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ABSTRACT

This book is intended as a resource for teachers and curriculum developers who select textbooks for secondary English courses. It includes a compilation of 32 factual textbook reviews obtained from the application of review instrument, which was based on the California "Nodel Curriculum Standards: Grades Nine through Twelve, English Language Arts" and the "English-Language Arts Framework for California Public Schools: Kindergarten through Grade Twelve." The instrument described in the book was applied to selected English composition/grammar and reading/literature textbooks. The book suggests that the resulting reviews can be used by teachers as a screening device to reduce the number of books they review and pilot studies they conduct; thus educators will have more time to do in-depth reviews of two or three textbooks which appear to match their course requirements and their students' academic needs. The book also states that the review instrumen can be adapted by districts to reflect their own English objectives and test results. Every review in the book includes two parts and a publisher's description (which appears in the Appendix) -- a section which depicts the extent to which the emphasis on content and process is given to each of the topics in the textbooks reviewed, and a section which includes topics on content and processes which might be found only in teachers' editions. The book does not make assessments regarding the quality of the books reviewed, but rather provides information which teachers may find useful in making quality judgments and selecting specific textbooks for English programs. (SR)

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SECONDARY

TEXTBOOK

REVIEW:



Grades Nine Through Twelve





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A list of other publications that are available from the Department may be found on page 165 of this publication.

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PREFACE

The message of this document is that factual information about English composition/grammar textbooks and reading/literature textbooks can be a useful resource to secondary teachers engaged in textbook selection. The textbook review that was conducted was based on the following resources: Model Curriculum Standards: Grades Nine Through Twelve, English-Language Arts and a draft of the English-Langua : Arts Framework for California Public Schools: Kindergarten Through Grade Twelve. The findings are factual in the sense that only the extent of coverage (in relation to the resources named above) was noted. There was no attempt to evaluate the quality of the material or its presentation. Nonetheless, this review will assist teachers by reducing the number of textbooks which require an in-depth evaluation.

A steering committee met in early 1987 to develop a factual review instrument, based on the resources named above. Trained textbook reviewers then applied the topics in the review instrument to selected English textbooks. The steering committee and the textbook reviewers shared a vision of how important textbook selection procedures are to a comprehensive secondary English program. We wish to pay special tribute to those two groups, which generously gave us the benefits of

their professional knowledge, their energies, and their time. The individuals are named in the acknowledgments. We also wish to express our gratitude to the school districts that supported teacher participation in both groups by granting release time.

English is the second content area for which we have developed a review document. We have learned by doing. Your constructive suggestions are welcome. If you find the information in this publication helpful in selecting English composition/grammar or reading/literature textbooks, we would like to know. Please send your responses to the Office of Curriculum Framework and Textbook Development, California State Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720.

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INTRODUCTION

C econdary Textbook Review: English is a resource for teachers and curriculum developers who select textbooks for secondary English courses. This publication includes a compilation of 32 factual textbook reviews obtained from the application of a review instrument. The review instrument was based on the Model Curriculum Standards: Grades Nine Through Twelve, English-Language Arts and the English-Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve. This instrument was applied to selected English composition/grammar and reading/literature textbooks. The resulting reviews can be used by teachers as a screening device to reduce the number of books they review and pilot studies they conduct. Consequently, educators will have more time to do in-depth reviews of two or three textbooks which appear to match their course requirements and their students' academic needs. The review instrument can also be adapted by districts to reflect their own English objectives and test results. Textbooks not included in this document could also be reviewed by applying the instrument used for these reviews to other textbooks.

Textbooks That Were Reviewed

Thirty-two factual reviews of tecondary English composition/grammar and reading/literature textbooks are compiled in this document. An informal survey of the 20 largest school districts in the state revealed the textbooks most used in classrooms. Five English composition/grammar textbooks and six reading/literature textbooks, top-ranked according to usage, were reviewed. This restriction was necessary because of limited funding. Consequently, this document does not include all of the English textbooks in use in California secondary classrooms.

Over 400 publishers nationwide received a copy of the survey, along with copies of the *Model Curriculum Standards* and a draft of the *English-Language Arts Framework*. The publishers were invited to review these publications and were then asked to nominate those textbooks that they believed best reflected the philosophy and practices

explained in the Model Curriculum Standards and the English-Language Arts Framework. After the publishers' nominations had been studied, a decision was made to include some new materials not widely used in California classrooms at that time. Those textbooks were then included in the review process.

Each publisher provided students' and teachers' editions for grades nine and eleven. Targeting the focus to two specific grade levels was necessary because of limited funding.

How the Textbooks Were Reviewed

The Steering Committee developed a review instrument based on the Model Curriculum Standards and the English-Language Arts Framework. (For information on ordering these two publications, see pages 165 and 166.) Every review includes two parts and a publisher's description, which appears in the Appendix. This material is described in the paragraphs that follow.

Part I

This section provides two types of information about each textbook. The first depicts the extent to which the emphasis on content is given to each of the topics in the textbooks reviewed. The second depicts the extent to which the emphasis on process is given to each of the English topics. Topics for both content and process were extracted from the Model Curriculum Standards and the English-Language Arts Framework. In effect, the topics highlight the English core curriculum. For every specific topic, the "extent included" in each book is identified by applying the following definitions:

Substantially means that this aspect is represented by many examples. Moderately means that this aspect is represented by occasional examples.

Procent means that this aspect is represented by a single example. Not present means that this aspect is not represented.



Part II

This section includes topics on *content* and *processes* which might be found only in teachers' editions.

Appendix

Each publisher's description in the Appendix contains three sections. In Section A, each publisher describes the textbooks being reviewed and the intended audiences for those books. Section B includes additional information about the literary works reviewed. Descriptions of teachers' editions and resource materials, as well as supplementary materials available for sale, are also found in this section. If the textbooks have abridged selections, the titles are listed in Section C.

Considerations in Using This Document

Teachers and others who are involved in textbook selection and who are using this document need to keep two considerations in mind. First, the intent of this review process is to present factual information about

the English composition/grammar textbooks and reading/literature textbooks reviewed. It is not the intent of this process to make assessments regarding the quality of those books. Teachers are the ones who work with the course requirements and plan the instructional program, while taking into account students' motivation and interests, literary backgrounds, comprehension levels, and other significant factors that influence learning. Teachers study all of this information and more as they make quality judgments about specific textbooks.

Second, the same factual review instrument has been applied to both the English composition/grammar textbooks and to the reading/literature textbooks. Generally, the English composition/grammar books include parts of literary works, while many of the reading/literature books include some whole works. This review process does not differentiate between the two approaches.

As a final note, the educators and publishers who have invested their expertise and time in developing this document will feel that their efforts have been rewarded if teachers find this information useful in selecting textbooks for English programs.



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I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION

DEFINITION OF TERMS

Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

	Engl	ish:	Wri	le nin ting	and	Skil	ls		Engl	ish:		ting	and	Skil	ls		
 	~	_		<u>inclu</u>						<u>Ex</u>	tent i	inclu	<u>ded</u>				
<u> </u>		lent's tion		ed		cher's <u>/man</u>				lent's tion	3	Teacher's edition/manual					
Substantially	Moderately	Present	Not present	Substentially	Moderately	Present	Not present	Substantially	Moderately	Prescut	Not present	Substantially	Moderately	Present	Not present		

A. Comprehending Literature

- 1. Content (Explanations addressed to the students)
 - a. Do the literary works engage students in reflecting on ethical, aesthetic, or cultural values and on social or political issues? (Standards 1 and 2; Framework, p. 42)†
 - b. Are multiple points of view illustrated or expressed regarding these values and issues? (Standard 2)
 - c. Are these genres represented; e.g., novel, drama, short story, poetry, essay, biography, and speeches? (Standards 4 and 7)
 - d. Are the following aspects of diversity represented:
 - Points of view of women and minorities? (Standard 4, subtopic 6)

	Substantially	Moderately	Present	Not present	Substentially	Moderately	Present	Not present	Substantially	Moderately	Prescru	Not present	Substantially	Moderately	Present	Not present	
	 X				x				x				x				
	 x				x				x				x				
_	 x				x				x				x	_			
	x				x				x				x				

^{*}See the Appendix for the publisher's description of these textbooks.

[†]The references to "Standards" may be found in the Model Curriculum Standards: Grades Nine Through Twelve, and those to the Framework may be found in the English-Language Arts Framework for California Public Schools. both published by the California State Department of Education (see pages 165 and 166 for ordering information).

Publisher	Titles	Copyright
Coronado/Holt, Rinehart	Grade nine English: Writing and Skills	1985
	Grad: eleven English: Writing and Skills	1985

Grade nine

English: Writing and Skills

Extent included

Teacher's

edition/manuai

Student's

edition

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

Extent Included Given the number of literary works/lessons in the textbook/instructional material: Substantially means that this aspect is represented by many examples. Moderately means that this aspect is represented by occasional examples. Present means that this aspect is represented by a single example.

Not present means that this senset is not removed

DEFINITION OF TERMS

Not present means that this aspect is not represented.	Subst	Mode	Prese	Not p	Subsi	Mode	Prese	Not p	Subs	Mode	Prese	Not p	Subs	Mode	Prese	Not
 A. Comprehending Literature—Continued Selections which deal with varied, specific socioeconomic groups in terms of setting, characterization, plot, theme, and point of view? (Standard 4, subtopic 2) 	x				x				x				x			
e. Are perspectives of other disciplines represented such as science, history-social science, mathematics, or visual and performing arts? (Standard 8)	x				X		,	,	x		*		x			
 f. Are lessons included that: Instruct students in how to use higher-level thinking skills? (Standard 6) 	x				x			,	x				x			
 Encourage students to link information learned in a previous lesson with the next lesson? (Standards 5 and 6) 	x				х			,	x					x		



Grade eleven

English: Writing and Skills

Extent included

Student's edition

Teacher's

edition/manual

A. Comprehending Literature—Continued · g. Are students instructed in how to make the words they encounter during reading a part of their vocabuary? (Framework, p. 43) X X X X 2. Process (Activities that encourage students to interact with the content) a. Are there literature-based activities that guide students to a new understanding of themselves and the world around them? (Standard 1, subtopics I and 2; Framework, p. 42) X X X X b. Are there activities which help students integrate the language arts by connecting: • Their prior experiences and prior knowledge to each literary work included in this textbook or material? (Standard 6) X X X X • Ideas in each literary work included in this textbook or material to other works they have read? (Standard 5, subtopics 4 and 5) (Higher-Level Comprehension) X X X X c. Are there activities that focus students on developing higher levels of comprehension? (Standard 6) Х ኢ X X **B.** Integrating Instruction in the Language Arts 1. Content (Explanations addressed to the students) a. Does writing as a process include explanations of: • Prewriting? X X X X • Drafting? X X X X • Revising? X X X X • Editing? X X X X • Postwriting? (Standard 11) X X X X • Evaluation? (Standard 10, subtopic 8; Framework, p. 43) X X X X b. Are there literary models for writing? (Standard 12, subtopic 2) X X X X c. Are grammar, mechanics, and usage taught in the context of writing? (Standard 14, subtopic 3) X X X



	TITLES Grade nine English: Writing and Skills Grade eleven English: Writing and Skills	
Publisher	Titles	COPYRIGHT
Coronado/Holt, Rinehart		1985
		1985

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

B.	Integrating	Instruction in	the Language	Arts—Continued
	THE STATE	right action III	HILL EMILENCE	Aits — Commucu

- d. Are there writing lessons that provide instruction in real-world writing, such as journals, memoirs, expository writing, argumentation, investigative reports, papers using books and other sources about topics of interest to students, and stories and poems? (Standard 10, subtopics 1, 3, 5, and 6; Standard 12, subtopic 3)
- e. Are there lessons on speaking and listening that provide instruction on preparing, delivering, and evaluating forms of oral language experiences for different purposes and audiences? (Standard 15)
- 2. Process (Activities that encourage students to interact with the content)
 - a. Are there activities that help students to learn about the following aspects of the writing process:
 - Are students helped to generate ideas about which to write? (Standard 11, subtopic 2)

I	Ingli	sh:	Writ	ting	and .	Skill	ls .	I	ingli	sh:	Wri	ing d	and .	Skill	's	
		Ex	tent i	nclu	ded		_			Ex	tent i	nclu	ded		\neg	
	Stud edi	lent's tion	•		Teac ition/				Stua edi:	lent's tion	•			her's man		
Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present	
x				x				X				X				
x				х				X				X				
x				x				x				x			7.3	

Grade eleven

Grade nine



Integrating Instruction in the Language Arts—Continued		-						
 Are students provided guidance for "reseeing" and "rethinking" what they have written? (Standard 11, stage 3 "Revising") 	x		$ _{\mathbf{x}}$			x		ĸ
 Are students helped to separate drafting and revision from editing and proofreading? (Standard 11, stages 3 and 4) 	X		x			x)	<
• Are students provided guidance to help them use resources or references selectively to meet their editing needs? (Standard 10, subtopic 9; Standard 11, stag? 4 "Editing")	x		x			X	\ \ \ \ \ \	<
 Are students guided through the writing of complete pieces of discourse as they respond to assignments? (Standard 10, subtopic 3) 	x		x			x	, x	
b. Are there activities which help students to integrate the language arts by connecting their experiences with some writing assignments? (Standard 1, subtopics 1 and 2)	x		x			X	X	(
c. Are there activities that help students to tailor writing and speaking to meet the needs of different audiences, including teachers and peers? (Standard 11, subtopic 2; Standard 16, subtopic 7)	X		x			x	l x	
d. Are there activities that help students to examine and use different voices and styles in writing and speaking? (Standard 13; Standard 16, subtopic 7)	x		x			x	X	
e. Are students asked to read and listen to the kinds of writing and speaking they are assigned? (Standard 1, subtopic 4, under bo h aestuetic and cultural values)	x		x			x		
f. Are ideas provided for students to publish or perform their work or respond to other students' works? (Standard 11, stage 5 "Postwriting"; Standard 16, subtopic 7)	X		x			x		X
 g. Are there activities that help students assess the quality of: Their own writing using criteria established for each assignment? (Standard 10, subtopic 8) 	X		x			x	X	
• Their own speeches? (Standard 17, subtopic 1)		x		x		x	$ \cdot _{x}$	+
h. Are there activities that help students to integrate the language arts in order to:								
• Explain the significance of a personal experience? (Standard 6)	$ \mathbf{x} $		$ _{\mathbf{X}} $			X	$ _{\mathbf{X}}$	



Publisher	TITLES	COPYRIGHT
Coronado/Holt, Rinehart	Grade nine English: Writing and Skills	1985
	Grade eleven English: Writing and Skills	1985

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

• Set forth an opinion and defend it? (Standard 18)

• Explain a concept? (Standard 11, stage 2 "Drafting/Writing," sub-

• Interpret a literary work and defend their interpretations? (Standard 9,

• Create stories and poems? (Standard 12, subtopic 2; Standard 13, sub-

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

topic 1b)

subtopic 6)

Are lessons included on:

topic 3)

C. Language Study

B. Integrating Instruction in Language Arts-Continued

1. Content (Explanations addressed to the students)

• Vocabulary study from context clues? (Standard 21)

_						J	~								~ I
		Ex	tent i	nclu	ded					Ex	tent i	nclu	ded		
		ent's tion			Teac ition/				Stud edii	ent's	_		Teac	her's man	
Substantially	Substantially Moderately Present			Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	New present
	X				x			X				X			
		х				x		х				X			
			X				X	X				X			
x				х				X				X			
	X				X				X				X		

Grade eleven

English: Writing and Skills

Grade nine

English: Writing and Skills



C. La	 Inguage Study—Continued The history of the English language and its dialects? (Standard 14, subtopic 5) 		x			X				x			x		
_	• Etymology, the roots and histories of words? (Standard 22)	+	_			+	\vdash		-		\dashv	\dashv	+	\dashv	
_			X	\vdash		X	├	ऻ_	<u> </u>	X	 	_	X	\dashv	
2.	Process (Activities that encourage students to interact with the content)						ļ						l		i
	Are there activities which encourage students to participate in word study connected to their listening, speaking, reading, or writing? (Framework, p. 43)	x			x				X			x			
D. Le	arning to Learn Strategies													\dashv	
1.	Content (Explanations addressed to the students)				İ						l				
	Are iessons included that:										l			l	
	• Instruct students on how to participate in small-group discussions; e.g., speaking to a purpose, listening actively, eliciting responses, and giving constructive suggestions? (Standard 17, subtopic 3)	x			x				x			x			
2.	Process (Activities that encourage students to interact with the content) Are there activities that call for students to work in:														
_	• Large groups?	X				X			X	 		X]
	• Small groups?	x			X				x			x			
_	• Pairs? (Standard 11, stage 3 "Revising"; Standard 17, subtopic 3)	X			X				X			x			



P√JBLISHER	Titles	COPYRIGHT
Coronado/Holt, Rinehart	Grade nine English: Writing and Skills	1985
	Grade eleven English: Writing and Skills	1985

II. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: TEACHER'S EDITION (Additional Process [Implementation] Strategies)

Extent Included Substantially means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented in many strategies which are embedded throughout the teacher's edition/manual. Moderately means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented by an occasional strategy. Present means that this aspect is represented by a single strategy. Not present means that this aspect is not represented.

P	resent means that this aspect is represented by a single strategy.		Substa	Moder	Presen	Not pr	Substa	Moder	Presen	Not pr
N	ot present means that this aspect is not represented.									
A.]	Providing Integrated Instruction in the Language Arts for Students with Special Needs	1								
	 Are there recommendations for meeting the needs of limited-English-proficient students? (Standard 10, subtopics 4 and 10; Framework, p. 45) 			x				x		
	2. Are there recommendations for meeting the needs of students with different learning styles and abilities? (Standard 6, subtopics 1 through 4)			x				х		
B. 1	Extending the Content									
,1 ,1	Are there listings of supportive resources related to the content in this textbook or instructional naterial? (Standards 4 and 7)			x			x			
C. 1	Evaluating Students' Progress									
1	Are there techniques for evaluating students' progress that complement and extend the integrated nature of the learning process; e.g., portfolio collections of samples of students' writing, self-assessments, and peer assessments? (Framework, p. 45)		х				X			
	assessments, and peer assessments? (Framework, p. 45)		X				X	ĺ		



33

Teacher's Edition

Implementation Strategies

Extent included

Grade 11

Grade 9

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION

DEFINITION OF TERMS Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect

A. Comprehending Literature

Substantially means that this aspect is represented by many examples.	<u> -</u>		<u> </u>	ieni i	nciu	<u>ueu</u>			Extent				inciuaea				
Moderately means that this aspect is represented by occasional examples.		Student's Teacher's Student's edition edition/manual edition									,		Teac				
Present means that this aspect is represented by a single example.	l fil	T	lion	72		\Box	mun		411		lion	,,		tion/	man		
Not present means that this aspect is not represented.	Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present	
Comprehending Literature			ļ														
1. Content (Explanations addressed to the students)																	
 a. Do the literary works engage students in reflecting on ethical, aesthetic, or cultural values and on social or political issues? (Standards 1 and 2; Framework, p. 42)† 	$ _{\mathbf{x}}$				X				X				X				
b. Are multiple points of view illustrated or expressed regarding these values and issues? (Standard 2)		x				x				x			_	X			
c. Are these genres represented; e.g., novel, drama, short story, poetry, essay, biography, and speeches? (Standards 4 and 7)	x				x				x				х				
 d. Are the following aspects of diversity represented: Points of view of women and minorities? (Standard 4, subtopic 6) 	X				х				x		_		x				

Grade nine

Foundations for Learning:

Language 1

Extent included

Grade eleven

Foundations for Learning:

Language 3

Extent included

^{*}See the Appendix for the publisher's description of these textbooks.

[†]The references to "Standards" may be found in the Model Curriculum Standards: Grades Nine Through Twelve, and those to the Framework may be found in the English-Language Arts Framework for California Public Schools, both published by the California State Department of Education (see pages 165 and 166 for ordering information).

Publisher	TITLES	COPYRIGHT
Foundations for Learning Press, Inc.	Grade nine Foundations for Learning: Language 1	1987
	Grade eleven Foundations for Learning: Language 3	1987

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

• Selections which deal with varied, specific socioeconomic groups in terms of setting, characterization, plot, theme, and point of view?

• Instruct students in how to use higher-level thinking skills? (Standard 6)

• Encourage students to link information learned in a previous lesson

e. Are perspectives of other disciplines represented such as science, history-social science, mathematics, or visual and performing arts?

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

with the next lesson? (Standards 5 and 6)

Not present means that this aspect is not represented.

