gr. 7 <b>URU1</b> pp. 11; 133			
<p><i>All programs should include the following features:</i></p> <p><b>2. Instructional materials use “considerate text” design principles that are consistent by grade and across grade levels:</b></p> <p><i>a. Adequate titles for each selection</i></p> <p><i>b. Introductory subheadings for chapter sections</i></p> <p><i>c. Introductory paragraphs</i></p> <p><i>d. Concluding or summary paragraphs</i></p> <p><i>e. Complete paragraphs, including clear topic sentence, relevant support, and transitional words and expressions (e.g., furthermore, similarly)</i></p> <p><i>f. Effective use of typographical aids (e.g., boldface print, italics)</i></p> <p><i>g. Adequate, relevant visual aids connected to the print: illustrations, photos, graphs,</i></p>	<p>a. Titles are bold and presented in a different font than text font.            Gr. 6 <b>SE</b> pp. 2; 74, 79            Gr. 7 <b>SE</b> pp. 53,103            Gr. 8 <b>SE</b> pp.</p> <p>b. Introductory subheadings for instructional sections are presented consistently.            Gr. 6 <b>SE/TE</b>: pp. 2; 22, 30, 39, 40            Gr. 7 <b>SE/TE</b>: pp. 23, 24, 31, 46, 47</p> <p>c. introductory paragraphs help set the purpose for a page:            Gr. 6 <b>SE/TE</b>: 164, 166            Gr. 7 <b>SE/TE</b>: pp. 2 186, 188</p> <p>d. Concluding or summary paragraphs reinforce the instruction, or close off instruction to send students into reading. Note frequent use of language such as “while you read” or “as you read.”            Gr. 6 <b>SE/TE</b>: pp. 2, 43, 44            Gr. 7 <b>SE/TE</b>: pp. 2, 50, 72, 78            .</p> <p>e. Text is written in complete</p>	<p>b. Headings in side notes are bold.            Gr. 6 <b>SE/TE</b>: pp. 14, 15, 25            Gr. 7 <b>SE/TE</b>: pp. 35, 36, 37</p>			

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<p><i>charts, maps</i></p> <p><i>h. Manageable, not overwhelming, visual and print stimuli</i></p> <p><i>i. Identification and highlighting of important terms</i></p> <p><i>j. List of reading objectives or focus questions at the beginning of each reading selection</i></p> <p><i>k. List of follow-up comprehension and application questions</i></p>	<p>paragraphs            Gr. 6 <b>SE/TE</b>: pp. 45, 8, 41            Gr. 7 <b>SE/TE</b>: pp. 49; 78, 99</p> <p>f. Effective use of typographical aids.            Gr. 6 <b>SE/TE</b>: pp. 42, 44,            Gr. 7 <b>SE/TE</b>: pp. 49; 78, 99</p> <p>g. relevant visuals:</p> <p><b>Graphic organizers support pedagogy</b>            Gr. 6 <b>SE/TE</b>: pp. 43, 61, 62, 66            Gr. 7 <b>SE</b>: pp. 49, 67, 68</p> <p><b>Illustrations and photos support literature:</b>            Gr. 6 <b>SE/TE</b>: pp. 384, 387, 422, 458            Gr. 7 <b>SE/TE</b>: pp. 39, 41, 164, 165</p> <p><b>Graphs, charts, maps:</b>            Gr. 6 <b>SE/TE</b>: pp. 474, 489, 135            Gr. 7 <b>SE/TE</b>: pp. 282, 334.</p> <p><b>Illustrated Literature in Context</b> support cross-curricular learning            Gr. 6 <b>SE/TE</b>: pp. 126, 455            Gr. 7 <b>SE/TE</b>: pp. 223, 355, 418</p> <p><b>h. Selection designs and</b></p>	<p>b. Bold headings in side notes            Gr. 6 <b>SE/TE</b>: pp. 14, 15, 25            Gr. 7 <b>SE/TE</b>: pp. 35, 36, 37</p>			

