

**III. SPECIAL TERMS AND CONDITIONS
FOR PROPOSALS**

<u>A. Scope of Work</u>	Glencoe Writer’s Choice Grammar and Composition, Grade 8
2. The textbook materials must have <i>lessons</i> that provide guidelines, models, and strategies for:	
a. Reading functional and informational texts	Writing in the Real World SE/TWE: 4-6, 7, 42-44, 45, 110-112, 113, 152-154, 155, 198-200, 201, 262-264, 265 Facing the Blank Page, Writing for <i>TIME</i> SE/TWE: 97-107 Business and Technical Writing SE/TWE: 333-337, 338-340, 341-343, 344-347, 348-351, 352-355
b. Close reading strategies	SE/TWE: 32-37, 90-94, 142-147, 188-193, 250-257, 302-305
c. Academic writing	SE/TWE: 12-15, 46-49, 50-53, 54-57, 58-61, 62-65, 66-69, 70-73, 74-77, 78-81, 82-85, 96, 134-137, 149, 156-159, 172-175, 180-183, 195, 259, 307
d. Academic essay writing	SE/TWE: 196-197, 198-201, 202-205, 206-209, 210-213, 214-217, 218-221, 222-225, 226-229, 230-233, 234-237, 238-241, 242-245, 246-249, 258, 259
e. Summary writing	SE/TWE: 61, 91, 228, 294-296, 297, 699-700, 820
f. Persuasive writing	SE/TWE: 260-261, 262-265, 266-269, 270-273, 274-277, 278-281, 282-285, 286-289, 290-293, 294-297, 298-301, 306, 307
g. Developing thesis statement, topic sentence, transitions, body paragraph, evidence, and inference	SE/TWE: 8-11, 16-19, 20-23, 46-49, 59, 60, 67, 70-73, 114-117, 120-121, 125, 128, 130-137, 163, 167, 168-171, 175, 183, 202-205, 207, 210-213, 220, 234-236, 241, 266, 274-277, 816, 818, 820, 821, 833-840, 847
h. Metacognition (awareness and understanding about one’s thinking and cognitive processes; “thinking about thinking”)	SE/TWE: 34, 36, 37, 93, 95, 143, 146, 148, 190, 191, 193, 194, 252, 253, 257, 258, 303, 305, 306, 371, 473, 517, 533, 551, 565, 583, 619, 707, 708, 712, 756, 787

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<u>A. Scope of Work</u>	Glencoe Writer’s Choice Grammar and Composition, Grade 8
h. Metacognition (awareness and understanding about one’s thinking and cognitive processes; “thinking about thinking”) (continued)	Refer also to <i>Thinking and Study Skills</i> print resource.
i. Argumentation (the process of crafting a rhetorically sound argument)	SE/TWE: 260-261, 262-265, 266-269, 270-273, 274-277, 278-281, 282-285, 286-289, 290-293, 294-297, 298-301, 306, 307
j. Schema development (knowledge how texts are organized, experiential/cultural knowledge, thinking and reasoning practices within a discipline, and structure and meaning of words and sentences)	SE/TWE: 4, 32-37, 42-43, 90-94, 110, 142-147, 152, 188-193, 198, 250-257, 262, 302-305, 663, 664-666, 667, 668-669, 670, 671-674, 675, 676-677, 678, 679-680, 681
k. Embedding grammar/vocabulary: word families, etymology, word roots, suffixes, prefixes, multiple word meanings, synonyms, antonyms, parts-of-speech, pronunciations, syllabication, etc.	SE/TWE: 380, 381-392, 393-398, 399, 400, 401-424, 425-432, 433, 434, 435-448, 449-454, 455, 456, 457-472, 473-478, 479, 480, 481-494, 495-502, 503, 558, 559-564, 565-568, 569, 661, 663, 664-666, 667, 668-669, 670, 671-674, 675, 676-677, 678, 679-680, 681
l. Identifying and analyzing elements of literature: plot (e.g. conflict/resolution), character analysis, setting, mood, dialogue, symbolism, allusion, imagery, figures of speech, diction, word choice, tone, alliteration, consonance, assonance, rhythm, repetition, figurative language, personification, idioms)	<p>Elements of Literature SE/TWE: 33, 34, 36, 37, 38, 51, 76, 91, 92, 93, 95, 114, 115, 119, 123, 144, 146, 164, 169, 170, 172, 189, 190, 192, 193, 194, 251, 254, 303, 304, 306, 335, 346, 425, 449, 473, 619</p> <p>Plot SE/TWE: 92, 93, 144</p> <p>Character Analysis SE/TWE: 34, 36, 37, 38, 91, 95, 146, 169, 172, 192, 193, 194, 251, 449</p> <p>Setting SE/TWE: 91, 164, 189, 190, 303, 425</p> <p>Mood SE/TWE: 473</p> <p>Dialogue SE/TWE: 169, 170</p> <p>Symbolism SE/TWE: 36</p>