A. Comprehending Literature-Continued

f. Are lessons included that:

(Standard 8)

(Standard 4, subtopic 2)

_4

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Grade eleven

Foundations for Learning:

Language 3

Grade nine

Foundations for Learning:

Language 1



Comprehending LiteratureContinued					
g. Are students instructed in how to make the words they encounter during reading a part of their vocabulary? (Framework, p. 43)					
 Process (Activities that encourage students to interact with the content) a. Are there literature-based activities that guide students to a new understanding of themselves and the world around them? (Standard 1, subtopics 1 and 2; Framework, p. 42) 	x	x	x	x	-
b. Are there activities which help students integrate the language arts by connecting:					
 Their prior experiences and prior knowledge to each literary work included in this textbook or material? (Standard 6) 	$ \mathbf{x} $				
 Ideas in each literary work included in this textbook or material to other works they have read? (Standard 5, subtopics 4 and 5) (Higher- Level Comprehension) 	x	x	x	X	
c. Are there activities that focus students on developing higher levels of comprehension? (Standard 6)	x	X	X	X	_
Integrating Instruction in the Language Arts					_
1. Content (Explanations addressed to the students)					
a. Does writing as a process include explanations of:Prewriting?	x				
• Drafting?	X		X		_
• Revising?	X	x	X	X	-
• Editing?	X	X		X	
• Postwriting? (Standard 11)	x	X		X	7
• Evaluation? (Standard 10, subtopic 8; Framework, p. 43)	x	X	X	x	\dashv
b. Are there literary models for writing? (Standard 12, subtopic 2)	x		X	x	1
c. Are grammar, mechanics, and usage taught in the context of writing? (Standard 14, subtopic 3)	x	x	X	X	



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Foundations for Learning Press, Inc.	Grade nine Foundations for Learning: Language 1	1987
	Grade eleven Foundations for Learning: Language 3	1987

I. ENGLISH/LANGUAGE AKTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS

Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

- d. Are there writing lessons that provide instruction in real-wor'd writing, such as journals, memoirs, expository writing, argumentation, investigative reports, papers using books and other sources about topics of interest to students, and stories and poems? (Standard 10, subtopics 1, 3, 5, and 6; Standard 12, subtopic 3)
- e. Are there lessons on speaking and listening that provide instruction on preparing, delivering, at d evaluating forms of oral language experiences for different purposes and audiences? (Standard 15)
- 2. Process (Activities that encourage students to interact with the content)
 - a. Are there activities that help students to learn about the following aspects of the writing process:
 - Are student: I ped to generate ideas about which to v e? (Standard 11, subtopic 2)

l		(iraa	e nın	е			Grade eleven									
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Grade eleven

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B. Inte	grating Instruction in the Language Arts—Continued										
	 Are students provided guidance for "reseeing" and "rethinking" what they have written? (Standard 11, stage 3 "Revising") 	x		x		X			x		
	 Are students helped to separate drafting and revision from editing and proofreading? (Standard 11, stages 3 and 4) 	x		x		x			x		
	 Are students provided guidance to heip them use resources or references selectively to meet their editing needs? (Standard 10, subtopic 9; Standard 11, stage 4 "Editing") 	x		x		X			x		
	• Are students guided through the writing of complete pieces of discourse as they respond to assignments? (Standard 10, subtopic 3)	X		x		x			x		
b 	Are there activities which help students to integrate the language arts by connecting their experiences with some writing assignments? (Standard 1, subtopics 1 and 2)	x		x		X			x		
	Are there activities that help students to tailor writing and speaking to meet the needs of different audiences, including teachers and peers? (Standard 11, subtopic 2; Standard 16, subtopic 7)	x		x			X			X	
d	. Are there activities that help students to examine and use different voices and styles in writing and speaking? (Standard 13; Standard 16, subtopic 7)	x		x		X			X		
e 	Are students asked to read and listen to the kinds of writing and speaking they are assigned? (Standard 1, subtopic 4, under both aesthetic and cultural values)	X		x		x			x		
f	Are ideas provided for students to publish or perform their work or respond to other students' works? (Standard 11, stage 5 "Postwriting"; Standard 16, subtopic 7)	x		x		x			X		
g.	. Are there activities that help students assess the quality of:										_
	• Their own writing using criteria established for each assignment? (Standard 10, subtopic 8)	$ \mathbf{x} $		x		x			$ _{\mathbf{X}}$		
	• Their own speeches? (Standard 17, subtopic 1)		X		X			X			
h.	. Are there activities that help students to integrate the language arts in order to:										_
	• Explain the significance of a personal experience? (Standard 6)	$ \mathbf{x} $		$ \mathbf{x} $		X		Ì	X		



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Foundations for Learning Press, Inc.	Grade nine Foundations for Learning: Language 1	1987
	Grade eleven Foundations for Learning: Language 3	1987

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I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS Extent Included

Given the number of ! terary works/lessons in the textbook/instructional material:

S. ibstantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

• Set forth an opinion and defend it? (Standard 18)

• Explain a concept? (Standard 11, stage 2 "Drafting/Writing," sub-

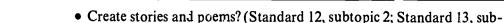
• Interpret a literary work and defend their interpretations? (Standard 9,

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

B. Integrating Instruction in Language Arts-Continued

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C. Language Study

1. Content (Expianations addressed to the students)

Are lessons included on:

topic 1b)

subtopic 6)

topic 3)

• Vocabulary study from context clues? (Standard 21)



 C. Language Study—Continued The history of the English language and its dialects? (Standard 14, subtopic 5) 	X		x		,				X	,-
• Etymology, the roots and histories of words? (Standard 22)	x	++	X		7	+	<u> </u>	\vdash	X	_
2. Process (Activities that encourage students to interact with the content) Are there activities which encourage students to participate in word study connected to their listening, speaking, reading, or writing? (Framework,									A	
p. 43) D. Learning to Learn Strategies	X		X		X			X	_	_
 1. Content (Explanations addressed to the students) Are lessons included that: Instruct students on how to participate in small-group discussions; e.g., speaking to a purpose, listening actively, eliciting responses, and giving constructive suggestions? (Standard 17, subtopic 3) 	X		x		x			x		
 2. Process (Activities that encourage students to interact with the content) Are there activities that call for students to work in: Large groups? 	x		x		x			x		
• Small groups?	X		X		x			X		
• Pairs? (Standard 11, stage 3 "Revising"; Standard 17, subtopic 3)	X		X		x			X		



Section 4

Publisher	TITLES	Copyright
Foundations for Learning Press, Inc.	Grade nine Foundations for Learning: Language 1	1987
	Grade eleven Foundations for Learning: Language 3	1987

II. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: TEACHER'S EDITION (Additional Process [Implementation] Strategies)

DEFINITION OF TERMS Extent Included Substantially means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented in many strategies which are embedded throughout the teacher's edition/manual. Moderately means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented by an occasional strategy. Present means that this aspect is represented by a single strategy. Not present means that this aspect is not represented.

Not present means that this aspect is not represented.	es demande America.			`				
 A. Providing Integrate. Instruction in the Language Arts for Students with Special Needs 1. Are there recommendations for meeting the needs of limited-English-proficient students? (Standard 10, subtopics 4 and 10; Framework, p. 45) 			x				x	
2. Are there recommendations for meeting the needs of students with different learning styles and abilities? (Standard 6, subtopics 1 through 4)		X				X		
B. Extending the Content Are there listings of supportive resources related to the content in this textbook or instructional material? (Standards 4 and 7)	X				х			
C. Evaluating Students' Progress Are there techniques for evaluating students' progress that complement and extend the integrated nature of the learning process; e.g., portfolio collections of samples of students' writing, self-assessments, and peer assessments? (Framework, p. 45)	X					x		



50

1.

Teacher's Edition

Implementation Strategies

Extent included

Grade 9

Grade 11

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I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION

DEFINITION OF TERMS Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

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A. Comprehending Literature

- 1. Content (Explanations addressed to the students)
 - a. Do the literary works engage students in reflecting on ethical, aesthetic, or cultural values and on social or political issues? (Standards 1 and 2; Framework, p. 42)†
 - b. Are multiple points of view illustrated or expressed regarding these values and issues? (Standard 2)

^{*}See the Appendix for the publisher's description of these textbooks.

[†]The references to "Standards" may be found in the Model Curriculum Standards: Grades Nine Through Twelve, and those to the Framework may be found in the English-Language Arts Framework for California Public Schools, both published by the California State Department of Education (see pages 165 and 166 for ordering information).

Publisher	TITLES	COPYRIGHT
Glencoe Publishing Company	Grade nine Glencoe English, Grade Nine	1985
	Grade eleven Glencoe English, Grade Eleven	1985
	Grade eleven Literature-Based Composition	1988

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARE S' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

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A. Comprehending Literature—Continued

- c. Are these genres represented; e.g., novel, drama, short story, poetry, essay, biography, and speeches? (Standards 4 and 7)
- d. Are the following aspects of diversity represented:
 - Points of view of women and minorities? (Standard 4, subtopic 6)
 - Selections which deal with varied, specific socioeconomic groups in terms of setting, characterization, plot, theme, and point of view? (Standard 4, subtopic 2)

Substanti	hisderate	Present	Not prese	Substanti	Moderate	Present	Not prese	Substanti	Moderate	Present	Not prese	Substantie	Moderate	Present	Not preser	Substantic	Moderate	Present	Not presei	Substantic	Moderate	Present	Not preser
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5.

Grade eleven

. Comprehending Literature—Continued										_									
e /are perspectives of other disciplines represented such as science, history- social science, mathematics, or visual and performing arts? (Standard 8)			x				x	 x			x			x			X		•
f. Are lessons included that:		_														\dashv			\top
• Instruct students in how to use higher- level thinking skills? (Standard 6)	X				x			x			x			X			x		
 Encourage students to link information learned in a previous lesson with the next lesson? (Standards 5 and 6) 	X				x			x			X			х			x		
g. Are students instructed in how to make the words they encounter during reading a part of their vocabulary? (Framework, p. 43)			X				x		x			x		x				x	
2. Process (Activities that encourage students to interact with the content)																			
a. Are there literature-based activities that guide students to a new understanding of the asslves and the world around them? (Standard 1, subtopics 1 and 2) (Francework, p. 42)		X				X		x			X			x				x	
b. Are there activities which help students integrate the language arts by connecting:						-												7	
 Their prior experiences and prior knowledge to each literary work included in this textbook or material? (Standard 6) 		x				X		x			x			x				x	
• Ideas in each literary work included in this textbook or material to other works they have read? (Standard 5, subtopics 4 and 5) (Higher-Level Comprehension)		X		_		X			х			x				x		x	



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Glencoe Publishing Company	Grade nine Glencoe English, Grade Nine	1985
	Grade eleven Glencoe English, Grade Eleven	1985
	Grade eleven Literature-Based Composition	1988

Grade nine

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS
Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

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x				X				X				x				x				X			

Grade eleven

Grade eleven

X

A. Comprehending Literature—Continued

c Are there activities that focus students on developing higher levels of comprehension? (Standard 6)

B. Integrating Instruction in the Language Arts

- 1. Content (Explanations addressed to the students)
 - a. Does writing as a process include explanations of:
 - Prewriting?



X

Integrating Instruction in the Language Arts—Continued																		
• Drafting?	X			X			X	Ì		\mathbf{x}			,			X		
• Revising?	X			X			X			x		1	7			X		
• Editing?	X			X			Х			\mathbf{x}	1	+	7	T	\vdash	X		_
• Postwriting? (Standard 11)		X	_		X		Х		\dashv	\mathbf{x}	_	\dagger	7			X		_
• Evaluation? (Standard 10, subtopic 8) (Framework, p. 43)			x			X			x	<u> </u>		x	\top		x			
b. Are there literary models for writing? (Standard 12, subtopic 2)		x			x		х			x			X			X		
c. Are grammar, mechanics, and usage taught in the context of writing? (Standard 14, subtopic 3)	x			X			x			X				x		X		
d. Are there writing lecsons that provide instruction in real-world writing, such as journals, memoirs, expository writing, argumentation, investigative reports, papers using books and other sources about topics of interest to students, and stories and poems? (Standard 10, subtopics 1, 3, 5, and 6; Standard 12, subtopic 3)	x			x			x			x			X			x		
e. Are there lessons on speaking and listen- ing that provide instruction on preparing, delivering, and evaluating forms of oral language experiences for different pur- poses and audiences? (Standard 15)	x		_	x			x			x					x			
 2. Process (Activities that encourage students to interact with the content) a. Are there activities that help students to learn about the following aspects of the writing process: Are students helped to generate ideas about which to write? (Standard 11, subtopic 2) 	x			x			x			x			x			X		



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Glencoe Publishing Company	Grade nine Glencoe English, Grade Nine	1985
	Grade eleven Glencoe English, Grade Eleven	1985
	Grade eleven Literature-Based Composition	1988

Grade nine

Glencoe English, Grade Nine

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM S. ANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS Extent Included

Given the nu...ber of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many exan. "":s.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

В.	Integrating Instruction in the Language
	Arts—Continued

- Are students provided guidance for "reseeing" and "rethinking" what they have written? (Standard 11, stage 3 "Revising")
- Are students helped to separate drafting and revision from editing and proofreading? (Standard 11, stages 3 and 4)

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Grade eleven

Glencoe English, Grade Eleven

Grade eleven

Literature-Based Composition



Integrating Instruction in the Language Arts—Coatinued															
• Are students provided guidance to help them use resources or reference selec- tively to meet their editing needs? (Standard 10, subtopic 9; Standard 11, stage 4 "Editing")	x		X			x		x		x			x		
 Are students guided through the writing of complete pieces of discourse as they respond to assignments? (Standard 10, subtopic 3) 	x		X			x		x		x			X		
b. Are there activities which help students to integrate the language arts by connecting their experiences with some writing assignments? (Standard 1, subtopics 1 and 2)		X		,	<	x		x		X			X		
c. Are there activities that help students to tailor writing and speaking to meet the needs of different audiences, including teachers and peers? (Standard 11, subtopic 2; Standard 16, subtopic 7)	x		X			x		x			x				x
d. Are there activities that help students to examine and use different voices and styles in writing at. 'speaking? (Standard 13; Standard 16, subtopic 7)	x		x			x		X		x			x		
e. Are students asked to read and listen to the kinds of writing and speaking they are assigned? (Standard 1, subtopic 4, under both aesthetic and cultural values)	X		X			x		X		x			x		
f. Are ideas provided for students to publish or perform their work or respond to other students' works? (Standard 11, stage 5 "Postwriting"; Standard 16, subtopic 7)	x		X			x		x				x		x	



Publisher	Titles	Copyright
Glencoe Publishing Company	Grade nine Glencoe English, Grade Nine	1985
	Grade eleven Glencoe English, Grade Eleven	1985
	Grade eleven Literature-Based Composition	1988

Grade nine

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

B. Integrating Instruction in the Language Arts-Continued

- g. Are there activities that help students assess the quality of:
 - Their own writing using criteria established for each assignment? (Standard 10, subtopic 8)
 - Their own speeches? (Standard 17, subtopic 1)

	Glend	oe E	ngli	sh, G	irad	e Niı	re	G	enco	e En	glisi	h, Gi	rade	Elev	en	Li	terat	ure-	Bas	ed C	отр	ositi	on
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X				x				X				X							X				X

Grade eleven



66

Grade eleven

B.	Integrating Instruction in the Language Arts—Continued	=																	_				
	 h. Are there activities that help students to integrate the language arts in order to: Explain the significance of a personal experience? (Standard 6) 	-	X			 x			x				X			x				X			
	• Set forth an opinion and defend it? (Standard 18)		X	_		X	-	-	X				X			X				X			
	• Explain a concept? (Standard 11, stage 2 "Drafting/Writing," subtopic 1b)		x			X				x			X				x				X		
	• Interpret a literary work and defend their interpretations? (Standard 9, subtopic 6)		X			x			x				x						x				X
	 Create stories and poems? (Standard 12, subtopic 2; Standard 13, subtopic 3) 		X			x				х				X			X				x	-	
C. 1	anguage Study			_	_														1				—
	. Content (Explanations addressed to the students)																						
	Are lessons included on:											ı											
_	 Vocabulary study from context clues? (Standard 21) 			X			x			X				X		x				x			
_	 The history of the English language and its dialects? (Standard 14, sub- topic 5) 				X			X			х				x				x				X
	 Etymology, the roots and histories of words? (Standard 22) 			x			X			X		- 		x				-	y	→			x
	Process (Activities that encourage students to interact with the content) Are there activities which encourage students to participate in word study connected to their listening, speaking, reading, or writing? (Framework, p. 43)		x			X			X				x			x				x			
	67					 										 			1-			-t	



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Glencoe Publishing Company	Grede nine Glencoe English, Grade Nine	1985
	Grade eleven Glencoe English, Grade Eleven	1985
	Grade eleven Literature-Based Composition	1988

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

D. Learning to Learn Strategies

1. Content (Explanations addressed to the students)

Are lessons included that:

• Instruct students on how to participate in small-group discussions; e.g. speaking to a purpose, listening actively, eliciting responses, and giving constructive suggestions? (Standard 17, subtopic 3)

0	Grade nine Gle coe English, Grade Nine Extent included							Gl	' 700		rade Iglisi			Elev	en											
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X					X			x				X							X	x						



D. Learning to Learn Strategies-Continued 2. Process (Activities that encourage students to interact with the content) Are there activities that call for students to work in: • Large groups? . \mathbf{X} X \mathbf{x} X \mathbf{X} • Small groups? Х X X X X \mathbf{x} • Pairs? (Standard 11, stage 3 "Revising"; Standard 17, subtopic 3) X X \mathbf{X} χ $\mathbf{x} \mid \mathbf{x}$



PUBLISHER	Titles	Copyright
Glencoe Publishing Company	Grade nine Glencoe English, Grade Nine	1985
	Grade eleven Glencoe English, Grade Eleven	1985
	Grade eleven Literature-Based Composition	1988

II. ENGLISH/LANGUAGE ARTS MODEL CUPRICULUM STANDARDS' FOCUSES: TEACHER'S EDITION

(Additional Process [Implementation] Strategies)

Substantially means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented in many strategies which are embedded throughout the teacher's edition/manual. Moderately means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented by an occasional strategy. Present means that this aspect is represented by a single strategy.

Not present means that this aspect is not represented.								
A. Providing Integrated Instruction in the Language Arts for Students with Special Needs								
1. Are there recommendations for meeting the needs of limited-English-proficient students? (Standard 10, subtopics 4 and 10; Framework, p. 45)		x		x			x	
2. Are there recommendations for meeting the needs of students with different learning styles and abilities? (Standard 6, subtopics 1 through 4)	X		x				x	
B. Extending the Content								
Are there listings of supportive resources related to the content in this textbook or instructional material? (Standards 4 and 7)		X		x	x			
C. Evaluating Students' Progress						i		
Are there techniques for evaluating students' progress that complement and extend the integrated nature of the learning process; e.g., portfolio collections of samples of students' writing, self-assessments, and peer assessments? (Framework, p. 45)		x		x	x			



Teacher's Edition

Implementation Strategies

Extent included Grade 11

Substantially

Moderately

Grade 9

Substantially

Grade 11

Substantially

Vot present

Harcourt Brace Jove to vich Inc

Grade eleven Adventures in American Literature, Heritage Edition, Revised

Grade nine

Adventures in Reading.

Heritage Edition

Grade eleven

Adventures in American

Literature. Heritage Luition

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION

DEFINITION OF TERMS Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

a. Do the literary works engage students in reflecting on ethical, aesthetic, or cultural values and on social or political issues? (Standards 1

b. Are multiple points of view illustrated or expressed regarding these

c. Are these genres represented; e.g., novel, drama, short story, poetry,

essay, biography, and speeches? (Standards 4 and 7)

d. Are the following aspects of diversity represented:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

1. Content (Explanations addressed to the students)

Not present means that this aspect is not represented.

and 2; Framework, p. 42)†

values and issues? (Standard 2)

A. Comprehending Literature

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x				x				x				x			
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_															

[•] Points of view of women and minorities? (Standard 4, subtopic 6) *See the Appendix for the publisher's description of these textbooks.

[†]The references to "Standards" may be found in the Model Curriculum Standards Grades Nine Through Twelve, and those to the Framework may be found in the English-Language Arts Framework for California Public Schools, both published by the California State Department of Education (see pages 165 and 166 for ordering information)

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	Grade eleven Adventures in American Literature, Heritage Edition, Revised	1985

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

• Selections which deal with varied, specific socioeconomic groups in terms of setting, characterization, plot, theme, and point of view!

• Instruct students in how to use higher-level thinking skills? (Standard 6)

• Encourage students to link information learned in a previous lesson

e. Are perspectives of other disciplines represented such as science, history-social science, mathematics, or visual and performing arts?

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

with the next lesson? (Standards 5 and 6)

Not present means that this aspect is not represented.