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	Primary	Supporting	Y	N	
	<p><b>instructional pages</b> provide balanced of design without overwhelming readers</p> <p>Gr. 6 <b>SE/TE</b>: pp. 6, 9-15; 24-28            Gr. 7 <b>SE/TE</b>: pp. 169-174; 176-183; 202-203; 205-214            Gr. 8 <b>SE/TE</b>: pp. 28-38, 94-102</p> <p>i. identification of important terms.</p> <p><b>Key terms are boldfaced or italicized:</b>            Gr. 7 <b>SE/TE</b>: pp. 49; 78, 99            Gr. 8 <b>SE/TE</b>: pp. 55, 78, 79</p> <p><b>Vocabulary words are set in blue in literature:</b></p> <p>Gr. 7 <b>SE/TE</b>: pp. 63; 65            Gr. 8 <b>SE/TE</b>: pp. 59, 60</p> <p>j. objectives listed at beginning of selection in <b>Focus on the Standards Boxes</b>            Gr. 7 <b>SE/TE</b>: pp. 48; 98            Gr. 8 <b>SE/TE</b>: pp. 24, 54</p> <p>k. follow up and application questions appear in <b>Critical Thinking</b> and <b>After You Read</b> sections.            Gr. 7 <b>SE/TE</b>: pp. 66, 67, 77,</p>	<p>See all Literature in contexts (illustrated) on TOC.            All grades, <b>SE</b> p. xxxiii</p> <p>i. Handbooks provide further definition:            All grades, <b>SE/TE</b>: pp. R13, R24</p>			

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	Primary	Supporting	Y	N	
	91, 111,125 Gr. 8 <b>SE/TE</b> : pp. 38, 50, 51, 52	j. objectives listed in Writing Workshops and Informational Texts. Gr. 6 <b>SE/TE</b> : pp. 66, 86 Gr. 7 <b>SE/TE</b> : pp. 282, 302			
<p><b>Design Principles for Means of Expression</b></p> <p>All programs must include:</p> <p>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</p>	<p><b>Professional Development</b> articles provide guidance on meeting the needs of all learners.</p> <p><b>Special needs</b>, including students with disabling conditions All Grades <b>PDG</b>: pp. 156-167</p> <p><b>AAVE</b> All Grades <b>PDG</b>: pp. 115-119</p> <p><b>ELL</b> All Grades <b>PDG</b>:</p>	<p>Modifications for learners include:</p> <p><b>Hear It</b> audio program featuring all selections read aloud.and all ALRN/ELRN selections read aloud.</p> <p><b>Transcripts</b> for all videos provided both on DVD at PHLITonline.com.</p>			

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	Primary	Supporting	Y	N	
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.	pp. 120-146  <b>Less Proficient</b> All Grades <b>PDG</b> : pp. 147-155  <b>Differentiated Instruction boxes</b> provide strategies and resources for all students: Gr. 6 <b>TE</b> : pp. 42b, 43, 45, 47 Gr. 7 <b>TE</b> : pp. 22b, 23, 25, 27 Gr. 8 <b>TE</b> pp. 24b, 25, 27, 29				
<b>Design Principles for Advanced Learners</b> Basic and primary language programs must include the following features: 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.	<b>Challenge</b> items in the student edition provide opportunities for advanced learners: Gr. 6 <b>SE/TE</b> : pp. 39, 40, 163 Gr. 7 <b>SE/TE</b> : pp. 125, 126, 185, 187  <b>Enrichment for Advanced Readers</b> Gr. 7 <b>TE</b> : pp. 235, 173, 207 Gr. 8 <b>TE</b> : pp. 17, 101, 137	<b>Unit Resources</b> include Enrichment pages to support each selection. Gr. 6 <b>URU1</b> : pp. 38, 56, 77 Gr. 7 <b>URU1</b> : pp. 38, 56, 77 Gr. 8 <b>URU1</b> : pp. 38, 56, 77			
5. Materials provide suggestions to help students study a particular	Students are encouraged to study a particular author, theme, or concept in more				