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<u>A. Scope of Work</u>	Glencoe Writer’s Choice Grammar and Composition, Grade 8
<p>l. Identifying and analyzing elements of literature: plot (e.g. conflict/resolution), character analysis, setting, mood, dialogue, symbolism, allusion, imagery, figures of speech, diction, word choice, tone, alliteration, consonance, assonance, rhythm, repetition, figurative language, personification, idioms) (continued)</p>	<p>Imagery SE/TWE: 115</p> <p>Figures of Speech SE/TWE: 33, 34</p> <p>Diction SE/TWE: 33, 34, 38, 114, 115, 119, 123, 304, 473</p> <p>Word Choice SE/TWE: 33, 34, 38, 114, 115, 119, 123, 304, 473</p> <p>Tone SE/TWE: 51, 114, 303, 304, 306, 335, 346, 619</p> <p>Alliteration SE/TWE: 33, 34</p> <p>Rhythm SE/TWE: 76, 254</p> <p>Figurative Language SE/TWE: 33, 34</p>
<p>m. Six Traits: ideas/content, organization, word choice, sentence fluency, voice, conventions</p>	<p>SE/TWE: 34, 38, 91, 94, 95, 143, 144, 148, 190, 194, 252, 254, 256, 258, 303, 304, 306, 838-840</p>
<p><i>The following bulleted items are also required but deemed of lesser importance than those above.</i></p>	
<p>n. Friendly and formal business letters, resume, application essays, minutes, memos, and cover letters</p>	<p>SE/TWE: 11, 230, 232, 332, 333-337, 338-340, 341-343, 344-347, 348-351, 352-355</p>
<p>o. Note-taking and outlining from discussion, from lecture, and from reading</p>	<p>SE/TWE: 49, 53, 61, 100, 185, 228-229, 234-235, 236, 706, 707, 708, 818</p>
<p>p. Identifying and using access features of a text: charts, maps, diagrams, tables, illustrations, titles, topic sentences, and key words</p>	<p>SE/TWE: 59, 67, 71, 234-235, 266, 709, 710, 711, 712, 713, 820, 835</p>
<p>q. Test as genre (studying/ analyzing text passages and test items similar to those on high-stakes tests such as the SAT 9 or AIMS)</p>	<p>SE/TWE: 713, 714, 715, 716-717, 718-721, 722-728, 729-753</p>

