

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

| <b><u>A. Scope of Work</u></b>   | <b>Glencoe Literature<br/>The Reader’s Choice, Course 3/Grade 8</b>  |
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| <b>2. The textbook materials must have <i>lessons</i> that provide guidelines, models, and strategies for:</b> |  |
| a. Reading functional and informational texts  | <b>SE/TWE:</b> 44, 58-59, 76, 159, 178-179, 210, 250, 266-267, 322, 336, 396-397, 425, 457, 464-465, 478, 564, 589, 648-649, 684, 776, 812, 844  |
| b. Close reading strategies  | <p>Genre Focus<br/><b>SE/TWE:</b> 46-47, 196, 294-295, 358, 508, 618-619, 692-693, 832</p> <p>Active Reading Strategies<br/><b>SE/TWE:</b> 48-49, 197, 296-297, 359, 509, 620-621, 694-695, 833</p> <p>Active Reading Model:<br/><b>SE/TWE:</b> 51-55, 199-206, 299, 361-365, 511-521, 623-625, 697-700, 835-841</p> <p>Reading Minilessons<br/><b>TWE:</b> 10, 21, 31, 44, 54, 65, 72, 76, 84, 107, 118, 128, 134, 154, 159, 163, 171, 188, 203, 208, 210, 217, 241, 250, 254, 263, 271, 284, 305, 319, 336, 341, 352, 373, 384, 391, 401, 402, 410, 425, 441, 451, 457, 461, 469, 475, 482, 496, 513, 530, 555, 564, 569, 577, 589, 595, 601, 613, 631, 637, 645, 666, 679, 684, 703, 705, 721, 737, 749, 776, 794, 798, 812, 825, 838, 844, 849, 859, 871</p> |
| c. Academic writing  | <b>SE/TWE:</b> 17, 90-93, 94, 224, 226-229, 230, 257, 324-327, 328, 407, 426-429, 430, 492, 540-543, 544, 604, 650-653, 654, 672, 778-781, 782, 855, 874-877, 878, R50-R53   |
| d. Academic essay writing  | <b>SE/TWE:</b> 324-327, 778-781, 874-877, R121, R128   |
| e. Summary writing   | <b>SE/TWE:</b> 21, 210, 279, 406, 500, 538, 666, 703, 721, R100, R111  |
| f. Persuasive writing  | <b>SE/TWE:</b> 501, 525, 540-543, R55, R78, R107, R124   |