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author, theme, or concept in more depth and conduct a more complex analysis of additional independent reading.	<p>depth during literary-based activities.</p> <p><b>Research the Author:</b>            Gr. 6 <b>SE/TE:</b> pp. 19, 187            Gr. 7 <b>SE/TE:</b> pp. 21, 215</p> <p><b>Independent Reading:</b>            Gr. 6 <b>SE/TE:</b> p. 167, 367            Gr. 7 <b>SE/TE:</b> p. 189, 397</p> <p><b>Applying the Big Question</b> invites further exploration of a theme.            Gr. 6 <b>SE/TE:</b> p. 162-163, 362-363            Gr. 7 <b>SE/TE:</b> 184-185, 392-393</p>				
6. Materials remind teachers to set high expectations for all students and inform teachers of the connections of skill development and concepts to higher grade levels.	<p>Professional development articles in each unit of the program provide background on important topics in language arts instruction, including vocabulary, classroom management/student engagement, differentiated instruction, teaching reading, teaching literature skills, and writing and grammar.</p> <p><b>Classroom Strategies</b>            Gr. 6 <b>TE:</b> pp. 2c-2d; 376c-376d            Gr. 7 <b>TE:</b> pp.2c-2d; 198c-198d</p>	<p><b>Understanding By Design</b> notes in the TE set goals for the unit and direct teachers to clarify expected outcomes for students.</p> <p>Gr. 6 <b>TE:</b> p. 2, 6, 180, 380            Gr. 7 <b>TE:</b> p. 2, 6, 202, 410            Gr. 8 <b>TE:</b> p. 2, 6, 234, 464</p>			

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	Gr. 8 <b>TE:</b> 2c-2d; 230c-230d  <b>Preparing Students for the More Challenging Selection</b> notes provide directions for helping students reach to the next level. Gr. 6 <b>TE:</b> pp. 21, 43 Gr. 7 <b>TE:</b> pp. 23, 49 Gr. 8 <b>TE:</b> pp. 25, 55  <b>Progression and Background</b> pages in the TE show and explain the development of content expectations from year to year. All grades <b>TE:</b> CA54-CA65.				

**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 Section 44757.5(j)</i> .	<i>Pearson Literature, California Reading and Language © 2010</i> was developed specifically for California based on current and confirmed research. <b>Professional Development Handbook</b> provides information about the research behind the program. Gr. 6 <b>TE:</b> pp. CA 112-CA 138	Contributing authors provide <b>professional development articles</b> six times per grade, citing the research behind their suggestions. Gr. 6 <b>TE:</b> Unit 1; Doug Beuhl Teaching Vocabulary; Grade 6 Unit 3, Julie Maravilla, Differentiating Instruction Grade 7 <b>TE:</b> Unit 6; Jeff			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
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	Gr. 7 <b>TE</b> : pp. CA 112-CA 138 Gr. 8 <b>TE</b> : pp. CA 112-CA 138  <b>TE Research Bibliography</b> Grade 6 <b>TE</b> : CA 112-CA115 Grade 7 <b>TE</b> : CA 112-CA115 Grade 8 <b>TE</b> : CA 112-CA115  <b>SE/TE Contributing authors</b> and their expertise are listed in the SE and TE. Gr. 6 <b>TE</b> : CA14-15; <b>SE</b> pp. iv-v Gr. 7 <b>TE</b> : CA14-15; <b>SE</b> pp. iv-v Gr. 7 <b>TE</b> : CA14-15; <b>SE</b> pp. iv-v	Anderson Integrating Grammar and Writing Grade 8 <b>TE</b> : Unit 3: Sharroky Hollie: Differentiating Instruction; Grade 8 Unit 4 Kelly Gallagher on Reading Instruction  The Professional Development Guidebook provides Instructional guidance on routines and procedures <b>Professional Development Guidebook</b> Gr. 6 <b>PDG</b> : pp. 13, 17, 20 Gr. 7 <b>PDG</b> : pp. 4,6,16			
2. Instructional materials provide a clear road map for teachers to follow when planning instruction.	The program is designed so that each unit follows a consistent structure and pacing. <b>How to Use This Book</b> <b>How to use This Program</b> Grades 6-8 <b>SE/TE</b> : CA135-143  <b>Standards at a Glance</b> page on Table of Contents: Gr. 6 <b>SE</b> : pp. xi, xv, xix Gr. 7 <b>SE</b> : pp. xi, xv, xix Gr. 8 <b>SE</b> : pp. xi, xv, xix  <b>Unit Overview and Pacing Plan</b> Gr. 6 <b>TE</b> : pp. 2a-2b				