A. Comprehending Literature—Continued

f. Are lessons included that:

(Standard 3)

(Standard 4, subtopic 2)

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 X				X				X				X			
x				х				X				x			
 x				X				X				X			

Grade eleven

Adventures in American

Literature, Heritage Edition

Grade nine

Adventures in Reading,

Heritage Edition



Comprehending Literature—Continued														
g. Are students instructed in how to make the words they encounter during reading a part of their vocabulary? (Framework, p. 43)	_ x			x			X				x			
2. Process (Activities that encourage students to interact with the content)														
a. Are there literature-based activities that guide students to a new understanding of themselves and the world around them? (Standard 1, subtopics 1 and 2; Framework, p. 42)	x			x			x				x			
b. Are there activities which help students integrate the language arts by connecting:														
Their prior experiences and prior knowledge to each literary work included in this textbook or material? (Standard 6)	x			x				x				x		
 Ideas in each literary work included in this textbook or material to other works they have read? (Standard 5, subtopics 4 and 5) (Higher- Level Comprehension) 	X			X				x			x			
c. Are there activities that focus students on developing higher levels of comprehension? (Standard 6)	x			-			X				х			
integrating Instruction in the Language Arts														r
1. Content (Explanations addressed to the students)														
a. Does writing as a process include explanations of:				Ì										
• Prewriting?	$ \mathbf{x} $			X			X						X	
• Drafting?	X	_		X					X					
• Revising?	X			X	<u> </u>				X					
• Editing?		X				X				х				
• Postwriting? (Standard 11)			X		х					X				
• Evaluation? (Standard 10, subtopic 8; Framework, p. 43)			X	 		X				X			X	
b. Are there literary models for writing? (Standard 12, subtopic 2)	X			X			x					\top		:
c. Are grammar, mechanics, and usage taught in the context of writing? (Standard 14, subtopic 3)	x			Х						х				



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I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS Extent Included Given the number of literary works/lessons in the textbook/instructional material. Substantially means that this aspect is represented by many examples. Moderately means that this aspect is represented by occasional examples. Present mean that this aspect is represented by a single example. Not present means that this aspect is not represented.

d. Are there writing lessons that provide instruction in real-world writing, such as journals, memoirs, expository writing, argumentation, investigative reports, papers using books and other sources about topics of interest to students, and stories and poems? (Standard 10, subtopics 1, 3, 5,

e. Are there lessons on speaking and listening that provide instruction on preparing, delivering, and evaluating forms of oral language experiences

• Are students helped to generate ideas about which to write? (Standard

2. Process (Activities that encourage students to interact with the content)
a. Are there activities that help students to learn about the following

for different purposes and audiences? (Standard 15)

B. Integrating Instruction in the Language Arts—Continued

and 6; Standard 12, subtopic 3)

aspects of the writing process:

11, subtopic 2)

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	x				X					x				X		

Grade eleven

Adventures in American

Grade 1..ne

Adventures in Reading,





egrating Instruction in the Language Arts—Continued										1		
• Are students provided guidance for "reseeing" and "rethinking" what they have written? (Standard 11, stage 3 "Revising")		x		x				x				
 Are students helped to separate drafting and revision from editing and proofreading? (Standard 11, stages 3 and 4) 			,	X X				х	(
• Are students provided guidance to help them use resources or references selectively to meet their editing needs? (Standard 10, subtopic 'Standard 11, stage 4 "Editing")				X				**				
• Are students guided through the writing of complete pieces of discourse as they respond to assignments? (Standard 10, subtopic 3)	x			x			_ :	x			X	İ
b. Are there activities which help students to integrate the language arts by connecting their experiences with som writing assignments? (Standard 1, subtopics 1 and 2)	x			x			X					
c. Are there activities that help students to tailor writing and speaking to meet the needs of different audiences, including teachers and peers? (Standard 11, subtopic 2; Standard 16, subtopic 7)	x			x				x				
d. Are there activities that help students to examine and use different voices and styles in writing and speaking? (Standard 13: Standard 16, subtopic 7)	x			x			x			x	-	
e. Are students as red to read and listen to the kinds of writing and speaking they are assigned? (Standard 1, subtopie 4, under both aesthetic and cultural values)	x			x			x			x		
f. Are ideas provided for students to publish or perform their work or respond to other students' works? (Standard 11, stage 5 "Postwriting"; Standard 16, subtopic 7)			X	x x				x				
g. Are there activities that help students assess the quality of: • Their own writing using criteria established for each assignment? (Standard 10, subtopic 8)		x		$\left \begin{array}{c} - \\ x \end{array} \right $				X				
• Their own speeches? (Standard 17, subtopic 1)			X		X			X				:
n. Are there activities that help students to integrate the language arts in order to:					† †							
• Explain the signit. cance of a personal experience? (Standard 6)	$ \mathbf{x} $	1		X		1 ,	X			$ \mathbf{x} $	ĺ	l



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I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION--Continued

DEFINITION OF TERMS Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

• Set forth an opinion and defend it? (Standard 18)

• Explain a concept? (Standard 11, stage 2 "Drafting/Writing," sub-

• Interpret a literary work and defend their interpretations? (Stan lard ?)

• Create stories and poems? (Standard 12, subtopic 2; Standard 13, sub-

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

B. Integrating Instruction in Language Arts-Continued

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Grade eleven

Grade nine

C. Language Study

topic 1b)

subtopic 6)

topic 3)

- 1. Content (Explanations addressed to the students)
 Are lessons included on:
 - Vocabulary study from context clues? (Standard 21)



 C. Language Study—Continued The history of the English language and its dialects? (Standard 14, subtopic 5) 	x		x			x			x	
• Etymology, the roots and histories of words? (Standard 22)	X		X		x	_		X		+
2. Process (Artivities that encourage students to interact with the content) Are there activities which encourage students to participate in word study connected to their listering, speaking, reading, or writing? (Framework, p. 43)	x		x		x			x		
D. Learning to Learn Strategies					\dashv	$\neg \uparrow$				+
 1. Content (Explanations addressed to the students) Are lessons included that: Instruct students on how to participate in small-group discussions; e.g., speaking to a purpose, listening actively, eliciting responses, and giving constructive suggestions? (Standard 17, subtopic 3) 			x				X			X
2 Process (Activities that encourage students to interact with the content) Are there activities that call for students to work in: • Large groups?	x		x		x					X
• Small groups?		$ _{\mathbf{X}}$	X				x			X
• Pairs? (Standard 11, stage 3 "Revising"; Standard 17, subtopic 3)		x	X			\dagger	X			X



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Harcourt Brace Jovanovich, Inc.	Grade nine Adventures in Reading, Heritage Edition, Revised	1985
	Grade eleven Adventures in American Literature, Heritage Edition, Revised	1985

II. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: TEACHER'S EDITION (Additional Process [Implementation, Strategies)

DEFINITION OF TERMS Extent Included Substantially means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented in many strategies which are embedded throughout the teacher's edition/manual. Moderately means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented by an occasional strateg. Presen' means that this aspect is represented by a single strategy. Not present means that this aspect is not represented.

B. Extending the Content

C. Evaluating Students' Progress

Substantially means that given the number of teaching strategies in the teacher's edition/manual, this		Gra	de 9		1	Grad	de 11	
aspect is represented in many strategies which are embedded throughout the teacher's edition/manual. Moderately means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented by an occasional strategy.	Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present
Presen' means that this aspect is represented by a single strategy.	\sqrt{S}	7.	4	*	S	~	P.	~
Not present means that this aspect is not represented.								
 Providing Integrated Instruction in the Language Arts for Students with Special Needs Are there recommendations for meeting the needs of limited-English-proficient students? (Standard 10, subtopics 4 and 10; Framework, p. 45) 				x				x
2. Are there recommendations for meeting the needs of students with different learning styles and abilities? (Standard 6, subtopics 1 through 4)	X					x		
Extending the Content								
Are there listings of supportive resources related to the content in this textbook or instructional material? (Standards 4 and 7)	x				x			
. Evaluating Students' Progress								
Are there techniques for evaluating students' progress that complement and extend the integrated nature of the learning process; e.g., portfolio collections of samples of students' writing, self-assessments, and peer assessments? (Framework, p. 45)		x						· x 1

Teacher's Edition

Implementation Strategies

Extent included



Lineary Bries Inventories Inc

Grade stre Journeys, A Reading and Literature Program, Cascade!

Grade sterm Journeys, A Reading and Literature Program: Emblem

X

X

X

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION

DEFINITION OF TERMS Extent Included

Given the number of literary works/lessons in the textbook/instructional naterial:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

Gracie nine Journeys, A Reading and Literature Program: Cascade Literature Program: Emblem															
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X				X				x				X			

X

X

A. Comprehending Literature

- 1. Content (Explanations addressed to the students)
 - a. Do the literary works engage students in reflecting on ethical, aesthetic, or cultural values and on social or political issues? (Standards 1 and 2; Framework, p. 42)†
 - b. Are multiple points of view illustrated or expressed regarding these values and issues? (Standard 2)
 - c. Are these genres represented; e.g., novel, drama, short story, poetry, essay, biography, and speeches? (Standards 4 and 7)
 - d. Are the following aspects of diversity represented:
 - Points of view of women and minorities? (Standard 4, subtopic 6)

X

X

^{*}See the Appendix for the public er's description of these textbooks.

The references to "Standards" by be found in the Model Curriculum Standards: Grades Nine Through Twelve, and those to the Framework may be found in the English-Language Arts Framework for California Publi ools. both published by the California State Department of Education (see pages 165 and 166 for ordering information).

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I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderateiv means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

A. Comprehending Literature—Continued

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Grade eleven

Journeys, A Reading and Literature Program: Emblem

Extent included

Grade nine

Journeys, A Reading and

Literature Pr: am: Cascade

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. Comprehending Literature—Continued									T^-		
g. Are students instructed in how to make the words they encounter during reading a part of their vocabulary? (Framework, p. 43)	x		$ _{\mathbf{x}}$			x			X		
2. Process (Activities that encourage students to interact with the content)				 				† –			
a. Are there literature-based activities that guide students to a new understanding of themselves and the world around them? (Standard 1, subtopics 1 and 2; Framework, p. 42)	x		x			x			x		
b. Are there activities which help students integrate the language arts by connecting:											
• Their prior experiences and prior knowledge to each literary work included in this textbook or material? (Standard 6)	x		x			x			x		
• Ideas in each literary work included in this textbook or material to other works they have read? (Standard 5, subtopics 4 and 5) (Higher-Level Comprehension)		x			x	x			x		
c. Are there activities that focus students on developing higher levels of comprehension? (Standard 6)	X		x			x			X		
Integrating Instruction in the Language Arts		十 -									
1. Content (Explanations addressed to the students)											
a. Does writing as process include explanations of:											
• Prewriting?	$ \mathbf{x} $		X			\mathbf{x}			x		
• Drafting?	X		x			x			x		
• Revising?	X		$ _{\mathbf{X}}$			x		1			X
• Editing?	X		$ \mathbf{x} $			X		1-			X
• Postwriting? (Standard 11)		X			X			X	<u> </u>		X
• Evaluation? (Standard 10, subtopic 8; Framework, ρ. 43)		X		x				X		x	
b. Are there literary models for writing? (Standard 12, subtopic 2)	x		x				X			х	\neg
c. Are grammar, mechanics, and usage taught in the context of writing? (Standard 14, subtopic 3)	X		x			x			x		



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	Grade eleven Journeys, A Reading and Literature Program: Emblem	1986

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

B. Integrating Instruction in the Language Arts-Continued

- d. Are there writing lessons that provide instruction in real-world writing, such as journals, memoirs, expository writing, argumentation, investigative reports, papers using books and other sources about topics of interest to students, and stories and poems? (Standard 10, subtopics 1, 3, 5, and 6; Standard 12, subtopic 3)
- e. Are there lessons on speaking and listening that provide instruction on preparing, delivering, and evaluating forms of oral language experiences for different purposes and audiences? (Standard 15)
- 2. Process (Activities that encourage students to interact with the content)
 - a. Are there activities that help students to learn about the following aspects of the writing process:
 - Are students helped to generate ideas about which to write? (Standard 11, st. stopic 2)

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• Are students provided guidance for "resecing" and "rethinking" what they have written? (Standard 11, stage 3 "Revising")		x				x			x						
 Are students helped to separate drafting and revision from editing and proofreading? (Standard 11, stages 3 and 4) 			х				x		x					x	
 Are students provided guidance to help them use resources or references selectively to meet their editing needs? (Standard 10, subtopic 9; Standard 11, stage 4 "Editing") 		X				x			x					x	
 Are students guided through the writing of complete pieces of discourse as they respond to assignments? (Standard 10, subtopic 3) 		x					x		x					x	
b. Are there activities which help students to integrate the language arts by connecting their experiences witn some writing assignments? (Standard 1, subtopics 1 and 2)	x				x				X			x			
c. Are there activities that help students to tailor writing and speaking to meet the needs of different audiences, including teachers and peers? (Standard 11, subtopic 2; Standard 16, subtopic 7)	x				x				x				X		
d. Are there activities that help students to examine and use different voices and styles in writing and speaking? (Standard 13; Standard 16, subtopic 7)	x				x				x			X			
e. Are students asked to read and listen to the kinds of writing and speaking they are assigned? (Standard 1, subtopic 4, under both aesthetic and cultural values)	x				x				x			x			
f. Are ideas provided for students to publish or perform their work or respond to other students' works? (Standard 11, stage 5 "Postwriting"; Standard 16, subtopic 7)			x				x				,	<		X	
 g. Are there activities that help students assess the quality of: Their own writing using criteria established for each assignment? (Standard 10, subtopic 8) 				x			X			,	x		x		
• Their own speeches? (Standard 17, subtopic 1)				х			X				7	(7
 h. Are there activities that help students to integrate the language arts in order to: Explain the significance of a personal experience? (Standard 6) 		x				x		,	x			x			



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I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS

Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

• Set forth an opinion and defend it? (Standard 18)

• Explain a concept? (Standard 11, stage 2 "Drafting/Writing," sub-

• Interpret a literary work and defend their interpretations? (Standard 9,

• Create stories and poems? (Standard 12, subtopic 2; Standard 13, sub-

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

B. Integrating Instruction in Language Arts-Continued

L	Jou itera								Jou itera						
		Ex	tent i	nclu	<u>ded</u>					Ex	tent i	nclu	ded		
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	X				X			X				X	_		
	x				Х			x				x			
	X				X			X				X			

X

X

Grade eleven

X

Grade nine

X

X

C. Language Study

1. Content (Explanations addressed to the students)

Are lessons included on:

topic 1b)

subtopic 6)

topic 3)

• Vocabulary study from context clues? (Standard 21)



C. Language Study—Continued																	
• The history of the English language and its dialects? (Standard 14, subtopic 5)			x					X				x				x	∴'
• Etymology, the roots and histories of words? (Standard 22)		x				x	l 		x						x		
2. Process (Activities that encourage students to interact with the content) Are there activities which encourage students to participate in word study connected to their listening, speaking, reading, or writing? (Framework, p. 43)	x				x				X				x				
 Learning to Learn Strategies 1. Content (Explanations addressed to the students) Are lessons included that: Instruct students on how to participate in small-group discussions; e.g., speaking to a purpose, listening actively, eliciting responses, and giving constructive suggestions? (Standard 17, subtopic 3) 				x			X				X				X		
 2. Process (Activities that encourage students to interact with the content) Are there activities that call for students to work in: Large groups? 	x				x				x				x				
• Small groups?		X	_			x				x	<u> </u> _			X			İ
• Pairs? (Standard 11, stage 3 "Revising"; Standard 17, subtopic 3)		$ \mathbf{x} $				$ \mathbf{x} $				X				X			



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II. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: TEACHER'S EDITION (Additional Process [Implementation] Strategies)

DEFINITION OF TERMS Extent Included

Substantially means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented in many strategies which are embedded throughout the teacher's edition/manual.

Moderately means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented by an occasional strategy.

Present means that this aspect is represented by a single strategy.	Sm	Mo	Pee	Noi	Sut	Mo	Pre	Not
Not present means that this aspect is not represented.								
A. Providing Integrated Instruction in the Language Arts for Students with Special Needs 1. Are there recommendations for meeting the needs of limited-English-proficient students? (Standard 10, subtopics 4 and 10; Framework, p. 45)				x				Х
2. Are there recommendations for meeting the needs of students with different learning styles and abilities? (Standard 6, subtopics 1 through 4)		Х					x	
B. Extending the Content Are there listings of supportive resources related to the content in this textbook or instructional material? (Standards 4 and 7)	х				x			
C. Evaluating Students' Progress Are there techniques for evaluating students' progress that complement and extend the integrated nature of the learning process; e.g., portfolio collections of samples of students' writing, self-assessments, and peer assessments? (Framework, p. 45)		Y				v		



105

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Teacher's Edition

Implementation Strategies

Extent included

Grade 11

Grade 9

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I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION

DEFINITION OF TERMS Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

a. Do the literary works engage students in reflecting on ethical, aesthetic, or cultural values and on social or political issues? (Standards 1

b. Are multiple points of view illustrated or expressed regarding these

c. Are these genres represented; e.g., novel, drama, short story, poetry,

• Points of view of women and minorities? (Standard 4, subtopic 6)

essay, biography, and speeches? (Standards 4 and 7)

d. Are the following aspects of diversity represented:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

1. Content (Explanations addressed to the students)

Not present means that this aspect is not represented.

and 2; Framework, p. 42)†

values and issues? (Standard 2)

A. Comprehending Literature

1	Warriner's English Gramm							Grade eleven							i			
	Varri d Co									ner's ompe								
		Ex	tent i	nclu	aed		•			Ex	tent i	nclu	ded					
	Stud edi	lent's tion			Teac tion/					ent's tion			Teac tion/					
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	X				X				X			X						
	x				x				x				x					
x					x			x				x						
	X				X				X				x					

Grade eleven

Grade nine

[†]The references to "Standards" may be found in the Model Curriculum Standards: Grades Nine Through Twelve, and those to the Framework may be found in the English-Language Arts Framework for California Public Schools, both published by the California State Department of Education (see pages 165 and 166 for ordering information).



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^{*}See the Appendix for the publisher's description of these textbooks.

Publisher	Titles	COPYRIGHT
Harcourt Brace Jovanovich, Inc.	Grade nine Warriner's English Grammar and Composition: Third Course, Liberty Edition	1986
	Grade eleven Warriner's English Grammar and Composition: Fifth Course. Liberty Edition	1986

Grade nine

Warriner's English Grammer

and Composition: Third Course

Extent included

Student's

edition

Teacher s

edition/maiiual

Grade eleven

Warriner's English Grammar

and Composition: Fifth Course

Extent included

∟.udent's

edition

Teacher's

edition/manual

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS Extent Included

Given the number of literary works, lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.	Substantia	Moderately	Present	Not presen	Substantia	Moderatel	Present	Not presen	Substantia	Moderatel	Present	Not presen	Substantia	Moderatel	Present	Not preser
 A. Comprehending Literature—Continued Selections which deal with varied, specific socioeconomic groups in terms of setting, characterization, plot, theme, and point of view? (Standard 4, subtopic 2) 			x				x				x				x	
e. Are perspectives of other disciplines represented such as science, history-social science, mathematics, or visual and performing arts? (Standard 8)	x				X				x				x			
f. Are lessons included that: • Instruct students in how to use higher-level thinking skills? (Standard 6)	X				x				х				x			
• Encourage students to link information learned in a previous lesson with the next lesson? (Standards 5 and 6)	x				\mathbf{x}				x				x			



Comprehending Literature—Continued																
g. Are students instructed in how to make the words they encounter during reading a part of their vocabulary? (Framework, p. 43)	x				X				X					X		
2. Process (Activities that encourage students to interact with the content)																Γ
a. Are there literature-based activities that guide students to a new understanding of themselves and the world around them? (Standard 1, subtopics 1 and 2; Framework, p. 42)			x				x				X				X	
b. Are there activities which help students integrate the language arts by connecting:																
 Their prior experiences and prior knowledge to each literary work included in this textbook or material? (Standard 6) 			x				x				X				X	
• Ideas in each literary work included in this textbook or material to other works they have read? (Standard 5, subtopics 4 and 5) (Higher-Level Comprehension)				X				X				X			_	1
c. Are there activities that focus students on developing higher levels of comprehension? (Standard 6)	x				x					x				х		
Integrating Instruction in the Language Arts															_	
1. Content (Explanations addressed to the students)																
a. Does writing as a process include explanations of:																
• Prewriting?	X				x				x				X			
• Drafting?	X				\mathbf{x}				х				x			<u> </u>
• Revising?	X				X	_			X				x			_
• Editing?	X				X	_			X				х			:
• Postwriting? (Standard 11)		_		x	x		İ		x				x			_
• Evaluation? (Standard 10, subtopic 8; Framework, p. 43)				X	x							х	х			_
b. Are there literary models for writing? (Standard 12, subtopic 2)	X				x		Ì			x					x	_
c. Are grammar, mechanics, and usage taught in the core ext of writing? (Standard 14, subtopic 3)		X				x			x				x			



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	Grade eleven Warriner's English Grammar und Composition: Fifth Course, Liberty Edition	1986