**PROPOSAL NO. 7233 – MIDDLE SCHOOL LANGUAGE ARTS ADOPTION**

| <b><u>A. Scope of Work</u></b>   | <b>Glencoe Literature<br/>The Reader’s Choice, Course 3/Grade 8</b>  |
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| g. Developing thesis statement, topic sentence, transitions, body paragraph, evidence, and inference   | <b>SE/TWE:</b> 90-93, 226-229, 324-327, 426-429, 540-543, 650-653, 778-781, 874-877, R50-R53   |
| h. Metacognition (awareness and understanding about one’s thinking and cognitive processes; “thinking about thinking”)   | <b>SE/TWE:</b> 25, 144, 280, 395, 525, 565, 673, 867   |
| i. Argumentation (the process of crafting a rhetorically sound argument)   | <b>SE/TWE:</b> 501, 525, 540-543, R55, R78, R107, R124   |
| 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)   | <b>SE/TWE:</b> 46-47, 48-49, 196, 197, 294-295, 296-297, 358, 359, 508, 509, 618-619, 620-621, 692-693, 694-695, 832, 833  |
| k. Embedding grammar/vocabulary: word families, etymology, word roots, suffixes, prefixes, multiple word meanings, synonyms, antonyms, parts-of-speech, pronunciations, syllabication, etc.  | <p>Skill Minilesson<br/><b>SE/TWE:</b> 16, 24, 37, 43, 57, 69, 89, 111, 143, 158, 177, 195, 209, 223, 249, 265, 279, 293, 301, 307, 313, 321, 349, 357, 368, 381, 394, 406, 417, 424, 446, 456, 471, 477, 491, 501, 507, 524, 538, 563, 571, 588, 603, 617, 627, 633, 640, 647, 671, 683, 743, 775, 811, 831, 843, 866, 873</p> <p>Grammar Link<br/><b>SE/TWE:</b> 45, 1167, 314, 369, 539, 572, 690, 868</p> <p>Grammar and Language Minilesson<br/><b>TWE:</b> 12, 22, 34, 41, 55, 60, 66, 86, 108, 122, 140, 156, 164, 174, 182, 192, 206, 211, 220, 246, 276, 290, 304, 311, 318, 322, 346, 354, 364, 374, 379, 392, 414, 420, 442, 454, 460, 468, 474, 488, 498, 505, 520, 534, 560, 568, 584, 594, 600, 614, 625, 630, 638, 641, 644, 668, 680, 687, 691, 708, 726, 740, 760, 772, 808, 828, 840, 852, 864</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) | <p>Elements of Literature<br/><b>SE/TWE:</b> 14, 15, 23, 35, 42, 46, 47, 56, 68, 73, 87, 109, 124, 141, 157, 165, 175, 183, 193, 196, 207, 208, 221, 247, 248, 255, 264, 277, 291, 294, 295, 300, 306, 307, 312, 320, 321, 347, 348, 356, 357, 358, 366, 375, 380, 385, 393, 394, 404, 416, 422, 427, 428, 444, 455, 456, 462, 470, 476, 477, 489, 499, 506, 508, 522, 536, 551, 561, 570, 586, 596, 597, 602, 603, 605, 615, 618, 619, 626, 632,</p>  |

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| <b><u>A. Scope of Work</u></b>  | <b>Glencoe Literature<br/>The Reader’s Choice, Course 3/Grade 8</b>   |
|---|---|
| <p>I. 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>639, 646, 647, 654, 660, 661, 669, 682, 688, 692, 693, 710, 728, 742, 761, 773, 809, 829, 832, 842, 853, 865, 872, 875, R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R89</p> <p>Plot<br/><b>SE/TWE:</b> 46, 47, 56, 141, 247, 264, 277, 357, 358, 375, 404, 427, 508, 522, 551, 561, 615, 832, 872, 875, R2, R3, R4, R7, R8</p> <p>Character Analysis<br/><b>SE/TWE:</b> 23, 46, 165, 196, 208, 291, 358, 416, 422, 536, 654, 660, 661, 693, 773, 832, R1, R2, R4, R8</p> <p>Setting<br/><b>SE/TWE:</b> 47, 56, 358, 508, 586, 597, 692-693, 832, R9</p> <p>Mood<br/><b>SE/TWE:</b> 183, 456, 692, 842, R6</p> <p>Dialogue<br/><b>SE/TWE:</b> 157, 348, 404, 428, 693, 728, 809, R3</p> <p>Symbolism<br/><b>SE/TWE:</b> 14, 87, 300, 477, R10</p> <p>Allusion<br/><b>SE/TWE:</b> 853, R1</p> <p>Imagery<br/><b>SE/TWE:</b> 109, 295, 320, 455, 618, R5</p> <p>Figures of Speech<br/><b>SE/TWE:</b> 14, 15, 87, 109, 248, 295, 300, 307, 320, 385, 393, 455, 477, 499, 561, 602, 603, 618, R4, R5, R6, R7, R9, R10, R89</p> <p>Diction<br/><b>SE/TWE:</b> 73, 321, 358, 394, 470, 639, R9</p> <p>Word Choice<br/><b>SE/TWE:</b> 73, 321, 358, 394, 470, 639, R9</p> |