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p>Gr. 7 TE: pp. 2a-2b</p> <p><b>Skills Navigator Overview</b>                      Gr. 6 TE: CA 76-CA93                      Gr. 7 TE: CA 76-CA93</p> <p>The lesson plan follows a consistent path for each leveled selection pairing follows the same format.</p> <p><b>Lesson Pacing Guide</b>                      Gr. 7 TE: 48a-98a</p> <p><b>Time and Resource Managers</b>                      provide pacing, resources, options for differentiated instruction, and facsimiles of ancillaries.</p> <p><b>Time and Resource Manager</b>                      Grade 6 TE: 110a-110d                      Grade 7 TE: pp. 48a-48d                      Grade 8 TE: pp156a-156d</p> <p><b>Teacher modeling and demonstration</b>                      Grade 6 TE: pp. 70, 76                      Grade 7 TE: pp. 296                      Grade 8 TE: pp. 98</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	<p><b>How to Use this Program</b>                      provides an overview of the program, including the relationship of all the components.                      Gr. 6 TE: pp. CA138-CA143</p>	<p><b>Year at a Glance Standards Map</b>                      Gr. 6 TE: pp. CA50-CA53                      Gr. 7 TE: pp. CA50-CA53</p>			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
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between the components and parts of the lesson, and the minimum daily time requirements.	<p>Gr. 7 <b>TE</b>: pp. CA138-CA143</p> <p>In addition, the TE provides several tools that show how planning and pacing should look for 180 days.</p> <p><b>Year at a Glance Standards Map:</b> Grade 6-8 <b>TE</b>: CA50</p> <p><b>Unit Overview and Pacing Plan</b> Gr. 6 <b>TE</b>: pp. 2a-2b Gr. 7 <b>TE</b>: pp. 2a-2b</p> <p><b>Time and Resource Managers</b> provide pacing, resources, options for differentiated instruction, and facsimiles of ancillaries.</p> <p><b>Time and Resource Manager</b> Grade 7 <b>TE</b>: pp. 48a-48d Grade 8 <b>TE</b>: pp. 474a-474d</p>				
4. The teacher edition provides guidance on what to teach, how to teach the material, and when to teach it.	<p>Accessibility at a Glance” charts help teacher’s find the best fit for your students. These charts provide a quick way to determine which selections will be more accessible or challenging for your students.</p> <p><b>Accessibility at a Glance</b> Grade 6 <b>TE</b>: p. 110 Grade 7 <b>TE</b>: p. 48, 98, 128 Grade 8 <b>TE</b>: p. 474</p>				

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<p><b>Skills Navigator Overview</b>            Gr. 6 TE: CA76-CA93            Gr. 7 TE: CA76-CA93            The TE provides teachers with clear, easy-to-use guidance on what to teach to differentiate instruction, how to pace lessons to ensure standards coverage, how to know when to reteach or preteach, and what resources to use. In addition to point of use notes, the following are examples of guidance.</p> <p><b>Lesson Planning Guide</b>            Grade. 7 TE: pp. 98a</p> <p><b>Guide to Selected Leveled Resources</b>            Grade 7 TE: 98b</p> <p><b>Visual Guide to Selected Leveled Resources</b>            Grade 7 TE: 98c-98d</p>				
5. The teacher edition provides guidance in the daily lesson on appropriate opportunities for checking for understanding.	<p>Opportunities for checking students' understanding appear regularly with each lesson</p> <p><b>Vocabulary Development, Vocabulary Knowledge Rating</b>            Grade 7 TE: p. 100, 108</p> <p><b>Multi-draft Reading</b>            Grade 7 SE/TE: p. 101</p> <p><b>Reading Check:</b>            Grade 7 SE/TE: p. 103, 105, 109</p> <p><b>Minor column notes</b></p>				