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<u>A. Scope of Work</u>	Glencoe Writer’s Choice Grammar and Composition, Grade 8
r. Graphic organizers for separating evidence, inference, and thesis statement during class discussion	SE/TWE: 29, 87, 139, 185, 247, 299
s. Questions for analyzing the credibility of sources (including the internet)	SE/TWE: 803-804, 841-842
t. Organizational structure of texts: chronological, sequential, compare/contrast, cause/effect, logical order, classification	SE/TWE: 7, 38, 45, 95, 113, 148, 155, 194, 201, 258, 265, 306
u. Facilitating class discussions	SE/TWE: 755-759, 760-763, 764-768
v. Activating prior knowledge	Bellringer/Motivating Activity SE/TWE: 4, 8, 12, 16, 20, 24, 28, 32, 46, 50, 54, 58, 62, 66, 70, 74, 78, 82, 86, 97, 110, 114, 118, 122, 126, 130, 134, 138, 142, 152, 156, 160, 164, 168, 172, 176, 180, 184, 188, 198, 202, 206, 210, 214, 218, 222, 226, 230, 234, 238, 242, 246, 250, 262, 266, 270, 274, 278, 282, 286, 290, 294, 298, 302, 310, 312, 314, 318, 320, 322, 324, 327, 330, 333, 338, 341, 344, 348, 352, 359, 361, 363, 365, 367, 369, 381, 383, 385, 387, 389, 391, 401, 403, 405, 407, 409, 411, 413, 415, 417, 419, 421, 423, 435, 437, 439, 441, 443, 445, 447, 457, 459, 461, 463, 465, 467, 469, 471, 481, 483, 485, 487, 489, 491, 493, 505, 507, 509, 511, 513, 515, 527, 529, 531, 541, 543, 545, 547, 549, 559, 561, 563, 583, 585, 587, 589, 599, 601, 603, 605, 607, 609, 611, 613, 615, 617, 629, 631, 633, 635, 641, 644, 646, 649, 653, 655, 657, 661, 664, 668, 671, 676, 679, 682, 691, 695, 697, 699, 701, 703, 706, 709, 713, 716, 718, 722, 755, 760, 764, 769, 772, 776, 780, 786, 790, 796, 798, 803, 807, 811
w. Raising genuine questions regarding the literature for adults as well as students	SE/TWE: 38, 95, 148, 194, 258, 306, 336
x. Modeling and teaching thinking skills	SE/TWE: 34, 36, 37, 93, 95, 143, 146, 148, 190, 191, 193, 194, 252, 253, 257, 258, 303, 305, 306, 371, 473, 517, 533, 551, 565, 583, 619, 707, 708, 712, 756, 787 Refer also to <i>Thinking and Study Skills</i> print resource.

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y. Embedding modes of discourse: cause & effect, classification & division, etc.	SE/TWE: 6, 29-30, 44-45, 47, 62-65, 87-88, 98, 102-103, 111, 139, 153-154, 158, 177-178, 185-186, 199-200, 211, 236, 247-248, 263-264, 283, 299-300, 772, 815, 833-839
z. Identifying and analyzing figurative, idiomatic, and technical language	SE/TWE: 2, 24, 106, 132, 166, 242, 287, 664-666, 667, 670, 678, 679, 816
aa. Using a dictionary, atlas, almanac, encyclopedia, periodical, thesauri, glossaries, cd-rom, primary vs. secondary source, and internet	SE/TWE: 641-643, 644-645, 646-648, 649-652, 653-654, 655-656, 657-660, 661-667, 796-797, 798-802, 803-806, 807-810, 811-812
bb. Making predictions/confirming, revising predictions	SE/TWE: 32, 90, 142, 188, 250, 302
cc. Distinguishing fact from opinion, author’s purpose, author’s bias, fallacious reasoning	SE/TWE: 207, 228, 274-275, 288, 336, 756, 813, 818
dd. Identifying and selecting the appropriate language register	SE/TWE: 33, 34, 38, 51, 114, 115, 119, 123, 245, 285, 292, 303, 304, 306, 335, 346, 473, 619, 821
ee. Writing process: prewriting, drafting, revising, editing, and publishing	SE/TWE: 28-31, 40-41, 42-45, 46-49, 50-53, 54-57, 58-61, 62-65, 66-69, 70-73, 74-77, 78-81, 82-85, 86-89, 95, 96, 97-107, 138-141, 184-187, 246-249, 298-301
ff. Strategies for making accommodations for Exceptional Education students	Meeting Individual Needs, Less Proficient Readers SE/TWE: 48, 64, 116, 158, 178, 182, 280, 342, 368, 382, 392, 404, 412, 418, 442, 448, 462, 466, 484, 492, 494, 506, 532, 584, 608, 630, 632, 696, 719, 784, 791 Enrichment and Extension SE/TWE: 30, 44, 52, 60, 88, 140, 148, 186, 194, 248, 264, 284, 291, 300, 353, 402, 420, 424, 482, 508, 562, 588, 604, 614, 647, 648, 651, 656, 659, 666, 683, 688, 698, 710, 717, 723, 727, 728, 766, 770, 744, 782, 792, 793, 812
gg. Strategies for addressing the needs of English Language Learners	Meeting Individual Needs, English Language Learners SE/TWE: 10, 14, 18, 22, 26, 56, 72, 76, 80, 84, 120, 124, 132, 141, 162, 166, 170, 174, 204, 208, 212, 216, 220, 224, 228, 232, 236, 240, 244, 268,