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|---|--|
| <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>Tone<br/><b>SE/TWE:</b> 68, 470, 618, 619, R10</p> <p>Alliteration<br/><b>SE/TWE:</b> 294, 506, R1</p> <p>Consonance<br/><b>SE/TWE:</b> 506, R2, R8</p> <p>Assonance<br/><b>SE/TWE:</b> 294, 506, R1, R8</p> <p>Rhythm<br/><b>SE/TWE:</b> 294, 688, R8</p> <p>Repetition<br/><b>SE/TWE:</b> 385, 470, 499, R8</p> <p>Figurative Language<br/><b>SE/TWE:</b> 14, 15, 87, 109, 248, 295, 300, 307, 320, 385, 393, 455, 477, 499, 561, 602, 603, 618, R4, R5, R6, R7, R9, R10, R89</p> <p>Personification<br/><b>SE/TWE:</b> 295, 385, R7</p> <p>Idioms<br/><b>SE/TWE:</b> 375, 605, 647</p> |
| <p>m. Six Traits: ideas/content, organization, word choice, sentence fluency, voice, conventions</p>  | <p><b>SE/TWE:</b> 93, 229, 327, 429, 543, 653, 781, 877</p>  |
| <p><b><i>The following bulleted items are also required but deemed of lesser importance than those above.</i></b></p>   |  |
| <p>n. Friendly and formal business letters, resume, application essays, minutes, memos, and cover letters</p>   | <p><b>SE/TWE:</b> 15, 24, 36, 142, 208, 307, 367, 445, 633, 647, 670, 761, 789, 830, R61-R62, R63, R64, R65-R67</p>  |
| <p>o. Note-taking and outlining from discussion, from lecture, and from reading</p>   | <p><b>SE/TWE:</b> 465, 651, 779, R57, R58, R68, R103</p>   |
| <p>p. Identifying and using access features of a text: charts, maps, diagrams, tables, illustrations, titles, topic sentences, and key words</p>  | <p><b>SE/TWE:</b> 25, 395, 565, R84, R93, R109, R110</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><b>SE/TWE:</b> 96-97, 232-233, 330-331, 432-433, 546-547, 656-657, 784-785, 880-881, R70-R73</p>  |

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| 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)<br>(continued) | Refer also to <i>ITBS Preparation &amp; Practice Workbook</i> .  |
| r. Graphic organizers for separating evidence, inference, and thesis statement during class discussion   | <b>SE/TWE:</b> 90-91, 226-227, 324-325, 426-427, 540-541, 650-651, 778-779, 874-875, R50-R53   |
| s. Questions for analyzing the credibility of sources (including the internet)   | <b>SE/TWE:</b> 648-649, R56, R57, R58, R59   |
| t. Organizational structure of texts: chronological, sequential, compare/contrast, cause/effect, logical order, classification                     | <b>SE/TWE:</b> 54, 76, 368, 469, 588, 617, 811, R97-R99  |
| u. Facilitating class discussions  | <b>SE/TWE:</b> 38, 307, 313, 315, 385, 405, 448, 477, 490, 500, 537, 573, 603, 616, 627, 640, 683, 710, 815, 856, 873, R74, R75-R76, R79   |
| v. Activating prior knowledge  | <b>SE/TWE:</b> 4, 18, 26, 38, 50, 61, 70, 77, 102, 112, 145, 160, 168, 180, 184, 198, 212, 238, 251, 258, 268, 281, 298, 302, 309, 316, 337, 350, 360, 370, 377, 382, 388, 398, 408, 418, 438, 448, 458, 466, 472, 479, 493, 503, 510, 526, 552, 566, 573, 590, 598, 606, 622, 628, 634, 642, 662, 674, 686, 696, 743, 790, 815, 834, 846, 856, 869  |
| w. Raising genuine questions regarding the literature for adults as well as students   | <b>SE/TWE:</b> 48, 94, 159, 200, 230, 280, 296, 328, 394, 430, 482, 507, 544, 625, 654, 699, 782, 878  |
| x. Modeling and teaching thinking skills   | <b>SE/TWE:</b> 25, 144, 280, 395, 525, 565, 673, 867   |
| y. Embedding modes of discourse: cause & effect, classification & division, etc.   | <b>SE/TWE:</b> 90-93, 226-229, 324-327, 426-429, 540-543, 650-653, 778-781, 874-877, R50-R53   |
| z. Identifying and analyzing figurative, idiomatic, and technical language   | <b>SE/TWE:</b> 6, 14, 23, 35, 42, 56, 68, 73, 87, 109, 124, 141, 157, 165, 175, 183, 189, 193, 207, 221, 247, 248, 255, 264, 277, 291, 294-295, 300, 306, 312, 320, 347, 356, 366, 375, 380, 385, 393, 404, 416, 422, 444, 455, 462, 470, 476, 489, 499, 506, 522, 536, 561, 570, 586, 596, 602, 615, 626, 632, 639, 646, 669, 682, 688, 710, 728, 742, 761, 773, 809, 829, 842, 853, 865, 872 |