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
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	Grade 7 <b>SE/TE</b> : p. 103-110				
6. Lesson plans and the relationships of parts of the lesson and program components are clear.	<p><b>How to Use this Program</b> provides an overview of the program, including the relationship of all the components.            Gr. 6 <b>TE</b>: pp. CA138-CA143            Gr. 7 <b>TE</b>: pp. CA138-CA143            Gr. 8 <b>TE</b>: pp. pp. CA138-CA143</p> <p>In addition, the <b>TE</b> provides clear guidance on the instruction for a lesson.</p> <p><b>Lesson Planning Guide</b>            Gr. 7 <b>TE</b>: pp. 98a            The <b>TE</b> also organizes resources by need, so that teachers can quickly identify the resources for they should use to preteach or reteach a particular population of students.            Highlighted resources are represented visually, so teachers can see the recommended resources.</p> <p><b>Guide to Selected Leveled Resources</b>            Gr. 6 <b>TE</b>: 110b            Gr. 7 <b>TE</b>: 98b            Gr. 8 <b>TE</b>: 474b</p> <p><b>Visual Guide to Selected</b></p>	<p>Information on every unit opener provides an overview of appropriate program components, including technology and assessment.            Unit Openers            Gr. 6 <b>SE/TE</b>: pp. 0-1            Gr. 7 <b>SE/TE</b>: pp. 0-1            Gr. 8 <b>SE/TE</b>: pp. 0-1</p> <p>Boxed notes in the <b>TE</b> direct teachers to appropriate resources at point of use.</p> <p><b>Boxed Notes</b>            Gr. 7 <b>TE</b>: pp. 4, 7, 8, 9, 16, 56, 57, 58</p>			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	<b>Leveled Resources</b> Gr. 6 TE: 110c-110d Gr. 7 TE: pp. 98c-98d Gr. 8 TE: pp. 474c-474d				
7. Learning and instructional objectives in the student materials and teacher edition are explicit and clearly identifiable.	<b>California Focus on the Standards</b> features in the student edition identify standards coverage: <b>Focus on the Standards</b> Gr. 6 SE/TE: p. 270 Gr. 7 SE/TE: 48, 69, 72, 98 Gr. 8 SE/TE: p. 554  <b>Lesson Planning Guide</b> Gr. 7 TE: pp. 98a <b>Guide to Selected Leveled Resources</b> Gr. 6 TE: 110b Gr. 7 TE: 98b Gr. 8 TE: 474b <b>TE: Visual Guide to Selected Leveled Resources</b> Gr. 6 TE: 110c-110d Gr. 7 TE: pp. 98c-98d Gr. 8 TE: pp. 474c-474d  <b>Time and Resource Managers</b> provides a list of objectives, and primary and additional standards. Gr. 6 TE: p. 270a Gr. 7 TE p. 98a Gr. 8 TE: p. 554a	<b>Headings and Boldfaced terms</b> in instruction make learning objectives clearly identifiable. Before You Read: Gr. 7 SE/TE: p. 49			
8. A list of required materials is	<b>Time and Resource Manager</b>	Boxed Notes in the TE direct			

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
provided for each lesson.	provides both a list of resources and a visual representation of key ancillaries. Gr. 6 TE: pp. 270a-270d Gr. 7 TE pp. 98a-98d Gr. 8 TE: pp. 554a-554d	teachers to appropriate resources at point of use. Boxed Notes Gr. 7 TE: pp. 4., 7, 8, 9, 16, 56, 57, 58			
9. Terms from the <i>English–Language Arts Content Standards</i> are used appropriately in all guidance for teachers.	<p><b>California Standards: Progression and Background</b> explains the standards and how they spiral in content from year to year. Gr. 6 TE: CA54-CA65 Gr. 7 TE: CA54-CA65 Gr. 6 TE: CA54-CA65</p> <p>Instruction in the program reflects the language of the standards. Key terms are featured in headings and taught to mastery.</p> <p><b>Introduction to the Genre</b> Gr. 6 SE/TE: pp. 4-7 Gr. 7 SE/TE: pp. 4-7 Gr. 8 SE/TE: pp. 4-7</p> <p><b>SE/TE Model Selection</b> Grade 7: 8-21</p> <p><b>Before You Read</b> Gr. 7 SE/TE: pp. 99, 129</p> <p><b>Informational Texts</b> Gr. 6 SE/TE: pp. 335-339</p>				