Grade nine

Warriner's English Grammar

and Composition: Third Course

Extent included

X

Teacher's

Student's

Grade eleven

Warriner's English Grammar and Composition: Fifth Course

Extent included

Teacher's

114

Student's

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

1	1od	derately means that this aspect is represented by occasional examples.		edi	tion		edi	tion/	manı	ual		edit	ion		edit	ion/i	<u>manı</u>	ual
I		ent means that this aspect is represented by a single example. bresent means that this aspect is not represented.	Substantially	Moderately	Present	Not present	Substantially	Moderotely	Present	Not present	Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present
В.	Inte	egrating Instruction in the Language Arts—Continued																
		d. Are there writing lessons that provide instruction in real-world writing, such as journals, memoirs, expository writing, argumentation, investigative reports, papers using books and other sources about topics of interest to students, and stories and poems? (Standard 10, subtopics 1, 3, 5, and 6; Standard 12, subtopic 3)	x				X				x				X			
		e. Are there lessons on speaking and listening that provide instruction on preparing, delivering, and evaluating forms of oral language experiences for different purposes and audiences? (Standard 15)	x				X				X				X			
	2.	Process (Activities that encourage students to interact with the content)																
3		 Are there activities that help students to learn about the following aspects of the writing process: 																
		• Are students helped to generate ideas about which to write? (Standard																

113

11, subtopic 2)



X

ntegrating Instruction in the Language Arts—Continued						Τ				T	
 Are students provided guidance for "reseeing" and "rethinking" what they have written? (Standard 11, stage 3 "Revising") 	x		x		X			,			
 Are students helped to separate drafting and revision from editing and proofreading? (Standard 11, stages 3 and 4) 	x		x		x			,			
• Are students provided guidance to help them use resources or references selectively to meet their editing needs? (Standard 10, subtopic 9; Standard 11, stage 4 "Editing")	X		X		Х			,	(
• Are students guided through the writing of complete pieces of discourse as they respond to assignments? (Standard 10, subtopic 3)	x		x		X			>			
b. Are there activities which help students to integrate the language arts by connecting their experiences with some writing assignments? (Standard 1, subtopics 1 and 2)	X		X		x			>			
c. Are there activities that help students to tailor writing and speaking to meet the needs of different audiences, including teachers and peers? (Standard 11, subtopic 2; Standard 16, subtopic 7)	X		X		X			,			
d. Are there activities that help students to examine and use different voices and styles in writing and speaking? (Standard 13; Standard 16, subtopic 7)	x		x		x			y			
e. Are students asked to read and listen to the kinds of writing and speak- ing they are assigned? (Standard 1, subtopic 4, under both aesthetic and cultural values)	X		X		x			y			
f. Are ideas provided for students to publish or perform their work or respond to other students' works? (Standard 11, stage 5 "Postwriting"; Standard 16, subtopic 7)		x		x			x		x		
 g. Are there activities that help students assess the quality of: Their own writing using criteria established for each assignment? (Standard 10, subtopic 8) 	x		x		x			Х			
• Their own speeches? (Standard 17, subtopic 1)		Х		X		x			$\frac{1}{x}$		
h. Are there activities that help students to integrate the language arts in order to:											
• Explain the significance of a personal experience? (Standard 6)	_ X		X		X			X			

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	Grade eleven Warriner's English Grammar and Composition: Fifth Course, Liberty Edition	1986

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS Extent Included Given the number of literary works/lessons in the textbook/instructional material: Substantially means that this aspect is represented by many examples. Moderately means that this aspect is represented by occasional examples. Present means that this aspect is represented by a single example. Not present means that this aspect is not represented.

• Explain a concept? (Standard 11, stage 2 "Drafting/Writing," sub-

• Interpret a literary work and defend their interpretations? (Standard 9,

• Create stories and poems? (Standard 12, subtopic 2; Standard 13, sub-

			Stud edii			edi	Teac tion/	her's man	ual		Stud edit	ent's ion				her's man		l
-		Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present	
		X				x				X				x				
	_	x				x				x				x				
		X				x				X				x				
		X				x				x				x				
		X				X				X				X				

Grade eleven

Warriner's English Grammar

and Composition: Fifth Course

Extent included

Grade nine

Warriner's English Grammar

and Composition: Third Course

Extent included

Are lessons included on:

1. Content (Explanations addressed to the students)

B. Integrating Instruction in Language Arts-Continued

topic 1b)

subtopic 6)

topic 3)

C. Language Study

• Set forth an opinion and defend it? (Standard 18)

• Vocabulary study from context clues? (Standard 21)

 C. Language Study—Continued The history of the English language and its dialects? (Standard 14, subtopic 5) 		x				X		x			x		
• Etymology, the roots and histories of words? (Standard 22)		x				X		X		[:	x		٦
2. Process (Activities that encourage students to interact with the content) Are there activities which encourage students to participate in word study connected to their listening, speaking, reading, or writing? (Framework, p. 43)		x				x		x			x		
D. Learning to Learn Strategies												\prod	\neg
1. Content (Explanations addressed to the students)													
Are lessons included that:											İ	1	
 Instruct students on how to participate in small-group discussions; e.g., speaking to a purpose, listening actively, eliciting responses, and giving constructive suggestions? (Standard 17, subtopic 3) 			x				x	x			x		
 2. Process (Activities that encourage students to interact with the content) Are there activities that call for students to work in: Large groups? 	x				x			x			x		
• Small groups?				х		x		x		1:	x		\exists
• Pairs? (Standard 11, stage 3 "Revising"; Standard 17, subtopic 3)				х			х	x		1	x		\exists



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II. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: TEACHER'S EDITION

(Additional Process [Implementation] Strategies)

DEFINITION OF TERMS Extent Included

Substantially means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented in many strategies which are embedded throughout the teacher's edition/manual.

Moderately means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented by an occasional strategy.

Present means that this aspect is represented by a single strategy.

Tresent means that this aspect is represented by a strigic strategy.				
Not present means that this aspect is not represented.				
A. Providing Integrated Instruction in the Language Arts for Students with Special Needs				
1. Are there recommendations for meeting the needs of limited-English-proficient students? (Standard 10, subtopics 4 and 10; Framework, p. 45)		x		x
2. Are there recommendations for meeting the needs of students with different learning styles and abilities? (Standard 6, subtopics 1 through 4)	x		x	
B. Extending the Content				
Are there listings of supportive resources related to the content in this textbook or instructional material? (Standards 4 and 7)		x		x
C. Evaluating Students' Progress				
Are there techniques for evaluating students' progress that complement and extend the integrated nature of the learning process; e.g., portfolio collections of samples of students' writing, self-assessments, and peer assessments? (Framework, p. 45)			x	



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Teacher's Edition

Implementation Strategies

Extent included

Not present

Substantially

Grade 11

Grade 9

Moderately

Substantially

Grado nino

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION

DEFINITION OF TERMS Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

1. Content (Explanations addressed to the

a. Do the literary works engage students in reflecting on ethical, aesthetic, or cultural values and on social or political issues? (Standards 1 and 2; Framework, p. 42)†

A. Comprehending Literature

students)

Graae nine Focus on Literature: Viewpoin								l		G	rude	elev	en			Grade eleven								
For	cus e	n Li	itera	ture:	Vie	wpo	ints	F	ocus	on i	Liter	atur	e: Ai	meri	ca	1	hen	es ir	ı Wo	orld .	Liter	ratur	'e	
		Ex	tent i	nclu	ded					Ex	tent i	nclu	ded					Ex	tent i	nclu	ded			
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x				x				x				x				x				X				
x				x				x				x				X				x				

G do alouar

issues? (Standard 2)

b. Are multiple points of view illustrated or expressed regarding these values and

^{*}See the Appendix for the publisher's description of these textbooks.

[†]The references to "Standards" may be found in the Model Curriculum Standards: Grades Nine Through Twelve, and those to the Framework may be found in the English-Language Arts Framework for California Public Schools, both published by the California State Department of Education (see pages 165 and 166 for ordering information).

PUBLISHER	Titles	COPYRIGHT
Houghton Mifflin Company	Grade nine Focus on Literature: Viewpoints	1986 Imp.
	Grade eleven Focus on Literature: America	198∴ : :np.
	Grade eleven Themes in World Literature	1975

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS Extent Included

Given the number of literary works/lessons in the textbcok/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a ringle example.

Not present means that this aspect is not represented.

Α.	Comprehending	Literature—Continued
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- c. Are these genres represented; e.g., novel, drama, short story, poetry, essay, biography, and speeches? (Standards 4 and 7)
- d. Are the following aspects of diversity represented:
 - Points of view of women and minorities? (Standard 4, subtopic 6)
 - Selections which deal with varied, specific socioeconomic groups in terms of setting, characterization, plot, theme, and point of view? (Standard 4, subtopic 2)

				e nin	•		_					elev				Grade eleven Themes in World Literature									
Foo	cus o	n Li	tera	ture:	Vie	wpoi	ints	F	ocus	on l	Liter	atur	e: Ar	nerio	ca	7	hem	es ir	wa.	rld I	Liter	atur	e		
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	Stud edi:	ent's ion				her's man		Student's Teacher's edition edition/manual								Stud edit	ent's tion				her's man				
Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present	Substantially							Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present			
x				x				x				X			1	X				X					
X				x				x				x				х				x					
X				X				X				X				X				x					



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. Comprehending Literature—Continued											Ţ		Г
e. Are perspectives of other disciplines represented such as science, history-social science, mathematics, or visual and performing arts? (Standard 8)	x			x		X		x		x		x	
f. Are lessons included that:													Γ
• Instruct students in how to use higher- level thinking skills? (Standard 6)	x			x		x		x		X		$ \mathbf{x} $	
 Encourage students to link information learned in a previous lesson with the next lesson? (Standards 5 and 6) 		x			x	x		x		x		x	
g. Are students instructed in how to make the words they encounter during reading a part of their vocabulary? (Framework, p. 43)	x			x		x		x		x		x	
2. Process (Activities that encourage students to interact with the content)													
a. Are there literature-based activities that guide students to a new understanding of themselves and the world around them? (Standard 1, subtopics 1 and 2) (Framework, p. 42)	x		2	K		x		x		x		x	
b. Are there activities which help students integrate the language arts by connecting:													
• Their prior experiences and prior knowledge to each literary work included in this textbook or material? (Standard 5)		x	,	۷		x		x		x		x	
 Ideas in each literary work included in this textbook or material to other works they have read? (Standard 5, subtopics 4 and 5) (Higher-Level Comprehension) 	x		,			x		X		X		x	



Publisher	Titles	Copyright
Houghton Mifflin Company	Grade nine Focus on Literature: Viewpoints	1986 Imp.
	Grade eleven Focus on Literature: America	1986 Imp.
	Grade eleven Themes in World Literature	1975

Grada nina

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented

d.		
		l

A. Comprehending Literature—Continued

c. Are there activities that focus students on developing higher levels of comprehension? (Standard 6)

B. Integrating Instruction in the Language Arts

- 1. Content (Explanations addressed to the students)
 - a. Does writing as a process include explanations of:
 - Prewriting?

	Grade nine Focus on Literature: Viewpoin							Grade eleven Focus on Literature: America									Grade eleven									
Fo	cus o	n Li	tera	ture:	Vie	wpo	ints	F	ocus	on l	Liter	atur	e: A1	neri	ca	1	hen	es ir	ı Wo	orld i	Liter	atur	e			
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x				x				x				x				x				x						
x				x				x				x				x				x						



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Grada alauan

Integrating Instruction in the Language Arts—Continued																	:	-				
• Drafting?				X				X		X				X			x			х		
• Revising?			X				X			X				X				X				
• Editing?				X			X				X				Х				X			
• Postwriting? (Standard 11)				X				X				X				X			X			
• Evaluation? (Standard 10, subtopic 8) (Framework, p. 43)				х				X				X				x			X			
b. Are there literary models for writing? (Standard 12, subtopic 2)		х				x				х				x			X			x		
c. Are grammar, mechanics, and usage taught in the context of writing? (Standard 14, subtopic 3)			x				x					X				X		X			x	
d. Are there writing lessons that provide instruction in real-world writing, such as journals, memoirs, expository writing, argumentation, investigative reports, papers using books and other sources about topics of interest to students, and stories and poems? (Standard 10, subtopics 1, 3, 5, and 6; Standard 12, subtopic 3)	x				x				x				x				x			X		
e. Are there lessons on speaking and listen- ing that provide instruction on preparing, delivering, and evaluating forms of oral language experiences for different pur- poses and audiences? (Standard 15)				x				x				x				x			x			
 2. Process (Activities that encourage students to interact with the content) a. Are there activities that help students to learn about the following aspects of the writing process: Are students helped to generate ideas about which to write? (Standard 11, subtopic 2) 	x				x				x				x				X			x		



PUBLISHER	Titles	COPYRIGHT
Houghton Mifflin Company	Grade nine Focus on Literature: Viewpoints	
	Grade eleven Focus on Literatur e: America	1986 Imp.
	Grade eleven Themes in World Literature	1975

Grade nine

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

B.	Integrating Instruction in the Language	
	Arts—Continued	

- Are students provided guidance for "reseeing" and "rethinking" what they have written? (Standard 11, stage 3 "Revising")
- Are students helped to separate drafting and revision from editing and proofreading? (Standard 11, stages 3 and 4)

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	•		x				X		:		X				X				x				x

Grade eleven

Grade eleven





Integrating Instruction in the Language Arts—Continued																					
 Are students provided guidance to help them use resources or references selec- tively to meet their editing needs? (Standard 19, subtopic 9; Standard 11, stage 4 "Editing") 				X				X			x			x				x			,
 Are students guided through the writing of complete pieces of discourse as they respond to assignments? (Standard 10, subtopic 3) 				x				x		x			X			x			x		
b. Are there activities which help students to integrate the language arts by connecting their experiences with some writing assignments? (Standard 1, subtopics 1 and 2)	x	And the content of the content of			x				X			X				X			x		
c. Are there activities that help students to tailor writing and speaking to meet the needs of different audiences, including teachers and peers? (Standard 11, subtopic 2; Standard 16, subtopic 7)			x				x		X			x					x			x	
d. Are there activities that help students to examine and use different voices and styles in writing and speaking? (Standard 13; Standard 16, subtopic 7)		x				x			X			x				x			x		
e. Are students asked to read and listen to the kinds of writing and speaking they are assigned? (Standard 1, subtopic 4, under both aesthetic and cultural values)			x				X			x			x				X			x	
f. Are ideas provided for students to publish or perform their work or respond to other students' works? (Standard 11, stage 5 "Postwriting"; Standard 16, subtopic 7)				X				x			x				X			x			7 4



PUBLISHER	Titles	COPYRIGHT
Houghton Mifflin Company	Grade nine Focus on Literature: Viewpoints	1986 Imp.
	Grade eleven Focus on Literature: America	1986 Imp.
	Grade eleven Themes in World Literature	1975

Grade nine

Focus on Literature: Viewpoints | Focus on Literature: America

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented

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ese	nted.	
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B. Integrating Instruction in the Language Arts--Continued

- g. Are there activities that help students assess the quality of:
 - Their own virting using criteria established for each assignment? (Standard 10, subtopic 8)
 - Their own speeches? (Standard 17, subtonic 1)

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			X				х				X				x				x				х

Grade eleven

Grade eleven

Themes in World Literature



B. Integrating Instruction in the Language Arts—Continued		T -																			
 h. Are there activities that help students to integrate the language arts in order to: Explain the significance of a personal experience? (Standard 6) 	x				x				x			x	m3+554		ζ						
 Set forth an opinion and defend it? (Standard 18) 	x				x				x			x		,	ζ			x			
 Explain a concept? (Standard 11, stage 2 "Drafting/Writing," sub- topic 1b) 	x				x			† -	х			X		,	(x			
 Interpret a literary work and defend their interpretations? (Standard 9, sub- topic 6) 	x				х				х			X		,				x			
 Create stories and poems? (Standard 12, subtopic 2; Standard 13, subtopic 3) 		x				x			x			x		,				x			
C. Language Study1. Content (Explanations addressed to the students)																					
Are lessons included on: • Vocabulary study from context clues? (Standard 21)	x				х					X	-		x)				x			
• The history of the English language and its dialects? (Standard 14, subtopic 5)				х				х		х			x			ζ			x		-
 Etymology, the roots and histories of words? (Standard 22) 			x				x			x			x	,				x			
2. Process (Activities that encourage students to interact with the content)																					
Are there activities which encourage students to participate in word study connected to their listening, speaking, reading, or writing? (Framework, p. 43)	x				x					x			x	×				X			
139					61	1					 			 _1		1	1		1	40	



Publisher	Titles	COPYRIGHT
Houghton Mifflin Company	Grade nine Focus on Literature: Viewpoints	1986 Imp.
	Grade eleven Focus on Literature: America	1986 Imp.
	Grade eleven Themes in World Literature	1975

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TE₁: CHER'S EDITION—Continued

DEFINITION OF TERMS Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

D.	Learning	to	Learn	Strategies
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1. Content (Explanations addressed to the students)

Are lessons included that:

 Instruct students on how to participate in small-group discussions; e.g. speaking to a purpose, listening actively, eliciting responses, and giving constructive suggestions? (Standard 17, subtopic 3)

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			x				X				X				x				X				x



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D. Learning to Learn Strategies-Continued											-							
2. Process (Activities that encourage students to interact with the content)																		:
Are there activities that call for students to work in:																		
• Large groups?	X			X			X			x			x			x		
• Small groups?			X			X			X			х			х			X
 Pairs? (Standard 11, stage 3 "Revising"; Standard 17, subtopic 3) 			x			x			х			x			x			x



Publisher	Titles	COPYRIGHT
Houghton Mifflin Company	Grade nine Focus on Literature: Viewpoints Grade eleven	1986 Imp.
	Focus on Literature: America	1986 Imp.
	Grade eleven Themes in World Literature	1975

II. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: TEACHER'S EDITION

(Additional Process [Implementation] Strategies)

Extent Included
means that given the number of teaching strategies in the teacher's edition/
is represented in many strategies which are embedded throughout the teacher

DEFINITION OF TERMS

Substantially n manual, this aspect is r edition/manual.

Moderately means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented by an occasional strategy.	Substanti	Moderate	Present	Not prese	Substanti	Moderate	Present	Not prese	Substanti	Moderate	Present	Not prese
Present means that this aspect is represented by a single strategy.	17	_	-	_	-	-		-	1	7	\dashv	\dashv
Not present means that this aspect is not represented												
A. Providing Integrated Instruction in the Language Arts for Students with Special Needs						 						
 Are there recommendations for meeting the needs of limited-English-proficient students? (Standard 10, subtopics 4 and 10; Framework, p. 45) 				X				x				\mathbf{x}
2. Are there recommendations for meeting the needs of students with different learning styles and abilities? (Standard 6, subtopics 1 through 4)	x				х				x			
B. Extending the Content											\exists	
Are there listings of supportive resources related to the content in this textbook or instructional material? (Standards 4 and 7)	x				X				x			
C. Evaluating Students' Progress											\Box	\neg
Are there techniques for evaluating students' progress that complement and extend the integrated nature of the learning process; e.g., portfolio collections of samples of students' writing, self-assessments, and peer assessments? (Framework, p. 45)				x				x				x



Teacher's Edition
Implementation Strategies

Extent included

Grade 11

Grade 11

Grade 9

DEFINITION OF TERMS

Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

a. Do the literary works engage students in reflecting on ethical, aesthetic, or cultural values and on social or political issues? (Standards 1

b. Are multiple points of view illustrated or expressed regarding these

c. Are these genres represented; e.g., novel, drama, short story, poetry,

• Points of view of women and minorities? (Standard 4, subtopic 6)

essay, biography, and speeches? (Standards 4 and 7)

d. Are the following aspects of diversity represented:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

1. Content (Explanations addressed to the students)

Not present means that this aspect is not represented.

and 2; Framework, p. 42)†

values and issues? (Standard 2)

Grammar and Composition, Grammar and Composition, Fifth Co																						
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	X				X				X				X									
	x				x				x				x									
	x				x				x				х									
x				X				x				x										

Grade eleven

Grade nine

A. Comprehending Literature

^{*}See the Appendix for the publisher's description of these textbooks.

[†]The references to "Standards" may be found in the Model Curriculum Standards. Grades Nine Through Twelve, and 'bose to the Framework may be found in the English-Language Arts Framework for California Public Schools, both published by the California State Department of Education (see pages 165 and 166 for ordering information).

Publisher	Titles	Copyright
Houghton Mifflin Company	Grade nine Grammar and Composition, Third Course	1986
	Grade eleven Grammar and Composition, Fifth Course	1986

DEFINITION OF TERMS Extent Included

• Selections which deal with varied, specific socioeconomic groups in terms of setting, characterization, plot, theme, and point of view?

• Instruct students in how to use higher-level thinking skills? (Standard 6)

• Encourage students to link information learned in a previous lesson

e. Are perspectives of other disciplines represented such as science, history-social science, mathematics, or visual and performing arts?

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

with the next lesson? (Standards 5 and 6)

Not present means that this aspect is not represented.