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| aa. Using a dictionary, atlas, almanac, encyclopedia, periodical, thesauri, glossaries, cd-rom, primary vs. secondary source, and internet | <b>SE/TWE:</b> 3, 24, 57, 101, 142, 155, 176, 222, 227, 237, 245, 278, 286, 308, 335, 348, 349, 437, 456, 464, 500, 537, 541, 551, 616, 648-649, 661, 670, 779, 830, R56, R83, R84, R90, R109  |
| bb. Making predictions/confirming, revising predictions  | <b>SE/TWE:</b> 49, 54, 128, 217, 299, 349, 359, 363, 457, 524, 563, 623, 637, 673, 694, 700, 703, 721, 833, 838, 840, 867, R94, R95, R101  |
| cc. Distinguishing fact from opinion, author’s purpose, author’s bias, fallacious reasoning  | <b>SE/TWE:</b> 42, 89, 208, 223, 313, 322, 430, 476, 499, 501, 525, 562, 619, 641, 644, 646, 681, 749, R1, R80, R101-R102, R107, R115  |
| dd. Identifying and selecting the appropriate language register  | <b>SE/TWE:</b> 22, 31, 35, 42, 68, 73, 111, 202, 215, 321, 349, 358, 394, 417, 446, 470, 476, 496, 588, 618, 619, 639, 647, R9, R10, R107  |
| ee. Writing process: prewriting, drafting, revising, editing, and publishing   | <b>SE/TWE:</b> 90-93, 226-229, 324-327, 426-429, 540-543, 650-653, 778-781, 874-877, R50-R53   |
| ff. Strategies for making accommodations for Exceptional Education students  | <p>Meeting Individual Needs, Multiple Modes of Expression<br/> <b>SE/TWE:</b> 15, 17, 53, 82, 91, 127, 135, 139, 149, 178, 189, 204, 224, 227, 257, 261, 272, 288, 326, 342, 353, 396, 407, 452, 464, 485, 492, 514, 558, 580, 604, 648, 651, 672, 685, 706, 711, 713, 724, 736, 738, 745, 754, 756, 759, 767, 769, 799, 801, 819, 837, 850, 855, 860</p> <p>Meeting Individual Needs, Advanced Learners<br/> <b>SE/TWE:</b> 81, 117, 126, 150, 243, 294, 325, 343, 427, 447, 484, 517, 532, 556, 609, 700, 716, 720, 732, 743, 753, 766, 806, 824</p> <p>Meeting Individual Needs, Special Needs<br/> <b>SE/TWE:</b> 25, 30, 46, 59, 64, 95, 105, 116, 132, 138, 144, 151, 172, 190, 202, 216, 231, 242, 248, 266, 280, 285, 329, 344, 348, 355, 363, 395, 403, 412, 431, 519, 525, 529, 545, 565, 582, 587, 593, 610, 655, 670, 673, 678, 704, 727, 733, 739, 746, 752, 755, 763, 779, 783, 795, 797, 818, 827, 839, 848, 861, 867, 876, 879</p> |
| gg. Strategies for addressing the needs of English Language Learners   | <p>Meeting Individual Needs, English Language Learners<br/> <b>SE/TWE:</b> 6, 20, 28, 40, 52, 63, 75, 79, 96, 104, 114, 125, 147, 162, 170, 181, 186, 200, 214, 225,</p>   |