Instructional Planning and Support	Publisher Citations		Criterion Met?		CRP/IMAP Comments, Citations, and Questions
	Primary	Supporting	Y	N	
	Gr. 7 <b>SE/TE</b> : pp. 623-625 Gr. 8 <b>SE/TE</b> : pp. 83-84				
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 Student Edition identifies for students and parents the standards being taught in each unit: <b>Standards at a Glance</b> , Grade 6 <b>SE</b> : pp: xi, xv, xix, xxiii, xxvii, xxxi Grade 7 <b>SE</b> : pp: xi, xv, xix, xxiii, xxvii, xxxi Grade 8 <b>SE</b> : pp: xi, xv, xix, xxiii, xxvii, xxxi  Students and parents can refer to California Language Arts Standards pages for explanations and examples that will help make the standards accessible and clarify expectations. <b>California Language Arts Standards</b> Grade 7 <b>SE</b> : xxxvi-li				
11. Preteaching, reteaching, extension, and acceleration activities are clearly labeled.	<b>Differentiate/Pre-teach, Teach, Re-teach, Assess/Extend</b> Grade 6 <b>TE</b> : pp. 22–39 Grade 7 <b>TE</b> : pp. 248–257 Grade 8 <b>TE</b> : pp. 54–63				
12. Materials describe grouping strategies for flexible small-group	<b>Differentiated Instruction: Accessibility At a Glance &amp; Universal Instruction</b> Gr. 6 <b>TE</b> : pp. 20, 110				

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instruction.	Gr. 7 <b>TE</b> : pp. 197, 216 Gr. 8 <b>TE</b> : pp. 1, 110  <b>Differentiated Instruction:            Timed Lesson Plan            Suggestions</b> Gr. 6 <b>TE</b> : pp. 31, 53 Gr. 7 <b>TE</b> : pp. 219, 321 Gr. 8 <b>TE</b> : pp. 57, 171  <b>Support for Less Proficient            Readers</b> Gr. 6 <b>TE</b> : pp. 33, 170 Gr. 7 <b>TE</b> : pp. 203, 205 Gr. 8 <b>TE</b> : pp. 17, 139  <b>Support for Special Needs            Students</b> Gr. 6 <b>TE</b> : pp. 135 Gr. 7 <b>TE</b> : pp. 207, 221 Gr. 8 <b>TE</b> : pp. 135, 173				
13. The teacher edition includes guidance for teachers on implementing reading activities that build oral reading fluency.	<b>Fluency notes</b> Gr. 6 <b>TE</b> : pp. 137 Gr. 7 <b>TE</b> : pp. 237 Gr. 8 <b>TE</b> : pp. 187  <b>Teacher instruction</b> for using the fluency tests that appear in Unit Resources: Gr. 6 <b>URU1</b> : pp xi-xii Gr. 7 <b>URU1</b> : pp xi-xii	<b>Fluency tests</b> appear in the All-in-One workbook. Gr. 6 <b>AIO</b> : pp. 311-324 Gr. 7 <b>AIO</b> : 326-339  <b>Teacher instruction</b> for using the fluency tests that appear in Unit Resources: Gr. 6 <b>URU1</b> : pp xi-xii Gr. 7 <b>URU1</b> : pp xi-xii			
14. The teacher edition indicates how	<b>Fluency</b>				

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oral reading fluency passages will be used to build fluency (accuracy, rate, and expression) and to assess automaticity (i.e., accuracy and rate).	Gr. 6 <b>SE/TE</b> : pp. 137, R22 Gr. 7 <b>SE/TE</b> : pp. 237, R22 Gr. 8 <b>SE/TE</b> : pp. 187, R22  <b>Fluency tests</b> appear in the All-in-One workbook. Gr. 6 <b>AIO</b> : pp. 311-324 Gr. 7 <b>AIO</b> : 326-339  <b>Teacher instruction</b> for using the fluency tests appear in Unit Resources: Gr. 6 <b>URU1</b> : pp xi-xii Gr. 7 <b>URU1</b> : pp xi-xii				
15. The teacher edition provides samples of student writing that demonstrate end-of-grade-level sophistication of writing genres.	<b>Student Models</b> appear with every writing workshop; <b>teacher notes</b> support instructing from the model. Gr. 7 <b>SE/TE</b> : pp. 387, 701.  <b>Guide to California Writing Rubrics</b> provides an overview and a rubric on the writing genres to be tested at each grade. Gr. 6 <b>TE</b> : pp. CA94-CA95. Gr. 7 <b>TE</b> : pp. CA94-CA95. Gr. 8 <b>TE</b> : pp. CA94-CA95.	<b>Guide to Rubrics</b> Gr. 6 <b>SE</b> : R36-R39 Gr. 7 <b>SE</b> : R36-R39 Gr. 8 <b>SE</b> : R36-R39			
16. Teacher support materials provide directions for explicit teaching of writing strategies, conventions, and	<b>Writing Lesson</b> : Gr. 6, <b>TE</b> : pp. 417, 583 Gr. 7, <b>TE</b> : pp. 335, 439 Gr. 8, <b>TE</b> : pp. 155, 499				