A. Comprehending Literature-Continued

f. Are lessons included that:

(Standard 8)

(Standard 4, subtopic 2)

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	x				x				x				x			
х				X				X				X				
х				x				x				X				
X				х				X				x			1	

Grade eleven

Grammar and Composition,

Fifth Course

Grade nine

Grammar and Composition,

Third Course



Comprehending Literature—Continued											
g. Are students instructed in how to make the words they encounter during reading a part of their vocabulary? (Framework, p. 43)		x			x		x			$ \mathbf{x} $	
2. Process (Activities that encourage students to interact with the content)											
a. Are there literature-based activities that guide students to a new understanding of themselves and the world around them? (Standard 1, subtopics 1 and 2; Framework, p. 42)		x			x		$ _{\mathbf{x}}$			x	
b. Are there activities which help students integrate the language arts by connecting:											
 Their prior experiences and prior knowledge to each literary work included in this textbook or material? (Standard 6) 		х			x		x			x	
• Ideas in each literary work included in this textbook or material to other works they have read? (Standard J, subtopics 4 and 5) (Higher-Level Comprehension)		x			x		x			X	
Are there activities that focus students on developing higher levels of comprehension? (Standard 6)	x				x	X	:		x		
Integrating instruction in the Language Arts							1	ï			
1. Content (Explanations admessed to the students)	l					l					
a. Does writing as a process include explanations of:	l			1				1 1	ł		
• Prewriting?	x			x		x			X		
	X			х		X			x		
• Revising?	X			Х		X			x		
• Editing?	X			_ x		Х			x		
Postwriting? (Stanúard 11)		x			$ \mathbf{x} $			X		x	
• Evaluation? (Standard 10, subtopic 8; Framework, p. 43)	X			X		x			x		
b. Are there literary models for writing? (Standard 12, subtopic 2)		x			x	X		i [X		
c. Are grammar, mechanics, and usage taught in the context of writing? (Standard 14, subtopic 3)		x			x		x			x	



Publisher	TITLES	Сорукібнт
Houghton Mifflin Company	Grade nine Grammar and Composition, Third Course	1986
	Grade eleven Grammar and Composition, Fifth Course	1986

Grade nine

Grammar and Composition, Third Course

Extent included

Grade eleven

Grammar and Composition, Fifth Course

Extent included

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.			lent's tion			Teac ition/				Stud <u>edi</u>	lent's ti.			Teaci ion/i		
Present means that this aspect is represented by a single example. Not present means that this aspect is not represented.	Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present	Substantially	Moderately	resent	Not present	Substantially	Moderately	Present	Not present
B. Integrating Instruction in the Language Arts—Continued d. Are there writing lessons that provide instruction in real-world writing,																
such as journals, memoirs, expository writing, argumentation, investigative reports, papers using books and other sources about topics of interest to students, and stories and poems? (Standard 10, subtopics 1, 3, 5, and 6; Standard 12, subtopic 3)	x			77.0.7	x				x				x			
e. Are there lessons on speaking and listening that provide instruction on preparing, delivering, and evaluating forms of oral language experiences for different purposes and audiences? (Standard 15)	x				x				x				x			
2. Process (Activities that encourage students to interact with the content) a. Are there activities that help students to learn about the following aspects of the writing process: • Are students helped to generate ideas about which to write? (Standard 11, subtopic 2)	x				x				X				x			



x			X		x			x		
x			X		x			x		
X			X		X			x		
X			X		X			x		
	X			x	x			x		
x			X		X		,	X		
	x			x		X			x	
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Houghton Mifflin Company	Grade nine Grammar and Composition, Third Course	1986
	Grade eleven Grammar and Composition, Fifth Course	1986

Grade nine

Grammar and Composition,

Third Course

Extent included

Student's

edition

Teacher's

edition/manual

Grade eleven

Grammar and Composition,

Fifth Course

Extent included

Student's

edition

Teacher's

edition/manual

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION-Continued

DEFINITION OF TERMS Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.	Substan!	Moderate	Present	Not prese	Substanti	Moderate	Present	Not prese	Substanti	Moderate	Present	Not prese	Substanti	Moderate	Present	Not prese
B. Integrating Instruction in Language Arts—Continued • Set forth an opinion and defend it? (Standard 18)	X				X				X				X			
 Explain a concept? (Standard 11, stage 2 "Drafting/Writing," subtopic 1b) 	X				x				X				x			
• Interpret a literary work and defend their interpretations? (Standard 9, subtopic 6)			X				x		x				x			
 Create stories and poems? (Standard 12, subtopic 2; Standard 13, subtopic 3) 		x				x				x				X,		
C. Language Study 1. Content (Explanations addressed to the students) Are lessons included on: • Vocab: 'ary study from context clues? (Standard 21)	x				x				X				X			158



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C. Language Study—Continued															
• The history of the English language and its dialects? (Standard 14, subtopic 5)				x				x	x				x		
• Etymology, the roots and histories of words? (Standard 22)			x				x		x				x		
2. Process (Activities that encourage students to interact with the content)															
Are there activities which encourage students to participate in word study connected to their listening, speaking, reading, or writing? (Framework, p. 43)		x				X			x				x		
D. Learning to Learn Strategies													1		
1. Content (Explanations addressed to the students)															
Are lessons included that:]							
 Instruct students on how to participate in small-group discussions; e.g., speaking to a purpose, listening actively, eliciting responses, and giving constructive suggestions? (Standard 17, subtopic 3) 	x				x							x		x	
 2. Process (Activities that encourage students to interact with the content) Are there activities that call for students to work in: Large groups? 		X		_		X				X				x	
		-		**							\dashv		\dashv		+
• Small groups?		_		X		X					-	X	_	X	\bot
Pairs? (Standard 11, stage 3 "Revising"; Sta. 117, subtopic 3)			X			X				x				\mathbf{x}	



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	Grade eleven Grammar and Composition, Fifth Course	1986

II. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: TEACHER'S EDITION (Additional Process [Implementation] Strategies)

Substantially means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented in many strategies which are embedded throughout the teacher's edition/manual. Moderately means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented by an occasional strategy. Present means that this aspect is represented by a single strategy. Not present means that this aspect is not represented.

A. Providing Integrated Instruction in the Language Arts for Students with Special Needs

(Standard 10, subtopics 4 and 10; Framework, p. 45)

and abilities? (Standard 6, subtopics 1 through 4)

assessments, and peer assessments? (Framework, p. 45)

B. Extending the Content

material? (Standards 4 and 7)

C. Evaluating Students' Progress

1. Are there recommendations for meeting the needs of limited-English-proficient students?

2. Are there recommendations for meeting the needs of students with different learning styles

Are there listings of supportive resource related to the content in this textbook or instructional

Are there techniques for evaluating students' progress that complement and extend the integrated

nature of the learning process; e.g., portfolio collections of samples of students' writing, self-

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Teacher's Edition

Implementation Strategies

Extent included

Grade 11

Grade 9



161

Littell & Company

Grade nine
Ruthling English Skills, Orange Level*
Grade sleven
Building English Skills, Yellow Level

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I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION

DEFINITION OF TERMS

Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

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A. Comprehending Literature

- 1. Content (Explanations addressed to the students)
 - a. Do the literary works engage students in reflecting on ethical, aesthetic, or cultural values and on social or political issues? (Standards 1 and 2; Framework, p. 42)†
 - b. Are multiple points of view illustrated or expressed regarding these values and issues? (Standard 2)
 - c. Are these genres represented; e.g., novel, drama, short story, poetry, essay, biography, and speeches? (Standards 4 and 7)
 - d. Are the following aspects of diversity represented:
 - Points of view of women and minorities? (Standard 4, subtopic 6)

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^{*}See the Appendix for the publisher's description of these textbooks.

The references to "Standards" may be found in the Model Curriculum Standards. Grades Nine Through Twelve, and those to the Framework may be found in the English-Language Arts Framework for California Public Schools, both published by the California State Department of Education (see pages 165 and 166 for ordering information).

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Moderately means that this aspect is represented by occasional examples.

Present means that this aspact is represented by a single example.

Not present means that this aspect is r represented.

A. Comprehending Literature--Continued

f. Are lessons included that:

(Standard 8)

(Standard 4, subtopic 2)

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Grade eleven

Building English Skills,

Grade nine

Building English Skills.

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• Encourage students to link information learned in a previous lesson with the next lesson? (Standards 5 and 6)

• Instruct students in how to use higher-level thinking skills? (Standard 6)

• Selections which deal with varied, specific socioeconomic groups in terms of setting, characterization, plot, theme, and point of view?

e. Are perspectives of other disciplines represented such as science, history-social science, mathematics, or visual and performing arts?



Comprehending Literature—Continued													
g. Are students instructed in how to make the words they encounter during reading a part of their vocabulary? (Framework, p. 43)		x			X				X			x	
 Process (Activities that encourage students to interact with the content) a. Are there literature-based activities that guide students to a new understanding of themselves and the world around them? (Standard 1, subtopics 1 and 2, Framework, p. 42) 		X			x				x			x	
 b. Are there activities which help students integrate the language arts by connecting: Their prior experiences and prior knowledge to each literary work included in this textbook or material? (Standard 6) 				x			x			X			,
• Ideas in each literary work included in this textbook or material to other works they have read? (Standard 5, subtopics 4 and 5) (Higher-Level Comprehension)				x	 		X			X	-		2
c. Are there activities that focus students on developing higher levels of comprehension? (Standard 6)	x			x					x		x		
Integra: g Instruction in the Language Arts 1. Content (Explanations addressed to the students) a. Does writing as a process include explanations of: • Prewriting?	X			x				x			x		
• Drafting?	X		+	X				X			$ _{\mathbf{X}}$		_
• Revising?	X			X	 			X			X		_
• Editing?	X			-	-	1		\mathbf{x}			X		1
• Postwriting? (Standard 11)		X		X				X			X		+
• Evaluation? (Standard 10, subtopic 8; Framework, p. 43)		X		X					x			x	\top
b. Are there literary models for writing? (Standard 12, subtopic 2)		X			X				x			X	
c. Are grammar, mechanics, and usage taught in the contest of writing? (Standard 14, subtople 3)	x			X					x			X	



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	Grade eleven Building English Skills, Yellow Level	1985

DEFINITION OF TERMS Extent Included

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Substantially means that this aspect is represented by many examples.

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Present means that this aspect is represented by a single example.

Not preser means that this aspect is not represented.

and 6; Standard 12, subtopic 3)

3. Integrating Instruction in the Language Arts—Continued			
d. Are there writing lessons that provide instruction in real-world writing, such as journals, memoirs, expository writing, argumentation, investigative reports, papers using books and other sources about topics of interest to students, and stories and noems? (Standard 10, subtopics 1, 3, 5,			

- e. Are there lessons on speaking and listening that provide instruction on preparing, delivering, and evaluating forms of oral language experiences for different purposes and audiences? (Standard 15)
- 2. Process (Activities that encourage students to interact with the content)
 - a. Are there activities that help students to learn about the following aspects of the writing process:
 - Are students helped to generate ideas about which to write? (Standard 11, subtopic 2)

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	x				x				x					x		

Grade eleven

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Grade nine



tegrating Instruction in the Language Arts—Continued										
 Are students provided guidance for "reseeing" and "rethinking" what they have written? (Standard 11, stage 3 "Revising") 	X		x			x		_ x		
• Are students helped to separate drafting and revision from editing and proofreading? (Standard 11, stages 3 and 4)	X		x			ĸ		X		
 Are students provided guidance to help them use resources or references selectively to meet their editing needs? (Standard 10, subtopic 9; Standard 11, stage 4 "Editing") 	x		x		2	ζ		x		
 Are students guided through the writing of complete pieces of discourse as they respond to assignments? (Standard 10, subtopic 3) 	x		x		,	ζ		x		
b. Are there activities which help students to integrate the language arts by connecting their experiences with some writing assignments? (Standard 1, subtopics 1 and 2)	X		X		7	ا د ا		x		
c. Are there activities that help students to tailor writing and speaking to meet the needs of different audiences, including teachers and peers? (Standard 11, subtopic 2; Standard 16, subtopic 7)	X		x		2	ζ		x		
d. Are there activities that help students to examin and use different voices and styles in writing and speaking? (Standard 13; Standard 16, subtopic 7)	X		x		>	(x		
e. Are students asked to read and listen to the kinds of writing and speaking they are assigned? (Standard 1, subtopic 4, under both aesthetic and cultural values)	x		x		>			X		
f. Are ideas provided for students to publish or perform their work or respond to other students' works? (Standard 11, stage 5 "Postwriting"; Standard 16, subtopic 7)		х	x				X		X	
g. Are there activities that help students assess the quality of: • Their own writing using criteria established for each assignment? (Standard 10, subtopic 8)		x		x	У			X		_
• Their own speeches? (Standard 17, subtopic 1)		Х		X		X		<u> </u>	X	
h. Are there activities that help students to integrate the language arts in order to:										
• Explain the significance of a personal experience? (Standard 6)	X		x			x			X	



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	Grede eleven Building English Skills, Yellow Level	1985

DEFINITION OF TERMS

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Not present means that this aspect is not represented.

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Grade eleven

Building English Skills,

Yellow Level

Grade nine

Building English Skills,

Orange Level

В.	Integrating	Instruction	in]	Language	Arts—(Continued
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- Set forth an opinion and defend it? (Standard 18)
- Explain a concept? (Standard 11, stage 2 "Drafting/Writing," subtopic 1b)
- Interpret a literary work and defend their interpretations? (Standard 9, subtopic 6)
- Create stories and poems? (Standard 12, subtopic 2; Standard 13, subtopic 3)

C. Language Study

1. Content (Explanations addressed to the students)

Are lessons included on:

• Vocabulary study from context clues? (Standard 21)



C. Language Study—Continued										
• The history of the English language and its dialects? (Standard 14, subtopic 5)	X			X		X		x		
• Etymology, the roots and histories of words? (Standard 22)	X			x		X		x		
2 Process (Activities that encourage students to interact with the content)										
Are there activities which encourage students to participate in word study connected to their listening, speaking, reading, or writing? (Framework, p. 43)	x			x		x		x		
D. Learning to Learn Strategies						1				
1. Content (Explanations addressed to the students)										
Are lessons included that:										
• Instruct students on how to participate in small-group discussions; e.g., speaking to a purpose, listening actively, eliciting responses, and giving constructive suggestions? (Standard 17, subtopic 3)			X	x			x		x	
2. Process (Activities that encourage students to interact with the content) Are there activities that call for students to work in:										
• Large groups?	X			x		X		X		
• Small groups?		X		X			Х	X		
• Pairs? (Standard 11, stage 3 "Revising"; Standard 17, subtopic 3)		x		X			x	X		



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	Grade eleven Building English Skills, Yellow Level	1985

II. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: TEACHER'S EDITION (Additional Process [Implementation] Strategies)

DEFINITION OF TERMS Extent Included			In	nplen	eacher e <mark>ntat</mark> Extent i	ion St	rategi	es	
Substantially means that given the number of teaching strategies in the teacher's edition/manual, this			Gra	de 9			Grad	le 11	
aspect is represented in many strategies which are embedded throughout the teacher's edition/manual Moderately means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented by an occasional strategy.		Substantially	Moderately	ent	Not present	Substantially	Moderately	еп	Not present
Present means that this aspect is represented by a single strategy.		Sub	Mad	Present	Not	Sub	Mod	Present	Not
Not present means that t' is aspect is not represented.									
 A. Providing Integrated Instruction in the Language Arts for Students with Special Needs 1. Are there recommendations for meeting the needs of limited-English-proficient students? (Standard 10, subtopics 4 and 10; Framework, p. 45) 		Х				Х			
2. Are there recommendations for meeting the needs of students with different learning styles and abilities? (Standard 6, subtopics 1 through 4)		х				X			
B. Extending the Content									
Are there listings of supportive resources related to the content in this textbook or instructions material? (Standards 4 and 7)	al	x				X			
C. Evaluating Students' Progress									
Are there techniques for evaluating students' progress that complement and extend the integra nature of the learning process; e.g., portfolio coll. ons of samples of students' writing, self-assessments, and peer assessments? (Framework, p. 45)	ted		x				x		



DEFINITION OF TERMS

Extent Included

Given the number of literary w' /lessons in the textbook/instructional material:

a. Do the literary works engage students in reflecting on ethical, aes-

b. Are multiple points of view illustrated or expressed regarding these

c. Are these genres represented; e.g., novel, drama, short story, poetry,

• Points of view of women and minorities? (Standard 4, subtopic 6)

essay, biography, and speeches? (Standards 4 and 7)

d. Are the following aspects of diversity represented:

thetic, or cultural values and on social or political issues? (Standards 1

Substantially means that this aspect is represented / ma examples.

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Present means that this aspect is represented by a single example.

1. Content (Explanations addiessed to the students)

Not present means that this aspect is not represented.

and 2; Framework, p. 42)†

values and issues? (Standard 2)

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Graie nine

McDougal, Littell Literature-

A. Comprehending Literature

Grade eleven

McDougal, Littell Literature-

^{*}See the Appendix for the publisher's description of these tex-books.

The references to "Standard" may be found in the Model Curriculum Standard: Grades Nine Through Twelve, and those to the Framework may be found in the English-Language Arts Framework for California Public Schools, both published by the California State Department of Education (see pages 165 and 166 for ordering information).

Publisher	Titles	COPYRIGHT
McDougal, Littell & Company	Grade nine McDougal, Littell Literature, Orange Level	1987
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DEFINITION OF TERMS Extent Included Given the number of literary works/lessons in the textbook/instructional material: Substantially means that this aspect is represented by many examples. Moderately means that this aspect is represented by occasional examples. Present means that this aspect is represented by a single example. Not present means that this aspect is not represented.

• Selections which deal with varied, specific socioeconomic groups in terms of setting, characterization, plot, theme, and point of view?

• Instruct students in how to use higher-level thinking skills? (Standard 6)

• Encourage students to link information learned in a previous less on

e. Are perspectives of other disciplines represented such as science history-social science, mathematics, or visual and performing arts?

with the next lesson? (Standards 5 and 6)

A. Comprehending Literature-Continued

f. Are lessons included that:

(Standard 8)

(Standard 4, subtopic 2)

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Grade ele. 2n

McDougal, Littell Literature-

Yellow Level

Extant included

Grade nine

McDougal, Littell Literature-

Orange Level

Extant included



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Comprehending LiteratureContinued														
g. Are students instructed in how to make the words they encounter durit g reading a part of their vocabulary? (Framework, p. 43)		X			x			x				x		
2. Process (Activities that encourage students to interact with the content)														
a. Are there literature-based activities that guide students to a new understanding of themselves and the world around them? (Standard 1, subtopics 1 and 2; Framework, p. 42)	X			x				X				x		
b. Are there activities which help students integrate the language arts connecting:														
 Their prior experiences and prior knowledge to each literary work included in this textbook or material? (Standard 6) 	x			x				x				x		
 Ideas in each literary work included in this textbook or material to other works they have read? (Standard 5, subtopics 4 and 5) (Higher- Level Comprehension) 		X			x				x				x	
c. Are there activities that focus students on developing higher levels of coprehension? (Standard 6)	x			x			 	x				X		
Integrating Instruction in the Language Arts														
1. Content (Explanations addressed to the students)					}									
a. Does writing as a process include explanations of:														
• Prewriting?	X			x				x				X		
• Drafting?	X			x				X				X		
• Revising?	X			x				X						Х
• Editing?	X			x				х						x
• Postwriting? (Standard 11)	X			x						x			x	
• Evaluation? (Standard 10, subtopic 8; Framework, p. 43)			X			X					x			х
b. Are there literary models for writing? (Standard 12, subtopic 2)	X		İ	x				х				x		
c. Are reammar, mechanics, and usage taught in the context of writing? (Standard 14, subtopic 3)		x					x			x			Х	



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Not present means that this aspect is not represented.