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|---|---|
| gg. Strategies for addressing the needs of English Language Learners (continued)  | 226, 232, 240, 253, 260, 270, 283, 303, 308, 315, 317, 324, 330, 339, 351, 358, 362, 372, 376, 387, 390, 400, 409, 419, 426, 432, 440, 450, 467, 473, 481, 490, 495, 502, 508, 512, 528, 540, 546, 554, 567, 575, 583, 592, 599, 605, 608, 624, 636, 656, 664, 676, 692, 698, 712, 730, 744, 762, 777, 778, 784, 792, 796, 813, 814, 817, 836, 847, 858, 874, 880   |
| <b>3. The textbook materials must provide:</b>  |   |
| a. Examples from a variety of fiction and nonfiction texts (entire works preferred*)  | <b>Theme One</b> No Place Like Home, pp. 1-89<br><b>Theme Two</b> Lean on Me, pp. 98-225<br><b>Theme Three</b> Which Way to Go? pp. 234-323<br><b>Theme Four</b> Fantastic Capers and Mischief Makers, pp. 332-425<br><b>Theme Five</b> Free to Be, pp. 434-539<br><b>Theme Six</b> Flashes of Insight, pp. 548-649<br><b>Theme Seven</b> Faces of Dignity, pp. 658-777<br><b>Theme Eight</b> Hair-Raising Tales, pp. 786-873 |
| b. Examples from variety of poetry: epic, lyric, sonnet, ballad, elegy, haiku, free verse   | <b>SE/TWE:</b> 159, 181, 182, 252-254, 299, 303, 304, 305, 310-311, 317, 318-319, 351-353, 354-355, 449-454, 459-461, 467, 468-469, 475, 504, 505, 567, 568, 599, 600-601, 687, 776, 847-852  |
| c. Plays and short story (entire works preferred*)  | Plays<br><b>SE/TWE:</b> 697-709, 711-726, 729-740, 744-760, 762-772, 791-808<br><br>Short story<br><b>SE/TWE:</b> 5-13, 51-55, 62-67, 71-72, 78-86, 113-140, 146-156, 161-164, 169-174, 185-192, 239-246, 282-290, 338-346, 439-443, 553-560, 591-595, 607-614, 816-828, 835-841, 857-864, 870-871  |
| d. Primary documents: speeches from American and World history; journal entries, letters, newspaper articles of particular historical or literary merit (facsimiles of primary documents) | <b>SE/TWE:</b> 210, 322-323, 425, 473-474, 478, 494-498, 564, 675-681   |
| e. Example opinion essays (a collection of effective editorials from American history)  | Refer to <b>Writer’s Choice</b> Grade 8.  |
| f. Careful and effective methods for writing questions of fact, questions of interpretation,  | <b>SE/TWE:</b> 11, 48, 94, 159, 200, 230, 280, 296, 328, 394, 430, 458, 482, 507, 544, 625, 654, 699,   |