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specific writing applications.	<b>Writing Workshops</b> are fully supported in the <b>TE</b> . Gr. 6 <b>TE</b> : pp. 738–743 Gr. 7 <b>TE</b> : pp. 302–307 Gr. 8 <b>TE</b> : pp. 614–621				
17. Teacher support materials include demonstrations of writing strategies, including the writing process.	<b>Writing Workshops</b> include Think Alouds to support the writing process. Gr. 7 <b>TE</b> : pp. 95,178, 180  <b>Writing Workshop:</b> Gr. 6 <b>TE</b> : pp. 738–743 Gr. 7 <b>TE</b> : pp. 302–307 Gr. 8 <b>TE</b> : pp. 614–621				
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.”	<b>Reflecting on Your Writing and Rubric for Self-Assessment:</b> Gr. 6 <b>TE</b> : pp. 363 Gr. 7 <b>TE</b> : pp. 885 Gr. 8 <b>TE</b> : pp. 621  UR: Rubrics				
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	<b>Time and Resource Manager</b> provides an overview of Leveled Resources Gr. 6 <b>TE</b> : p. 218b Gr. 7 <b>TE</b> : p. 420b Gr. 8 <b>TE</b> : p. 244b  A system of icons indicates resources meant for special populations.	Boxed notes in the TE direct teachers to appropriate resources at point of use. Gr. 7 <b>TE</b> : pp. 187, 211, 221,231, 235,278			

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readers, and students with disabilities).					
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.	<p><b>The Readers Notebook Teaching Guide</b> provides guidance on using the Reader’s Notebook, the Adapted Readers Notebook, and the English Learners Reader’s Notebook.</p> <p>Gr. 7 RNTG: pp. v-xxvii</p>				
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.	<p><b>Differentiated Instruction: Accessibility At a Glance &amp; Universal Instruction (TE lesson text):</b>                      Gr. 6 TE: pp. 20, 110                      Gr. 7 TE: pp. 197, 216                      Gr. 8 TE: pp. 1, 110</p> <p><b>Differentiated Instruction: Timed Lesson Plan Suggestions</b>                      Gr. 6 TE: pp. 31, 53                      Gr. 7 TE: pp. 219, 321                      Gr. 8 TE: pp. 57, 171</p> <p><b>Support for Less Proficient Readers</b>                      Gr. 6 TE: pp. 33, 170                      Gr. 7 TE: pp. 203, 205                      Gr. 8 TE: pp. 17, 139</p>				

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	<b>Support for Special Needs Students</b> Gr. 6 TE: pp. 135 Gr. 7 TE: pp. 207, 221 Gr. 8 TE: pp. 135, 173				
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.	<b>Contrastive Analysis</b> chart in the Teacher’s Edition includes information on linguistics and common first languages. Gr. 6 TE: pp. CA122-CA136 Gr. 7 TE: pp. CA122-CA136 Gr. 8 TE: pp. CA122-CA136				
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.	<b>Guide to English and Spanish Pronunciation</b> is provided on the <b>PHLitonline.com</b>  <b>Guide to English and Spanish Pronunciation</b> is provided on the <b>Hear It! Audio Program</b> Gr. 6 <b>Hear It!:</b> Disc 19 Gr. 8 <b>Hear It!:</b> Disc 22				
24. The teacher resource materials provide background information	<b>About the Selection</b> Gr. 6 TE: p. 32 Gr. 7 TE: p. 220				