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gg. Strategies for addressing the needs of English Language Learners (continued)	276, 288, 292, 339, 341, 350, 362, 364, 366, 370, 384, 388, 390, 408, 416, 422, 436, 440, 446, 458, 460, 464, 468, 470, 472, 486, 490, 516, 528, 530, 542, 544, 546, 548, 550, 586, 600, 606, 610, 612, 616, 618, 634, 637, 658, 662, 665, 672, 675, 677, 678, 680, 686, 687, 690, 692, 704, 721, 761, 765, 773, 777, 781, 785, 801
3. The textbook materials must provide:	
a. Examples from a variety of fiction and nonfiction texts (entire works preferred*)	SE/TWE: 4, 32-37, 42-43, 90-94, 110, 142-147, 152, 188-193, 198, 250-257, 262, 302-305, 371, 393, 425, 449, 473, 495, 517, 533, 551, 565, 591, 619
b. Examples from variety of poetry: epic, lyric, sonnet, ballad, elegy, haiku, free verse	SE/TWE: 2, 24, 166, 242
c. Plays and short story (entire works preferred*)	SE/TWE: 90-94, 110, 142-147, 188-193, 425
d. Primary documents: speeches from American and World history; journal entries, letters, newspaper articles of particular historical or literary merit (facsimiles of primary documents)	SE/TWE: 4, 152, 176, 177, 180, 250-257, 393
e. Example opinion essays (a collection of effective editorials from American history)	SE/TWE: 262
f. Careful and effective methods for writing questions of fact, questions of interpretation, and questions of evaluation (for students and teachers)	SE/TWE: 131, 227, 229, 841-842
<i>The following bulleted items are also required but deemed of lesser importance than those above.</i>	
g. Folklore and myth (entire works preferred*)	SE/TWE: 302-305
h. Directions, recipes, procedures	SE/TWE: 97, 215
i. Example personal narrative essays of particular merit	SE/TWE: 29, 32-37, 52, 371, 517, 533
j. Current citation guidelines (MLA)	SE/TWE: 841-843, 844, 848
k. Transparencies of documents and fine art appropriately related to chosen text	SE/TWE: xxxii, 2, 11, 33, 35, 40, 49, 53, 65, 73, 92, 108, 117, 118, 126, 129, 145, 150, 157, 163, 168, 171, 173, 189, 191, 196, 251, 260, 269,

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k. Transparencies of documents and fine art appropriately related to chosen text (continued)	289, 297, 303, 308, 356, 377, 397, 431, 453, 478, 501, 523, 538, 556, 567, 596, 626, 638, 783
4. The textbook materials must provide methods of qualitative and quantitative assessments which address:	
a. Methods for students to assess their contributions to a discussion	SE/TWE: 764, 765, 766, 767, 768 Print Resources: <i>Listening and Speaking Activities</i> ; Tests with Answer Key and Rubrics
b. Methods for student and teacher to assess student mastery of state standards	SE/TWE: 713, 714, 715, 716-717, 718-721, 722-728, 729-753 Refer also to Glencoe/McGraw-Hill Writer’s Choice correlation for Arizona standards.
c. Rubrics for assessing reading	SE/TWE: 38, 95, 148, 194, 258, 306
d. Rubrics for assessing writing	SE/TWE: 31, 89, 141, 187, 249, 301 Refer also to <i>Writing Assessment and Evaluation Rubrics</i> .
e. Provide instructional software to complement and supplement instruction and assessment	<u>Supplemental Instruction</u> TWE TCR Essential Planning Tools Binder ITBS Preparation & Practice Workbook The Glencoe Reader Interactive Reading Workbook Revising with Style BLM 6-8 Sentence Diagramming BLM 6-8 Teaching Transparencies Daily Language Practice Transparencies Grammar & Language Transparencies <u>Technology/Assessment</u> ILP ExamView Pro MindJogger Audio Library Literature Launchers VHS Literature Video Library Vocabulary Puzzlemaker Writer’s Assistant CD Rom

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f. Provide multiple strategies and material to assess student progress toward mastery over time	SE/TWE: 39, 96, 149, 195, 259, 307, 819