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| and questions of evaluation (for students and teachers)  | 782, 878, R108-R109, R112-R113  |
| <b><i>The following bulleted items are also required but deemed of lesser importance than those above.</i></b>   |   |
| g. Folklore and myth (entire works preferred*)   | <b>SE/TWE:</b> 259-263, 269-276, 361-365, 371-374, 378-379, 383-384, 389-392, 399-403, 409-413, 414-415, 419-420, 421   |
| h. Directions, recipes, procedures   | <b>SE/TWE:</b> Refer to <b>Writer’s Choice</b> Grade 8.   |
| i. Example personal narrative essays of particular merit   | <b>SE/TWE:</b> 19-22, 27-34, 39-41, 103-108, 199-206, 213-220, 623-625, 629-631, 635-638, 643-644, 663-668, 675-681   |
| j. Current citation guidelines (MLA)   | <b>SE/TWE:</b> R56, R57, R58, R59   |
| k. Transparencies of documents and fine art appropriately related to chosen text                                 | <b>SE/TWE:</b> 1, 7, 11, 15, 27, 29, 33, 53, 62, 66, 74, 79, 82, 103, 134, 139, 149, 156, 161, 162, 166, 172, 181, 182, 187, 188, 199, 200, 203, 217, 237, 239, 243, 244, 246, 252, 254, 256, 259, 261, 270, 273, 285, 288, 298, 303, 304-305, 310-311, 312, 332-333, 340, 353, 365, 374, 378, 383, 386, 388, 389, 391, 397, 399, 402, 409, 416, 418, 419, 421, 434-435, 448, 449, 452, 459, 468, 474, 475, 480, 488, 494, 511, 520, 535, 548, 551, 553, 569, 570, 571, 585, 599, 601, 602, 606, 607, 609, 612, 623, 624, 629, 643, 645, 658-659, 674, 797, 817, 819, 825, 828, 850, 854, 857, 860, 870 |
| <b>4. The textbook materials must provide methods of qualitative and quantitative assessments which address:</b> |   |
| a. Methods for students to assess their contributions to a discussion  | <b>SE/TWE:</b> 15, 24, 36, 43, 57, 69, 73, 88, 110, 142, 158, 165, 176, 182, 194, 208, 222, 248, 255, 265, 278, 292, 301, 307, 313, 321, 348, 357, 367, 375, 381, 385, 394, 405, 417, 423, 445, 456, 462, 471, 477, 490, 500, 507, 523, 537, 562, 571, 587, 596, 603, 616, 627, 633, 640, 647, 670, 683, 688, 710, 728, 742, 761, 774, 810, 830, 843, 853, 866, 873   |
| b. Methods for student and teacher to assess student mastery of state standards                                  | <b>SE/TWE:</b> 96-97, 232-233, 330-331, 432-433, 546-547, 656-657, 784-785, 880-881, R70-R73<br><br>Refer also to Glencoe/McGraw-Hill <b>The Readers Choice</b> correlation for Arizona standards.  |

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|---|--|
| c. Rubrics for assessing reading  | <b>SE/TWE:</b> 94, 230, 328, 430, 544, 654, 782, 878   |
| d. Rubrics for assessing writing  | <b>SE/TWE:</b> 92, 228, 326, 428, 542, 652, 780, 876, R50-R53<br><br>Refer also to <i>Writing Assessment and Portfolio Management</i> booklet.   |
| e. Provide instructional software to complement and supplement instruction and assessment       | <b><u>Supplemental Instruction</u></b><br>TWE<br>TCR<br>Essential Planning Tools Binder<br>ITBS Preparation & Practice Workbook<br>The Glencoe Reader<br>Interactive Reading Workbook<br>Revising with Style BLM 6-8<br>Sentence Diagramming BLM 6-8<br>Teaching Transparencies<br>Daily Language Practice Transparencies<br>Grammar & Language Transparencies<br><br><b><u>Technology/Assessment</u></b><br>ILP<br>ExamView Pro<br>MindJogger<br>Audio Library<br>Literature Launchers VHS<br>Literature Video Library<br>Vocabulary Puzzlemaker<br>Writer’s Assistant CD Rom |
| f. Provide multiple strategies and material to assess student progress toward mastery over time | <b>SE/TWE:</b> 15, 24, 36, 43, 57, 69, 74, 88, 93, 94, 110, 142, 158, 166, 176, 194, 208, 222, 229, 230, 248, 256, 265, 278, 292, 301, 307, 313, 321, 327, 328, 348, 357, 367, 381, 386, 394, 405, 417, 423, 429, 430, 445, 456, 463, 471, 477, 490, 500, 507, 523, 537, 543, 544, 562, 571, 587, 597, 603, 616, 627, 633, 640, 647, 653, 654, 670, 683, 689, 743, 774, 781, 782, 810, 830, 843, 854, 866, 873, 877, 878<br><br>Refer also to <i>Writing Assessment and Portfolio Management</i> booklet.  |