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about each reading selection, including author, context, content, and information about illustrations, if any.	Gr. 8 <b>TE</b> : p. 9  <b>Background</b> Gr. 6 <b>TE</b> : p. 31 Gr. 7 <b>TE</b> : p. 219 Gr. 8 <b>TE</b> : p. 8				
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.	The program includes a range of classic and contemporary selections. Diverse cultures are represented. In each leveled selection pairing, teachers can select the literature that will engage their students.				
26. Materials provide teachers with guidance on the effective use of library resources that best complement the <i>English–Language Arts Content Standards</i> .	Every unit ends with recommendations for independent reading. In addition, research and technology activities that follow selections provide opportunities for students to use print and digital library resources. Gr. 7 <b>SE/TE</b> : 69, 279, 361				
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.	Marginal notes in the Teacher’s Edition provide information on the reading material and suggestions on how to use each reading selection in the lesson or lessons. For example see: Gr. 6 <b>TE</b> : pp. 22–39 Gr. 7 <b>TE</b> : pp. 248–257 Gr. 8 <b>TE</b> : pp. 54–63				
28. Teacher and student editions have correlating page numbers.	The teacher and student editions have correlating page numbers in Pearson Literature,				

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	California Reading and Language © 2010: Gr. 6: <b>SE/TE</b> pp. 1-10 Gr. 7: <b>SE/TE</b> pp. 1-10 Gr. 8: <b>SE/TE</b> pp. 1-10				
29. Answer keys are provided for all workbooks and other related student activities.	Answers for all student edition content appear in the corresponding teacher page.  Gr. 7 <b>TE</b> : pp. 224, 225  <b>Answer Keys</b> are included in Unit Resources and other Black-line master teacher materials.  Gr. 6 <b>URU1</b> : pp. 247-286 Gr. 7 <b>URU1</b> : pp. 247-290  Answer Keys for <b>Reader’s Notebooks</b> appear in the <b>Reader Notebook Teacher’s Guide</b> .				
<i>Instructional materials should include the following features:</i> 30. <i>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.</i>	<b>Independent Reading</b> provides 7 leveled titles for each unit. Each title supports further exploration of the Big Question. TE notes provide level designations. Gr. 7 <b>SE/TE</b> : p. 189,397				
31. <i>Reading materials used for in-class work and homework as students</i>	Lesson pacing guides suggest reading assignments to be				

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<i>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.</i>	completed at home. The selection that is not taught in class is available for independent reading as well. In addition, readings in Reality Central can be assigned as homework in preparation for class discussion. Lesson Planning Guide Gr. 7 <b>TE</b> : pp. 22a, 98a.				
<b>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.</b>	<i>Pearson Literature: Reading and Language</i> , © 2010 includes opportunities for student independent reading.  Leveled Selections: Teachers are encouraged to use the selection that is not taught in class as independent reading.  In addition, readings in Reality Central can be assigned to be read outside of class in preparation for class discussion.  <b>Independent Reading</b> Gr. 7 <b>SE/TE</b> : p. 561				
<b>33. Electronic learning resources, when included, are integral parts of the program, support instruction, and connect explicitly to the standards.</b>	All SE and TE content is available at PHLitonline.com.				
<b>34. All informational technology</b>	The teacher edition clearly				

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<i>resources include technical support and suggestions for appropriate use.</i>	identifies when, why, and how to integrate technology resources. Gr. 7 <b>TE</b> : 22a-22d				
<b>35.</b> <i>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.</i>	Black-line masters in Teaching Materials were created to be copy-friendly;  Gr. 6 <b>URU1</b> : pp. 13-29 Gr. 7 <b>URU1</b> : pp. 13-29 Gr. 8 <b>URU1</b> : pp. 13-29				
<b>36.</b> Homework extends and reinforces classroom instruction and provides additional practice of skills that have been taught.	To reinforce instruction, teachers can use the following resources:  <b>After You Read</b> Gr. 6 <b>SE/TE</b> : p. 131 Gr. 7 <b>SE/TE</b> : p. 505 Gr. 8 <b>SE/TE</b> : p. 305  <b>Unit Resources Worksheets</b> directly support in-class instruction: Gr. 7 <b>URU1</b> : pp. 13-29 Gr. 8 <b>URU1</b> : pp. 13-29  <b>Reader's Notebooks</b> These leveled resources parallel the instruction in the SE, and provide opportunities for students to work independently at home.				

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	<b>Time and Resource Manager</b> indicates appropriate worksheets. Gr. 7 <b>TE:</b> pp. 22a-22d				