B. Integrating Instruction in the Language Arts-Continued

- d. Are there writing lessons that provide instruction in real-world writing, such as journals, memoirs, expository writing, argumentation, investigative reports, papers using books and other sources about topics of interest to students, and stories and poems? (Standard 10, subtopic 1, 3, 5, and 6; Standard 12, subtopic 3)
- e. Are there lessons on speaking and listening that provide instruction on preparing, delivering, and evaluating forms of oral language experiences for different purposes and audiences? (Standard 15)
- 2. Process (Activines that encourage students to interact with the content)
 - a. Are there activities that help students to learn about the following aspects of the writing process:
 - Are students helped to generate ideas about which to write? (Standard 11, subtopic 2)

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x				X				x				х				

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Grade nine





tegrating Instruction in the Language Arts—Continued						Ì									
 Are students provided guidance for "reseeing" and "rethinking" what they have written? (Standard 11, stage 3 "Revising") 		X				X			x				X		
 Are students helped to separate drafting and revision from editing and proof. Lading? (Standard 11, stages 3 and 4) 		x				X			x				7.		
• Are students provided guidance to help them use resources or references selectively to meet their editing needs? (Standard 10, subtopic 9; Sandard 11, stage 4 "Editing")		x				x				x			x		
• Are students guided through the writing of complete pieces of discourse as they respond to assignments? (Standard 10, subtopic 3)	x				x				X						
b. Are there activities which help students to integrate the lang lage arts by connecting their experiences with some '/riting assignments' (Standard 1, subtopics 1 and 2)	x				X			x				x			
c. Are there activities that help students to tailor writing and speaking to meet the needs of different audiences, including teachers and peers? (Standard 11, subtopic 2; Standard 16, subtopic 7)			x				x		X				x		
d. Are there activities the help students to examine and use different voices and styles in writing and speaking? (Standard 13; Standard 16, subtopic 7)		X				x		 X				x			
e. Are students asked to read and listen to the kinds of writing and speaking they are assigned? (Standard 1, subtopic 4, under both aesthetic and cultural values)		X			x			X				X			
f. Are ideas provided for students to publish or perform their work or respond to other students' works? (Standard 11, stage 5 "Postwriting"; Standard 16, subtopic 7)			x			x					x		x		
 g. Are there activities that help students assess the quality of: Their own writing using criteria established for each assignment (Standard 10, subtopic 8) 				х		•	x				x				
• Their own speeches? (Standard 17, subtopic 1)				x			X				х			\dashv	
Are there activities that helr students to integrate the language arts in order to:														+	-
Explain the significance of a personal experience? (Standard 6)		X			x			\mathbf{x}				\mathbf{x}			



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McDougal, Littell & Company	Grade nine McDougal, Littell Literature, Orange Level	1987
	Grade eleven McDougal, Littell Literature, Yellow L evel	1987

DEFINITION OF TERMS Extent Included

Given the number of literary works / lessons in the textbook / instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

C. Language Study

B. Integrating Instruction in Language Arts-Continued

the number of literary works/lessons in the textbook/instructional material: antially means that this aspect is represented by many examples. articly means that this aspect is represented by occasional examples. antimeter means that this aspect is represented by a single example. aresent means that this aspect is not represented.		Stud edi (1911)	lent's	tent i	e Lei n <u>clud</u>	v el ded Teaci	ker's manu	Not present	ا ه		Ext ent's	ellon ent i	L ev	el	her's		
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grating Instruction in Language Arts—Continued									ŀ								
• Set forth an opinion and defend it? (Standard 18)		X			X				X				X				i L
• Explain a concept? (Standard 11, stage 2 "Drafting/Writing," subtopic 1b)		x			X				x				х				i
• Interpret a literary work and defend their interpretations? (Standard 9, subtopic 6)		x				x			x				х				
• Create stories and poems? (Standard 12, subtopic 2; Standard 13, subtopic 3)		x	ĺ		x				y.				x				
guage Study						Ì			Ì								
Content (Explanations addressed to the students)																	190
Are lessons included on:																I	
Vor bulary tudy from context clues? (Standard 21)	X		1			X	-		X	į	ĺ		X		- 1	[

Grade eleven

McDougal, Littell Literature-

Grade nine

McDougal, Littell Literature—



. Language Study—Continued														
• The history of the English language and its dialects? (Standard 14, subtopic 5)		X						x	X			x		
• Etymology, the roots and histories of words? (Standard 22)		x				X			х			X		
2. Process (Activities that encourage students to interact with the content)														
Are there activities which encourage students to participate in word study connected to their listening, speaking, reading, or writing? (Framework, p. 43)		x				x			x			x		
Learning to Learn Strategies												\exists		
1. Content (Explanations addressed to the students)					-							ı		
Are lessons included that:														
 Instruct students on how to participate in small-group discussions; e.g., speaking to a purpose, listening actively, eliciting responses, and giving constructive suggestions? (Standard 17, subtopic 3) 				X	x						x)
2. Process (Activities that encourage students to interact with the content)														
Are there activities that call for students to work in:												- 1		
• Large groups?	X				X				X			X		
• Small groups?			X		x					7	x		x	
• Pairs? (Standard 11, stage 3 "Revising"; Standard 17, subtopic 3)			X		X						x		x	



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McDougal, Littell & Company	Grade nine McDougal, Littell Literature, Orange Level	1987
	Grade eleven McDougal, Littell Literatur€, Yellow Level	1987

II. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: TEACHER'S EDITION (Additional Process [Implementation] Strategies)

DEFINITION OF TERMS
Extent Included
Substantially means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented in many strategies which are embedded throughout the teacher's edition/manual.
Moderately means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented by an occasional strategy.
Present means that this aspect is represented by a single strategy.
Not present means that this aspect is not represented.

Present means that this aspect is represented by a single strategy.	3	Z	4	*	32	M	4	~
Not present means that this aspect is not represented.								
 A. Providing Integrated Instruction in the Language Arts for Students with Special Needs 1. Are there recommendations for meeting the needs of limited-English-proficient students? (Standard 10, subtopics 4 and 10; Framework, p. 45) 	•			x				x
2. Are there recommendations for meeting the needs of students with different learning styles and abilities? (Standard 6, subtopics 1 through 4)		Х				х		
B. Extending the Content Are there listings of supportive resources related to the content in this textbook or instructional material? (Standards 4 and 7)		x			x			
C. Evaluating Students' Progress Are there techniques for evaluating students' progress that complement and extend the integrated nature of the learning process; e.g., portfolio collections of samples of students' writing, self-as: 'ssments, and peer assessments? (Framework, p. 45)			x					x



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Teacher's Edition Implementation Strategies Extent included

Grade 11

Grade 9

Grade nine

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION

DEFINITION OF TERMS Extent Include/

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

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x				x				x				X				X				X			
x				X				x				x				X				x			

Grade eleven

A. Comprehending Literature

- 1. Content (Explanations addressed to the students)
 - a. Do the literary works engage students in reflecting on ethical, aesthetic, or cultural values and on social or political issues? (Standards 1 and 2; Framework, p. 42)†
 - b. Are multiple points of view illustrated or expressed regarding these values and issues? (Standard 2)

Grade eleven

^{*}See the Appendix for the publisher's description of these textbooks.

[†]The references to "Standards" may be found in the Model Curriculum Standards Grades Nine Through Twelve, and those to the Framework may be found in the English-Language Arts Framework for California Public Schools, both published by the California State Department of Education (see pages 165 and 166 for ordering information).

PUBLISHER	Titles	COPYRIGHT
McGraw-Hill School Division	Grade nine Insights	1985
	Grade eleven American Literature: A Chronologicui Approach	1985
	Grade eleven American Literature: A Thematic Approach	1985

DEFINITION OF TERMS Extent Included iven the number of literary works/les

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

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Not present means that this aspect is not represented.

c. Are these genres represented; e.g., novel, drama, short story, poetry, essay, biography, and speeches? (Standards 4 and 7)

d. Are the following aspects of diversity

• Points of view of women and minorities? (Standard 4, subtopic 6)

A. Comprehending Literature—Continued

represented:

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• Selections which deal with varied, specific socioeconomic groups in terms of setting, characterization, plot, theme, and point of view? (Standard 4, subtopic 2)

X

X

X

X

X



. Comprehending Literature—Continued					TT	\top		T	
e. Are perspectives of other disciplines represented such as science, history-social science, mathematics, or visual and performing arts? (Standard 8)	x	x	x	x		x	X	ζ	
f. Are lessons included that:									
 Instruct students in how to use higher- level thinking skills? (Standard 6) 	$ \mathbf{x} $	x	$ \mathbf{x} $	x		$ \mathbf{x} $	X	۲	
 Encourage students to link information learned in a previous less on with the next lesson? (Standards 5 and 6) 	x	x	X	X		x	X		
g. Are students instructed in how to make the words they encounter during reading a part of their vocabulary? (Framework, p. 43)	x	X	X	x		x	X		
2. Process (Activities that encourage students to interact with the content)									
a. Are there literature-based activities that guide students to a new understanding of themselves and the world around them? (Standard 1, subtopics 1 and 2) (Framework, p. 42)	x	x	x	x		x	x		
b. Are there activities which help students integrate the language arts by connecting:									
 Their prior experiences and prior knowledge to each literary work included in this textbook or material? (Standard 6) 	x	x	x	X		x	X		
• !deas in each literary work included in this textbook or material to other works they have read? (Standard 5, subtopics 4 and 5) (Higher-Level Comprehension)	X	x	x	x		X	X		



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	Grade eleven American Literature: A Thematic Approach	1985

DEFINITION OF TERMS Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

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Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

- c. Are there activities that focus students on developing nigher levels of comprehension? (Standard 6)
- B. Integrating Instruction in the Language Arts
 - 1. Content (Explanations addressed to the students)

- a. Does writing as a process include explanations of:
 - Prewriting?

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x				X				X				X				x				X			
X				x				X				X				x				X			





Integrating Instruction in the Language Arts—Continued																			
• Drafting?	X			X				X			X			X		X			
• Revising?		X		X				X			X				X			X	Γ
• Editing?			X	X				X			X				X			X	Γ
• Postwriting? (Standard 11)			X	X				X			X				X			X	Γ
• Evaluation? (Standard 10, subtopic 8) (Framework, p. 43)			x	x				x			x				х	X			
b. Are there literary models for writing? (Standard 12, subtopic 2)	x			x		X					x	X				x			
c. Are grammar, mechanics, and usage taught in the context of writing? (Standard 14, subtopic 3)	x				x			x			x				x				,
d. Are there writing lessons that provide instruction in real-world writing, such as journals, memoirs, expository writing, argumentation, investigative reports, papers using books and other sources about topics of interest to students, and stories and poems? (Standard 10, subtopics 1, 3, 5, and 6; Standard 12, subtopic 3)	x			X			x			x			x				x		
e. Are there lessons on speaking and listen- ing that previde instruction on preparing, delivering, and evaluating forms of oral language experiences for different pur- poses and audiences? (Standard 15)	x			У				x			x				x				7
 2. Process (Activities that encourage students to interact with the content) a. Are there activities that help students to learn about the following aspects of the writing process: Are students helped to generate ideas about which to write? (Standard 11, subtopic 2) 	x			x		x			x			x				x			



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Grado nine

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS

Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

B. Integrating Instruction in the Language Arts--Continued

- Are students provided guidance for "reseeing" and "rethinking" what they have written? (Standard 11, stage 3 "Revising")
- Are students helped to separate drafting and revision from editing and proofreading? (Standard 11, stages 3 and 4)

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Grade eleven

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Integrating Instruction in the Language Arts—Continued			1																
 Are students provided guidance to help them use resources or references selec- tively to meet their editing needs? (Standard 10, subtopic 9; Standard 11, stage 4 "Editing") 			X	x					X				X			X			7
 Are students guided through the writing of complete pieces of discourse as they respond to assignments? (Standard 10, subtopic 3) 	X				x			x				x				X			
b. Are there activities which help students to integrate the language arts by connecting their experiences with some writing assignments? (Standard 1, subtopics 1 and 2)	x			x		x				X				X			x		
c. Are there activities that help students to tailor writing and speaking to meet the needs of different audiences, including teachers and peers? (Standard 11, subtopic 2; Standard 16, subtopic 7)	x			x					X				x			X			
d. Are there activities that help students to examine and use different voices and styles in writing and speaking? (Standard 13; Standard 16, subtopic 7)	X			x		x				x				x			x		
e. Are students asked to read and listen to the kinds of writing and speaking they are assigned? (Standard 1, subtopic 4, under both aesthetic and cultural values)	x			X			X				x				x		x		
f. Are ideas provided for students to publish or perform their work or respond to other students' works? (Standard 11, stage 5 "Postwriting"; Standard 16, subtopic 7)			x	x					X			X				X		x	



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	Grade eleven American Literature: A Thematic Approach	1985

Grade nine

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

DEFINITION OF TERMS Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

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B. Integrating Instruction in the Language Arts—Continued

- g. Are there activities that help students assess the quality of:
 - Their own writing using criteria established for each assignment? (Standard 10, subtopic 8)

• Their own speeches? (Standard 17, subtonic 1)

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				x			x					x				X				X				x

Grade eleven



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Grade eleven

B. Integrating Instruction in the Language Arts—Continued																		
 h. Are there activities that help students to integrate the language arts in order to: 																		
 Explain the significance of a personal experience? (Standard 6) 	X		x			x		>	(x			x			
 Set forth an opinion and defend it? (Standard 18) 	x		x			x		,	(x			x			
 Explain a concept? (Standard 11, stage 2 "Drafting/Writing," sub- topic 1b) 	X		x				x		X			X			x			
• Interpret a literary work and defend their interpretations? (Standard 9, subtopic 6)	X		x			X		>				X			X			
 Create stories and poems? (Standard 12, subtopic 2; Standard 13, subtopic 3) 	X		x			x		X						x			x	
C. Language Study 1. Content (Explanations addressed to the students) Are lessons included on:																		
 Vocabulary study from context clues? (Standard 21) 	x		$ \mathbf{x} $			x		$ _{\mathbf{x}}$					x			x		
 The history of the English language and its dialects? (Standard 14, sub- topic 5) 	x		x				x		X				x			x		
 Etymology, the roots and histories of words? (Standard 22) 	X		x				X		X			х			x			
2. Process (Activities that encourage students to interact with the content) Are there activities which encourage students to participate in word study connected to their listening, speaking, reading, or writing? (Framework, p. 43)	X		x			X		x				x			x			
211			97	•	-	! .	•		1	- 1 -	<u> </u>				 21	2		



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McGraw-Hill School Division	Grade nine Insights	1985
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	Grade eleven American Literature: A Thematic Approach	1985

DEFINITION OF TERMS Extent Included

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Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

D.	Learni	ng to	Learn	Strategies
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1. Content (Explanations addressed to the students)

Are lessons included that:

• Instruct students on how to participate in small-group discussions; e.g. speaking to a purpose, listening actively, eliciting responses, and giving constructive suggestions? (Standard 17, subtopic 3)

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Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present
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D. Learning to Learn Strategies—Continued				1														ŀ	
2. Process (Activities that encourage students to interact with the content)																	1		
Are there activities that call for students to work in:											Ì								
• Large groups?	X			 \mathbf{X}		X			X				X			X	j		
• Small groups?		x		X				X				x	Ì		x			x	
 Pairs? (Standard 11, stage 3 "Revising"; Standard 17, subtopic 3) 		x		x				x				x			x			x	



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II. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: TEACHER'S EDITION (Additional Process [Implementation] Strategies)

DEFINITION OF TERMS Extent Included				Impl			s Edi ion S		egies	3		
	Extent included											
Substantially means that given the number of teaching strategies in the teacher's edition/manual,	ļ	Gra	de 9			Grad	le 11	i i	Grade 11			<u>, </u>
this aspect is represented in many strategies which are embedded throughout the teacher's edition/manual.	alty	Ų.		щ	ally	4		ž	ag (اخ		F
Moderately means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented by an occasional strategy.	Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present	Substantiall	Moderately	Present	Not present
Present means that this aspect is represented by a single strategy.						_			-1	<u> </u>		
Not present means that this aspect is not represented.												
 Providing Integrated Instruction in the ⁷, anguage Arts for Students with Special Needs Are there recommendations for meeting the needs of limited-English-proficient students? (Standard 10, subtopics 4 and 10; Framework, p. 45) 	x							х			x	
2. Are there recommendations for meeting the needs of students with different learning styles and abilities? (Standard 6, subtopics 1 through 4)	x							x	X			
3. Extending the Content												
Are there listings of supportive resources related to the content in this textbook or instructional material? (Standards 4 and 7)	x				x				х			
C. Evaluating Students' Progress												



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Are there techniques for evaluating students' progress that complement and extend the integrated nature of the learning process; e.g., portfolio collections of samples of students' writing, self-assessments, and peer assessments? (Framework, p. 45)



I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION

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Grade eleven
The Art of Composition

Extent included

Sı	udent'	s editio	on	e	Teacher's dition/manual							
Substantially	Moderately	Present	Not present	Substantially	Moderately	Preseni	Not present					
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A. Comprehending Literature

- 1. Content (Explanations addressed to the students)
 - a. Do the literary works engage students in reflecting on ethical, aesthetic, or cultural values and on social or political issues? (Standards 1 and 2; Framework, p. 42)†
 - b. Are multiple points of view illustrated or expressed regarding these values and issues? (Standard 2)
 - c. Are these genres represented; e.g., novel, drama, short story, poetry, essay, biography, and speeches? (Standards 4 and 7)
 - d. Are the following aspects of diversity represented:
 - Points of view of women and minorities? (Standard 4, subtopic 6)

The references to "Standards" may be found in the Model Curriculum Standards. Grades Nine Through Twelve, and those to the Framework may be found in the English Language Arts Framework for California Public Schools, both published by the California State Department of Education (see pages 165 and 166 for ordering information).



^{*}See the Appendix for the publisher's description of this textbook.

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DEFINITION OF TERMS Extent Included	
Given the number of literary works/lessons in the textbook/instructional material:	
Substantially means that this aspect is represented by many examples.	
Moderately means that this aspect is represented by occasional examples.	
Present means that this aspect is represented by a single example.	
Not present means that this aspect is not represented.	

Pi	resent means that this aspect is represented by a single example. ot present means that this aspect is not represented.	Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present
А. С	 Selections which deal with varied, specific socioeconomic groups in terms of setting, characterization, plot, theme, and point of view? (Standard 4, subtopic 2) 	X				х			
	e. Are perspectives of other disciplines represented such as science, history-social science, mathematics, or visual and performing arts? (Standard 8)	x				X			
_	f. Are lessons included that:• Instruct students in how to use higher-level thinking skills? (Standard 6)	x				X			
21	• Encourage students to link information learned in a previous lesson with the next lesson? (Standards 5 and 6)	x				X			
_	g. Are students instructed in how to make the words they encounter during reading a part of their vocabulary? (Framework, p. 43)	X				X			



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Grade eleven
The Art of Composition
Extent included

Student's edition

Teacher's

edition/manual

2. Process (Activities that encourage students to interact with the content)						
a. Are there literature-based activities that guide students to a new understanding of themselves and the world around them? (Standard 1, subtop. 's 1 and 2; Framework, p. 42)	x			x		
 b. Are there activities which help students integrate the language arts by connecting: Their prior experiences and prior knowledge to each literary work included in this text-book or material? (Standard 6) 	x			X		
• Ideas in each literary work included in this textbook or material to other works they have read? (Standard 5. subtopics 4 and 5) (Higher-Level Comprehension)	x			X		
c. Are there activities that focus students on developing higher levels of comprehension? (Standard 6)	x			X		
Integrating Instruction in the Language Arts						Γ
1. Content (Explanations addressed to the students)						
a. Does writing as a process include explanations of:						
• Prewriting?	X			x		
• Drafting?	X			X		
• Revising?	X			X		T
• Editing?	X			x		
• Postwriting? (Standard 11)			;	(:
• Evaluation? (Standard 10, subtopic 8; Framework, p. 43)	X				X	
b. Are there literary models for writing? (Standard 12, subtopic 2)	X			X		
c. Are grammar, mechanics, and usage taught in the context of writing? (Standard 14, subtopic 3)		x			x	
d. Are there writing lessons that provide instruction in real-world writing, such as journals, memoirs, expository writing, argumentation, investigative reports, papers using books and other sources about topics of interest to students, and stories and poems? (Standard 10, subtopics 1, 3, 5, and 6; Standard 12, subtopic 3)	v			v		
suotopies 1, 3, 3, and 0, Standard 12, Subtopie 3)	X			<u> </u>	<u> </u>	 L



PUBLISHER	TITLE	Copyright
National Textbook Company	Grade eleven The Art of Composition	1984

DEFINITION OF TERMS Grade eleven **Extent Included** The Art of Composition Given the number of literary works/lessons in the textbook/instructional material: E:tent included Substantially means that this aspect is represented by many examples. Teacher's Student's edition edition/manual Moderately means that this aspect is represented by occasional examples. Substantially Present means that this aspect is represented by a single example. Moderately Moderately Not present means 'hat this aspect is not represented. B. Integrating Instruction in Language Arts—Continued e. Are there lessons on speaking and listening that provide instruction on preparing, delivering, and evaluating forms of oral language experiences for different purposes and audiences? (Standard 15) X X 2. Process (Activities that encourage students to interact with the content) a. Are there activities that help students to learn about the following aspects of the writing process: • Are students helped to generate ideas about which to write? (Standard 11, subtopic 2) X X 225 • Are students provided guidance for "reseeing" and "rethinking" what they have written? (Standard 11, stage 3 "Revising") X X • Are students helped to separate drafting and revision from editing and proofreading? (Standard 11, stages 3 and 4) X



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X

			1		Γ -		_	┰
ntegrating Instruction in the Language Arts—Continued							 	
• Are students provided guidance to help them use resources or references selectively to meet their editing needs? (Standard 10, subtopic 9; Standard 11, stage 4 "Editing")	x						x	
 Are students guided through the writing of complete pieces of discourse as they respond to assignments? (Standard 10, subtopic 3) 	x				х			
b. Are there activities which help students to integrate the language arts by connecting their experiences with some writing assignments? (Standard 1, subtopics 1 and 2)	x				х			
c. Are there activities that help students to tailor writing and speaking to meet the needs of different audiences, including teachers and peers? (Standard 11. subtopic 2; Standard 16, subtopic 7)	x				х			
d. Are there activities that help students to examine and use different voices and styles in writing and speaking? (Standard 13; Standard 16, subtopic 7)	x				x			
e. Are students asked to read and listen to the kinds of writing and speaking they are assigned? (Standard 1, subtopic 4, under both aesthetic and cultural values)		х				x		
f. Are ideas provided for students to publish or perform their work or respond to other students' works? (Standard 11, stage 5 "Postwriting"; Standard 16, subtopic 7)		х			-	х		-
 g. Are there activities that help students assess the quality of: Their own writing using criteria established for each assignment? (Standard 10, subtopic 8) 	x				X		•	
• Their own speeches? (Standard 17, subtopic 1)				X				Ì
 h. Are there activities that help students to integrate the language arts in order to: Explain the significance of a personal experience? (Standard 6) 	х				x			
• Set forth an opinion and defend it? (Standard 18)	X				Х			ļ
• Explain a concept? (Standard 11, stage 2 "Drafting/Writing," subtopic 1b)	X				Х			j
• Interpret a literary work and defend their interpretations? (Standard 9, subtopic 6)		х				х		I
• Create stories and poems? (Standard 12, subtopic 2; Standard 13, subtopic 3)				Х				ſ



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DEFINITION OF TERMS Extent Included Given the number of literary works/lessons in the textbook/instructional material: Substantially means that this aspect is represented by many examples. Moderately means that this aspect is represented by occasional examples. Present means that this aspect is represented by a single example. Not present means that this aspect is not represented.

	Su	Mo	4.	No	Sul	Ø.	Pre	Not
 Language Study 1. Content (Explanations addressed to the students) Are lessons included on: Vocabulary study from context clues? (Standard 21) 	. x				Х			
• The history of the English language and its dialects? (Standard 14, subtopic 5)			X				х	
• Etymology, the roots and histories of words? (Standard 22)			X				х	
2. Process (Activities that encourage students to interact with the content) Are there activities which encourage students to participate in word study connected to their listening, speaking, reading, or writing? (Framework, p. 43)	x				x		·•·	



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C.

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Grade eleven

The Art of Composition

Extent included

Student's edition

Teacher's

edition/manual

D. Learning to Learn Strategies					
1. Content (Explanations addressed to the students)					
Are lessons included that:					
 Instruct students on how to participate in small-group discussions; e.g., speaking to a pu pose, listening actively, eliciting responses, and giving constructive suggestions? (Stan- dard 17, subtopic 3) 	r-		x		x
2. Process (Activities that encourage students to interact with the content)					_
Are there activities that call for students to work in:					
• Large groups?		X		X	
• Small groups?			x		X
• Pairs? (Standard 11, stage 3 "Revising"; Standard 17, subtopic 3)		X		Х	



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II. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: TEACHER'S EDITION (Additional Process [Implementation] Strategies)

DEFINITION OF TERMS Extent Included		eacher' npleme Strat	entatio	
Substantially means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented in many strategies which are embedded throughout the teacher's edition/manual.		Extent i Grad		ed
Moderately means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented by an occasional strategy.	Substantially	ıtely		sent
Present means that this aspect is represented by a single strategy.	ıbsta	Moderately	Present	Not presenu
Not present means that this aspect is not represented.	Sa	N N	Pr	W
 A. Providing Integrated Instruction in the Language Arts for Students with Special Needs I. Are there recommendations for meeting the needs of limited-English-proficient students? (Standard 1 subtopics 4 and 10; Framework, p. 45) 	0,			X
1. Are there recommendations for meeting the needs of limited-English-proficient students? (Standard 1				х
 Are there recommendations for meeting the needs of limited-English-proficient students? (Standard 1 subtopics 4 and 10; Framework, p. 45) Are there recommendations for meeting the needs of students with different learning styles and abiliti 	es?			х
 Are there recommendations for meeting the needs of limited-English-proficient students? (Standard 1 subtopics 4 and 10; Framework, p. 45) Are there recommendations for meeting the needs of students with different learning styles and abiliti (Standard 6, subtopics 1 through 4) 	es? X			x
 Are there recommendations for meeting the needs of limited-English-proficient students? (Standard 1 subtopics 4 and 10; Framework, p. 45) Are there recommendations for meeting the needs of students with different learning styles and abiliti (Standard 6, subtopics 1 through 4) Extending the Content Are there listings of supportive resources related to the content in this textbook or instructional material 	es? X			



DEFINITION OF TERMS Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

a. Do the literary works engage students in reflecting on ethical, aesthetic, or cultural values and on social c political issues? (Standards 1

b. Are multiple points of view illustrated or expressed regarding these

c. Are these genres represented; e.g., novel, drama, short story, poetry,

• Points of view of women and minorities? (Standard 4, subtopic 6)

essay, biography, and speeches? (Standards 4 and 7)

d. Are the following aspects of diversity represented:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

1. Content (Explanations addressed to the students)

Not present means that this aspect is not represented.

and 2; Framework, p. 42)†

values and issues? (Standard 2)

		(Grad	e nin	е			Grade eleven										
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		Ex	tent i	nclu	ded			Extent included										
		lent's tion	•		Teac ition/			Student's edition					Teacher's dition/manu					
Substantially	Moderately	Przeni	Not present	Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present			
X				X				x				X						
X	 			x				x				x						
X				x				x				X						
X				X				X				X						

A. Comprehending Literature

^{*}See the Appendix for the publisher's description of these textbooks.

The references to "Standards" may be found in the Model Curriculum Standards. Grades Nine Through Twelve, and those to the Francework may be found in the English Language Arts Framework for California Public Schools, both published by the California State Department of Education (see pages 165 and 166 for ordering information)

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Scott, Foresman & Company	Grade nine Patterns in Literature	1987
	Grade eleven The United States in Literature	1987

DEFINITION OF TERMS Extent Included Given the number of literary works/lessons in the textbook/instructional material: Substantially means that this aspect is represented by many examples. Moderately means that this aspect is represented by occasional examples. Present means that this aspect is represented by a single example. Not present means that this aspect is not represented.

• Selections which deal with varied, specific socioeconomic groups in terms of setting, characterization, plot, theme, and point of view?

• Instruct students in how to use higher-level thinking skills? (Standard 6)

• Encourage students to link information learned in a previous lesson

e. Are perspectives of other disciplines represented such as science, history-social science, mathematics, or visual and performing arts?

with the next lesson? (Standards 5 and 6)

A. Comprehending Literature—Continued

f. Are lessons included that:

(Standard 8)

(Standard 4, subtopic 2)

		ent's				her's			Stud				Teac						
	edii	tion		ed!	tion/	man.	<u>ual</u> -	<u> </u>	ed:tion		edi	tion/	man	ual					
Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present				
Х				Х				X				х							
	x				x			x				x		100					
 Х				X				X				х							
х				X				x				x							

Grade eleven

The United States in Literature

Extent included

Grade nine

Patterns in Literature

Extent included



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Comprehending Literature—Continued												
g. Are students instructed in how to make the words they encounter during reading a part of their vocabulary? (Framework, p. 43)	X				x			x			x	
2. Process (Activities that encourage students to interact with the content)												
a. Are there literature-based activities that guide students to a new understanding of themselves and the world around them? (Standard 1, subtopics 1 and 2; Framework, p. 42)	x				x			x			x	
 b. Are there activities which help students integrate the language arts by connecting: 												
 Their prior experiences and prior knowledge to each literary work included in this textbook or material? (Standard 6) 	x				x			x			x	
 Ideas in each literary work included in this textbook or material to other works they have read? (Standard 5, subtopics 4 and 5) (Higher- Level Comprehension) 	X				x			x			x	
c. Are there activities that focus students on developing higher levels of comprehension? (Standard 6)	x				x			x			x	
Integrating Instruction in the Language Arts												
1. Content (Explanations addressed to the students)												
a. Does writing as a process include explanations of:												
• Prewriting?		X					X		<u> </u>			
• Drafting?			x				X		X			
• Revising?			x				x		X			
• Editing?			x			Ì	x		Х			
• Postwriting? (Standard 11)				X			x			X		
• Evaluation? (Standard 10, subtopic 8; Framework, p. 43)			x				X		Х			
b. Are there literary models for writing? (Standard 12, subtopic 2)			x				x		(
c. Are grammar, mechanics, and usage taught in the context of writing? (Standard 14, subtopic 3)			х				x			x		



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B. Integrating Instruction in the Language Arts—Continued

- d. Are there writing lessons that provide instruction in real-world writing, such as journals, memoirs, expository writing, argumentation, investigative reports, papers using books and other sources about topics of interest to students, and stories and poems? (Standard 10, subtopics 1, 3, 5, and 6; Standard 12, subtopic 3)
- e. Are there lessons on speaking and listening that provide instruction on preparing, delivering, and evaluating forms of oral language experiences for different purposes and audiences? (Standard 15)
- 2. Process (Activities that encourage students to interact with the content)
 - a. Are there activities that help students to learn about the following aspects of the writing process:
 - Are students helped to generate ideas about which to write? (Standard 11, subtopic 2)

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Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present	Substantially	Moderately equition		Not present	Substantially	Moderately	Present	Not present
x				x	c .				X				x		
		X			x				x				x		
x				x					х			x	•		

Grade nine

Patterns in Literature

Grade eleven

The United States in Literature



ntegrating Instruction in the Language Arts—Continued								 					
• Are students provided guidance for "reseeing" and "rethinking" what they have written? (Standard 11, stage 3 "Revising")			x			X			x				
 Are students helped to separate drafting and revision from editing and proofreading? (Standard 11, stages 3 and 4) 			x			x			x				
 Are students provided guidance to help them use resources or references selectively to meet their editing needs? (Standard 10, subtopic 9; Standard 11, stage 4 "Editing") 			x			x			X				
 Are students guided through the writing of complete pieces of discourse as they respond to assignments? (Standard 10, subtopic 3) 			x			x			х				
b. Are there activities which help students to integrate the language arts by connecting their experiences with some writing assignments? (Standard 1, subtopics ! and 2)		X			x			X				X	
c. Are there activities that help students to tailor writing and speaking to meet the needs of different audiences, including teachers and peers? (Standard 11, subtopic 2, Standard 16, subtopic 7)	X			x					x				
d. Are there activities that help students to examine and use different voices and styles in writing and speaking? (Standard 13; Standard 16, subtopic 7)	x			x				x				x	
e. Are students asked to read and listen to the kinds of writing and speaking they are assigned? (Standard 1, subtopic 4, under both aesthetic and cultural values)		X			x		x				x		
f. Are ideas provided for students to publish or perform their work or respond to other students' works? (Standard 11, stage 5 "Postwriting": Standard 16, subtopic 7)		x			x					x			
 g. Are there activities that help students assess the quality of: Their own writing using criteria established for each assignment? (Standard 10, subtopic 8) 			X			x		x		-			
• Their own speeches? (Standard 17, subtopic 1)			X			X		x					7
h. Are there activities that help students to integrate the language arts in order to:		v			v		v				v		
• Explain the significance of a personal experience? (Standard 6)		X			X		X		1		X	24	



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DEFINITION OF TERMS Extent Included

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• Set forth an opinion and defend it? (Standard 18)

• Explain a concept? (Standard 11, stare "Drafting/Writing," sub-

• Interpret a literary work and defend their interpretations? (Standard 9,

• Create stories and poems? (Standard 12, subtopic 2; Standard 13, sub-

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

B. Integrating Instruction in Language Arts-Continued

	P	atter	ns in	Lite	ratu	ıre		T	v: Ui	iited	Sta	tes is	ı Lite	erati	ıre
		Ex	tent i	nclu	ded					Ex	tent i	nclu	ded		
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Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present
x				X	•			X				Х			
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X				x				X				x			
			X				X	X				X			
	x			x				X				X			

Grade eleven

Grade nine

C. Language Study

topic 1b)

subtopic 6)

topic 3)

1. Content (Explanations addressed to the students)
Are lessons included on:

• Vocabulary study from context clues? (Standard 21)



 C. Language Study—Continued The history of the English language and its dialects? (∑ and 14, subtopic 5) 		x				x				x				x	<u> </u>	
• Etymology, the rc **s and histories of words? (Standard 22)	X				x				X				x			
2. Process (Activities that encourage students to interact with the content) Are there activities which encourage students to participate in word study connected to their listening, speaking, reading, or writing? (Framework, p. 43)	x				x					x				X	<u> </u>	
D. Learning to Learn Strategies			-								\vdash	-				\vdash
1. Content (Explanations addressed to the students)																
Are lessons included that:	,															
• Instruct students on how to participate in small-group discussions; e.g., speaking to a purpose, lister and actively, eliciting responses, and giving constructive suggestions? (Standard 17, subtopic 3)			X				X				X				X	
2. Process (Activities that encourage students to interact with the content) Are there activities that call for students to work in:																
• Large groups?	_ X						X		X							X
• Small groups?				X			X					X		ĺ		x
Pairs? (Standard 11, stage 3 "Revising"; Standard 17, subtopic 3)				X				X				X		X		



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Teacher's Edition

Implementation Strategies

Extent included

Grade 9

Grade 11

Moderately

II. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: TEACHER'S EDITION (Additional Process [Implementation] Strategies)

Substantially means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented in many strategies which are embedded throughout the teacher's edition/manual. Moderateiy means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented by an occasional strategy. Present means that this aspect is represented by a single strategy. Not present means that this aspect is not represented.

		x			X
	х			x	
x			x		
	x				X
	X	x	x	x x	x x x



DEFINITION OF TERMS Extent Included

Given the number of literary Works/lessons in the textbook/instructional material:

a. Do the literary works engage students in reflecting on ethical, aesthetic, or cultural values and on social or political issues? (Standards 1

b. Are multiple points of view illustrated or expressed regarding these

c. Are these genres represented; e.g., novel, drama, short story, poetry,

• Points of view of women and minorities? (Standard 4, subtopic 6)

essay, biography, and speeches? (Standards 4 and 7)

d. Are the following aspects of diversity represented:

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Present means that this aspect is represented by a single example.

1. Content (Explanations addressed to the students)

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A. Comprehending Literature

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	Stud edi	lent's tion			Teuc tion/					lent's tion			Teac tion/		
Substantially	Moderately	Present	No: present	Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present
	x				x			х				x			
	x				X				X				x		
	x				x			х				x			
	x				x			x				x			

Grade eleven

Composition and Grammar 11

Grade nine

Composition and Grammar 9

and 2; Framework, p. 42)†

values and issues? (Standard 2)

^{*}See the Appendix for the publisher's description of these textbooks.

[†]The references to "Standards" may be found in the Model Curriculum Standards. Grades Nine Through Twelve, and those to the Framework may be found in the English Language Arts Framework for California Public Schools, both published by the California State Department of Education (see pages 165 and 166 for ordering information).

PUBLISHER	Titles	COPYRIGHT
Scribner-Laidlaw Educational Publishers	Grade nine Composition and Grammar 9	ـــــــــــــــــــــــــــــــــــــ
	Grade eleven Composition and Grammar 11	1985

DEFINITION OF TERMS Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

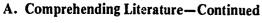
Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

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				•											
	X					X		x				x			
	x				x			x				X			
X				X				Х				X			
	X				X				X				x		

Grade eleven

Grade nine



- Selections which deal with varied, specific socioeconomic groups in terms of setting, characterization, plot, theme, and point of view? (Standard 4, subtopic 2)
- e. Are perspectives of other disciplines represented such as science, history-social science, mathematics, or visual and performing arts? (Stantard 8)
- f. Are lessons included that:
 - Instruct students in how to use higher-level thinking skills? (Standard 6)
 - Encourage students to link information learned in a previous lesson with the next lesson? (Standards 5 and 6)



Comprehending Literature—Continued													
g. Are students instructed in how to make the words they encounter during reading a part of their vocabulary? (Framework, p. 43)		x			x				X			Х	
2. Process (Activities that encourage students to interact with the content)													
a. Are there literature-based activities that guide students to a new understanding of themselves and the world around them? (Standard 1, subtopics 1 and 2; Framework, p. 42)		Х			x				X			x	
b. Are there activities which help students integrate the language arts by connecting:						İ							
• Their prior experiences and prior knowledge to each literary work included in this textbook or material? (Standard 6)	x			X				x			x		
 Ideas in each literary work included in this textbook or material to other works they have read? (Standard 5, subtopics 4 and 5) (Higher- Level Comprehension) 			x				x			x			x
c. Are there activities that focus students on developing higher levels of comprehension? (Standard 6)	x			x				х			x		
Integrating Instruction in the Language Arts													
1. Content (Explanations addressed to the students)												İ	
a. Does writing as a process include explanations of:													
• Prewriting?	X			X				X		İ	\mathbf{x}		
• Drafting?	X			х				X			x		
• Revising?	X			х				х			x		
• Editing?	X			\mathbf{x}				Х			x		
• Postwriting? (Standard 11)	X			x				x			x		
• Evaluation? (Standard 10, subtopic 8; Framework, p. 43)	X			х				X			x		
b. Are there literary models for writing? (Standard 12, subtopic 2)	X			x				x			x	İ	
c. Are grammar, mechanics, and usage taught in the context of writing? (Standard 14, subtopic 3)		Х			x			x			x		



Publisher	TITLES	COPYRIGHT
Scribner-Laidlaw Educational Publishers	Grade nine Composition and Grammar 9	1985
	Grade eleven Composition and Grammar 11	1985

DEFINITION OF TERMS Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

B.	Integrating Instruction in the Language Arts—Continued
	d. Are there writing lessons that provide instruction in re-

- d. Are there writing lessons that provide instruction in real-world writing, such as journals, memoirs, expository writing, argumentation, investigative reports, papers using books and other sources about topics of interest to students, and stories and poems? (Standard 10, subtopics 1, 3, 5, and 6; Standard 12, subtopic 3)
- e. Are there lessons or peaking and listening that provide instruction on preparing, delivering, and evaluating forms of oral language experiences for different purposes and audiences? (Standard 15)
- 2. Process (Activities that encourage students to interact with the content)
 - a. Are there activities that help students to learn about the following aspects of the writing process:
 - Are students helped to generate ideas about which to write? (Standard 11, subtopic 2)

			4		,, ,,, ,,	•••••				-5048L	/** CA	··· U	, wiii	*****	
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Substantially	Mrderately	Present	Not present	Substar .ally	Moderately	Present	Мок ртеѕепи	Substantially	Moderately	rresent	Not present	Substantially	Moderately	Present	Мок рлезепи
X				x				x				X			
_															
	x				X				X				X		
X				x				X			:	Х			5

Grade eleven

Composition and Grammar 11

Grade nine

Composition and Grammar 9



								 _	
ntegrating Instruction in the Language Arts—Continued									
 Are students provided guidance for "reseeing" and "rethinking" what they have written? (Standard 11, stage 3 "Revising") 	x			X			x	$ _{X}$	
 Are students helped to separate drafting an! revision from editing and proofreading? (Standard 11, stages 3 and 4) 	x			x			x	X	
 Are students provided guidance to help them use resources or references selectively to meet their editing needs? (Standard 10, subtopic 9; Standard 11, stage 4 "Editing") 		x			x		x	x	
 Are students guided through the writing of complete pieces of discourse as they respond to assignments? (Standard 10, subtopic 3) 	x			x			x	x	
b. Are there activities which help students to integrate the language arts by connecting their experiences with some writing assignments? (Standard 1, subtopics 1 and 2)	x			X			x	x	
c. Are there activities that help students to tailor writing and speaking to meet the needs of different audiences, including teachers and peers? (Standard 11, subtopic 2; Standard 16, subtopic 7)	x			x			X	x	
d. Are there activities that help students to examine and use different voices and styles in writing and speaking? (Standard 13; Standard 16, subtopic 7)	x			x			x	x	
e. Are students asked to read and listen to the kinds of writing and speaking they are assigned? (Standard 1, subtopic 4, under both aesthetic and cultural values)	x			x			x	x	
f. Are ideas provided for students to publish or perform their work or respond to other students' works? (Standard 11, stage 5 "Postwriting"; Standard 16, subtopic 7)	x			x			x	X	
 g. Are there activities that help students assess the quality of: Their own writing using criteria established for each as ament? (Standard 10, subtopic 8) 	x			x			x	x	
• Their own speeches? (Standard 17, subtopic 1)			X			х	X	X	
h. Are there activities that help students to integrate the language arts in order to:	v								
• Explain the significance of a personal experience? (Standard 6)	X			X			X	 <u> X</u>	



Publisher	TITLES	COPYRIGHT
Scribner-Laidlaw Educational Publishers	Grade nine Compositio and Grammar 9	1985
	Grade eleven Composition and Grammar 11	1985

DEFINITION OF TERMS Extent Included

Given the number of literary works/lessons in the textbook/instructional materia:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

• Set forth an opinion and defend it? (Standard 18)

• Explain a concept? (Standard 11, stage 2 "Drafting/Writing," sub-

• Interpret a literary work and defend their interpretations? (Standard 9,

• Create stories and poems? (Standard 12, subtopic 2; Standard 13, sub-

Present mer ns that this aspect is represented by a single example.

Not present means that this aspect is not represented.

topic 1b)

subtopic 6)

Are lessons included on:

topic 3)

C. Language Study

B. Integrating Instruction in Language Arts-Continued

1. Content (Explanations addressed to the students)

• Vocabulary study from context clues? (Standard 21)

	Stud edit	ent's ion			Teac tion/				Stud edit	eni's ion				her's man	
Substantially	Moderately	Present	Not present	Substantially	Moderatery	Present	Not present	Substantially	Moderately	Present	Nos present	Suòstantially	Modera. ty	Present	Not present
x				x				X				x			
X				х				X				x			
	x				x			X				x			
X				x				X				x			
	x				X				x				x		

Grade eleven

Composition and Grammar 11

Extent includea

Grade nine

Composition and Grammur 9

Extent included



C. Language Study—Continued									
• The history of the English language and its dialects? (Standard 14, subtopic 5)		x		 X		X		$ \mathbf{x} $	
• Etymology, the roots and histories of words? (Standard 22)		X		X		x		х	
2. Process (Activities that encourage students to interact with the content) Are there activities which encourage students to participate in word study connected to their listening, speaking, reading, or writing? (Framework, p. 43)	x					x		x	
D. Learning to Learn Strategies				1	1				
 1. Content (Expianations addressed to the students) Are lessons included that: • Instruct students on how to participate in small-group discussions; e.g., speaking to a purpose, listening actively, eliciting responses, and giving constructive suggestions? (Standard 17, subtopic 3) 	x					x		x	
 2. Process (Activities that encourage students to interact with the content) Are there activities that call for students to work in: Large groups? 	x		x		x		X		
• Small g. pups?	х		x		X		x		
• Pairs? (Standard 11, stage 3 "Revising"; Standard 17, subtopic 3)	х		X			X		x	



Publisher	Titles	COPYRIGHT
Scribner-Laidlaw Educational Publishers	Grade nine Composition and Grammar 9	1985
	Grade eleven Composition and Grammar 11	1985

II. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: TEACHER'S EDITION (Additional Process [Implementation] Strategies)

DEFINITION OF TERMS Extent Included		Ii	nplen		ion St	rategi	es	
Substantially means that given the number of teaching strategies in the teacher's edition/manual, this	-	Gra	de 9	xtent i	nclude		de 11	
aspect is represented in many strategies which are embedded throughout the teacher's edition/manual. Moderately means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented by an occasional strategy.	Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present
Present means that this aspect is represented by a single strategy. Not present means that this aspect is not represented.	6	W	a l	٧	S	W	ď	~
A. Providing Integrated Instruction in the Language Arts for Students with Special Needs 1. Are there recommendations for meeting the needs of limited-English-proficient students? (Standard 10, subtopics 4 and 10; Framework, p. 45)				x				X
2. Are there recommendations for meeting the needs of students with different learning styles and abilities? (Standard 6, subtopics 1 through 4)		х				х		
B. Extending the Content	_					_		
Are there listings of supportive resources related to the content in this textbook or instructional material? (Standards 4 and 7)		x	:			х		
C. Ev auting Students' Progress	_	_						
Are there techniques for evaluating students' progress that complement and extend the integrated nature of the learning process; e.g., portfolio collections of samples of students' writing, self-assessments, and peer assessments? (Framework, p. 45)	x				X			



SAD were freeze than blank ational Publishers

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION

DEFINITION OF TERMS Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

a. Do the literary works engage students in reflecting on ethical, aes-

b. Are multiple points of view illustrated or expressed regarding these

c. Are these genres represented; e.g., novel, drama, short story, poetry,

• Points of view of women and minorities? (Standard 4, subtopic 6)

essay, biography, and speeches? (Standards 4 and 7)

d. Are the following aspects of diversity represented:

thetic, or cultural values and on social or political issues? (Standards 1

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

1. Content (Explanations addressed to the students)

Not present means that this aspect is not represented.

and 2; Framework, p. 42)†

values and issues? (Standard 2)

A. Comprehending Literature

		Und			e nin ng L		ture			A			eleve Lite		re		
	_	_	Ex	tent i	nclu	l ed				_	Ex	tent i	nclu	led			
		Stud edi:					her's man			Stud edii					her's man		
	Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present	
	x				X				X				Х				
_	x				x				x				x				
	x				x				x				x				
	x				X				X				X				

^{*}See the Appendix for the publisher's description of these textbooks.

[†]The references to "Standards" may be found in the Model Curriculum Standards Grades Nine Through Twelve, and those to the Framework may be found in the English-Language Arts Framework for California Public Schools, both published by the California State Department of Education (see pages 165 and 166 for ordering information).

Publisher	Titles	COPYRIGHT
Scribner-Macmillan Educational Publishers	Grade nine Understanding Literature	1987
	Grade eleven American Literature	1987

DEFINITION OF TERMS Extent included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

Not present means that this aspect is not represented.

		Una	lerst	andi	ing L	iter	ature	?	Ì	A	lmer	ican	Lite	rati	ı r e		
			Ex	tent	inclu	ded			T		Ēλ	tent	inclu	ded			
		Stua edi.			ed		cher'. /man				Student's Teache edition edition/ma						
	Substantially	Substantially Moderately Present			Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present	Substantially	Mrderately	Present	Not present	
	x				X				X				X				
		х				X			x				X				
	X				х				x				x				
,		x				x			x				x				

Grade nine

Α.	Comprehending	Literature—Continued
----	---------------	----------------------

- Selections which deal with varied, specific socioeconomic groups in terms of setting, characterization, plot, theme, and point of view? (Standard 4, subtopic 2)
- e. Are perspectives of other disciplines represented such as science, history-social science, mathematics, or visual and performing arts? (Standard 8)
- f. Are lessons included that:
 - Instruct students in how to use higher-level thinking skills? (Standard 6)
 - Encourage students to link information learned in a previous lesson with the next lesson? (Standards 5 and 6)



200

Grade eleven

			_											
Comprehending Literature—Continued														
g. Are students instructed in how to make the words they encounter during reading a part of their vocabulary? (Framework, p. 43)			x			>	(x			x			
2. Process (Activities that encourage students to interact with the content)														
a. Are there literature-based activities that guide students to a new understanding of themselves and the world around them? (Standard 1, subtopics 1 and 2; Framework, p. 42)	X				x			x			x			
b. Are there activities which help students integrate the language arts by connecting:														
 Their prior experiences and prior knowledge to each literary work included in this textbook or material? (Standard 6) 		x			x			x			x			
• Ideas in each literary work included in this textbook or material to other works they have read? (Standard 5, subtopics 4 and 5) (Higher- Level Comprehension)	x				x			x			x			
c. Are there activities that focus students on developing higher vels of comprehension? (Standard 6)	x				x			x			X			
Integrating Instruction in the Language Arts	ĺ					ļ								
1. Content (Explanations addressed to the students)			}									Ì		
a. Does writing as a process include explanations of:														
• Prewriting?	X						X	X	$oldsymbol{ol}}}}}}}}}}}}}}}}}}$		\perp	$\perp \perp$		l
• Drafting?	X						X	X			_			ļ
• Revising?		X					X			x				
• Editing?		x					X	:		x				
• Postwriting? (Standard 11)				X			X			X	X		_	
• Evaluation? (Standard 10, subtopic 8; Framework, p. 43)	X				\mathbf{x}			x			X			
b. Are there literary models for writing? (Standard 12, subtopic 2)	X		 		x			x						ļ
c. Are grammar, mechanics, and usage taught in the context of writing? (Standard 14, subtopic 3)			X			>	ζ			$ \mathbf{x} $			X	



PUBLISHER	TITLES	Copyright
Scribner-Macmillan Educational Publishers	Grade nine Understeinding Literature	1987
	Grade eleven A merican Literature	1987

DEFINITION OF TERMS Extent Included

Given the number of literary works/lessons in the textbook/instructional material:

Substantially means that this aspect is represented by many examples.

Moderately means that this aspect is represented by occasional examples.

Present means that this aspect is represented by a single example.

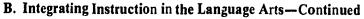
Not present means that this aspect is not represented.

	Una	lerst	andi	ng L	itera	iture	!		A	mer	ican	Lite	ratu	re	
		Ex	tent i	nclu	ded					Ex	tent i	nclu	ded		
	Student's Teacher's edition/man									lent's tion	Teacher's edition/manual				
Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present
v				v											
X		_		Х				X.				X			
			X				X	X				X			
	Х				Х			Х				X			

Grade eleven

Grade nine

Understanding I Handin



- d. Are there writing lessons that provide instruction in real-world writing, such as journals, memoirs, expository writing, argumentation, investigative reports, papers using books and other sources about topics of interest to students, and stories and poems? (Standard 10, subtopics 1, 3, 5, and 6; Standard 12, subtopic 3)
- e. Are there lessons on speaking and listening that provide instruction on preparing, delivering, and evaluating forms of oral language experiences for different purposes and audiences? (Standard 15)
- 2. Process (Activities that encourage students to interact with the content)
 - a. Are there activities that help students to learn about the following aspects of the writing process:
 - Are students helped to generate ideas about which to write? (Standard 11, subtapic 2)



integrating Instruction in the Language Arts—Continued					Τ						\Box	T	
• Are students provided guidance for "reseeing" and "rethinking" what they have written? (Standard 11, stage 3 "Revising")			X					x		x			X
 Are students helped to separate drafting and revision from editing and proofreading? (Standard 11, stages 3 and 4) 			x					x		x			x
• Are students provided guidance to 'elp them use resor ces or references selectively to meet their editing needs? (Standard, subtopic 9; Standard 11, stage 4 "Editing")				x				x	x			X	
• A. students guided through the writing of complete pieces of discourse as they respond to assignments? (Standard 10, subtopic 3)		x				x			x			X	
b. Are the activities which help students to integrate the language arts by connect their experiences with some writing assignments? (Standard 1, subtopics 1 and 7)		x			x				х			x	
c. Are there activities that help students to tailor writing and speaking to meet the needs of different audiences, including teachers and peers? (Standard 11, subtopic 2; Standard 16, subtopic 7)	X				x				x			х	
d. Are there activities that help students to examine and use different voices and styles in writing and speaking? (Standard 13; Standard 16, subtopic 7)		X				x			X			Х	
e. Are studears asked to read and listen to the kinds of writing and speaking they are assigned? (Standard 1, subtopic 4, under both aesthetic and cultural values)		X				x				X		x	
f. Are ideas provided for students to publish or perform their work or respond to other students' works? (Standard 11, stage 5 "Postwriting"; Standard 16, subtopic 7)				X	X					x		X	
 g. Are there activities that help students assess the quality of: Their own writing using criteria established for each assignment? (Standard 10, subtopic 8) 		x					3			x		x	
• Their own speeches? (Standard 17, subtopic 1)							,		_	x	1	X	1
h. Are there activities that help students to integrate the language arts in order to:													
• Explain the significance of a personal experience? (Standard 6)		x			X				\mathbf{x}			$ \mathbf{x} $	
275	,•						<u> </u>				2'	76	



PUBLISHER	TITLES	Copyright
Scribner-Macmillan Educational Publishers	Grade nine Understanding Literature	1987
	Grade eleven A merican Literature	1987

Grade nine

Understanding Literature

Extent included

Teacher's

Student s

Grade eleven

American Literature

Extent included

Teacher's

Student's

I. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: STUDENT'S EDITION/TEACHER'S EDITION—Continued

Extent Included Given the number of literary works/lessons in the textbook/instructional material: Substantially means that this aspect is represented by many examples. Pi N

DEFINITION OF TERMS

Moderately mean that this aspect is represented by occasional examples.			tion				man.		! 	edit					manu	ual
Present means that this aspect is represented by a single example. No. present means that this aspect is not represented.	Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not present	Substanially	Moderately	Present	Not present
B. Integrating Instruction in Language Arts—Continued • Set forth an opinion and defend it? (Standard 18)	x				x				x				x			
 Explain a concept? (Standard 11, stage 2 "Drafting/Writing," subtopic 1b) 		x				x			x				x			
• Interpret a literary work and defend their interpretations? (Standard 9, subtopic 6)	x				x				X				x			
• Create stories and poems? (Standard 12, subtopic 2; Standard 13, subtopic 3)		х				x			x				x			
C. Language Study 1. Content (Explanations addressed to the students) Are lessons included on: • Vocabulary study from context clues? (Standard 21)		X					x		x				x			

C. Language Study—Continued													
• The history of the English language and its dialects? (Standard 14, subtopic 5)	x			X			X			x			
• Etymology, the roots and histories of words? (Standard 22)	x				X		x			X			
2. Process (Activities that encourage students to interact with the content) Are there activities which encourage students to participate in word study connected to their listening, speaking, reading, or writing 'Framework, p. 43)	x			x			X			x			
D. Learning to Learn Strategies													
1. Content (Explanations addressed to the students)													
Are lessons included that:													l
 Instruct students on how to participate in small-group discussions; e.g., speaking to a purpose, lic.ening actively, eliciting responses, and giving constructive suggestions? (Standard 17, subtopic 3) 		x				x			x				x
2. Process (Activities that encourage students '3 interact with the content)													
Are there activities that call for students to work in:			Ì										
• Large groups?		X	X						X		X		
Small groups?		x		X					x			x	
• Pairs? (Standard 11, stage 3 "Revising"; Standard 17, subtopic 3)		$ \mathbf{x} $			X				Х			\mathbf{x}	



Publisher	Trtles	COPYRIGHT
Scribner-Macmillan Educational Publishers	Grade nine Understanding Literature	1987
	Grade eleven A merican Literatur e	1987

II. ENGLISH/LANGUAGE ARTS MODEL CURRICULUM STANDARDS' FOCUSES: TEACHER'S EDITION (Ac ditional Process [Implementation] Strategies)

DEFINITION OF TERMS Extent Included		Teacher's Edition Implementation Strategies											
				xtent i	nclude								
Substantially means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented in many strategies which are embedded throughout the teacher's edition/manual.		Gra	de 9_	Γ		Grad	<u>ie I I -</u>	_					
Moderately means that given the number of teaching strategies in the teacher's edition/manual, this aspect is represented by an occasional strategy.	Substantially	Moderately	Present	Not present	Substantially	Moderately	Present	Not procont					
Present means that this aspect is represented by a single strategy.	Sul	Mo	Pe	Noi	S	Mo	Pre	2					
Not present means that this aspect is not represented.													
 Providing Integrated Instruction in the Language Arts for Students with Special Needs Are there recommendations for meeting the needs of limited-English-proficient students? (Standard 10, subtopics 4 and 10; Framework, p. 45) 	*			х				X					
							<u> </u>						
2. Are there recommendations for meeting the need of students with different learning styles			v		v								
and abilities? (Standard 6, subtopics 1 through 4)			X		x								
2. Are there recommendations for meeting the need of students with different learning styles and abilities? (Standard 6, subtopics 1 through 4) Extending the Content Are there listings of supportive resources related to the content in this textbook or instructional material? (Standards 4 and 7)	x		X		x x								
and abilities? (Standard 6, subtopics 1 through 4) Extending the Content Are there listings of supportive resources related to the content in this textbook or instructional	x		X										



APPENDIX

Information from the Publishers of Textbooks Reviewed in This Document

The Appendix contains unedited information provided by the publishers whose textbooks are reviewed elsewhere in this publication. The Department of Education cannot confirm the accuracy of the publishers' statements and urges persons selecting textbooks to recognize that fact.

Publishers' Descriptions

Coronado/Holt, Rinehart	135
Foundations for Learning Press, Inc.	
Glencoe Publishing Company	
Harcourt Brace Jovanovich, Inc	
Houghton Mifflin Company	
McDougal, Littell & Company	
McGraw-Hill School Division	155
National Textbook Company	157
Scott, Foresman & Company	159
Scribner-Laidlaw Educational Publishers	161
Scribner-Macmillan Educational Fublishers	163



PUBLISHEP	TITLES	COPY R. GHT
Coronado/Flolt, Rinehart	Grade nine English: Writing and Skills	1985
	Grade eleven English: Writing and Skills	1985

INFORMATION FROM THE PUBLISHER

A. Publisher's Description of the Textbook and the Intended Audience

Grades nine and eleven

This literature-based composition series focuses on integrated language arts. The developers of the series are W. Ross Winterowd, who is the Bruce R. McElderry Professor of English at the University of Southern California; and Patricia Murray, Director of Composition at De Paul University in Chicago.

English: Writing and Skills is a writing and grammar program that is committed to students' success. The writing process at all grade levels is taught in Chapter One and is then applied to all modes of writing appropriate for each grade level. Prewriting, writing, and postwriting activities are provided.

The "Writing Section" includes cross-references to the "Grammar/Usage Section." Specific models are provided to assist students with these concepts. "Sentence Combining" lessons appear on tinted pages in the "Writing Section."

Literature is the cohesive force in English: Writing and Skills. Outstanding models selected from literature and an appropriate questioning strategy are used extensively in each chapter on writing. Models from literature are used in the "Grammar/Usage Section" as examples of good writing.

Listening, speaking, spelling, using the dictionary, developing vocabulary, and understanding the history of language are other skill areas presented in *English: Writing and Skills*. Teachers' support materials include an annotated teacher's edition, a teacher's resource binder, and computer software.

B. Description of Textbooks and Materials

1. Description of the literary works

The literary works included in the textbooks or instructional materials are:

- □ Complete as originally written by the authors
 (How many for grade nine? 16) (How many for grade eleven? 3)
- Excerpts
 (How many for grade nine? 34) (How many for grade eleven? 53)
- No abridged selections appear in the textbooks for grades nine and eleven.

2. Description of the teacher's edition/manual

Grades nine and eleven

☐ Abridged selections

An annotated version of the student's textbook with teaching notes, answers, and additional information on the teaching process for writing are included at the front of the book.

3. Description of the teacher's resource materials

Grades nine and eleven

The teacher's resource materials are in a looseleaf binder containing a student's and teacher's edition of a workbook; a test book with answer keys; a computer test generator; transparencies and blackline masters with additional literary models, writing instruction, and writing assignments integrating composition and grammar skills; and Making the Grade, a resource book for teachers for



Publisher	Titles	COPYRIGHT
Coronado/Holt, Rinehart	Grade nine English: Writing and Skills	1985
	Grade eleven English: Writing and Skills	1985

INFORMATION FROM THE PUBLISHER—Continued

evaluating students' writing and setting up instruction in writing as a process.

4. Description of other supplementary textbooks or instructional materials available for sale

Grades nine and eleven

All supplementary material is included iree of charge in the teacher's resource binder (one binder is provided free with each class set of textbooks). Extra copies of the workbook, test book, and *Making the Grade* may also be purchased separately.

5. Indicate other textbooks or instructional materials, which, used together with the textbooks submitted for this process, would result in a total program, integrating instruction in listening, speaking, reading, and writing.

Grades nine and eleven

The Holt, Rinehart and Winston literature series (available in 1988)





Publisher	Titles	COPYRIGHT
Foundations for Learning Press, Inc.	Grade nine Foundations for Learning: Lunguage 1	1987
	Grade eleven Foundations for Learning: Language 3	1987

A. Publisher's Description of the Textbook and the Intended Audience

Foundations for Learning: Language is an integrated curriculum that develops students' abilities and self-confidence in reading, writing, listening, speaking, and critical thinking. Literature is an integral element. Each textbook/thinkbook unifies selected readings, composition text, grammar text, and workbook in a manageable format. The curriculum, designed for a broad range of students' abilities, utilizes students' own experiences and resources and collaborative learning. Students start with language awareness and the ability to read and write narrative and description, advancing to exposition, analysis, and persuasion. Learning is cumulative. Students build their command of the reading and writing processes, unity and coherence, notetaking, summarizing, and research skills.

Grade nine

Language 1: Narrative and Description

Outcomes: Students develop narrative and descriptive responses to personal experiences, literature, and other sources.

Objectives: Students are able to understand language variety, spoken and written; to develop critical reading, recognition, and writing of effective narrative and description; and to acquire library reference skills.

Grade eleven

Language 3: Analysis

Outcomes: Students develop analytical responses to orks of literature and various forms of expository text.

Objectives: Students are able to apply the reading and writing processes to literature and advanced exposition and to generalize from

personal experience as a point of reference when they are analyzing and writing analytically.

B. Description of Textbooks and Materials

1. Description of the literary works

The literary works included in the textbooks or instructional materials are:

- Conplete as originally written by the authors
 (How many for grade nine? 10) (How many for grade eleven? 11)
- Excerpts
 (How many for grade nine? 7) (How many for grade eleven? 7)
- Abridged selections

 No abridged selections appear in the textbooks for grades nine and eleven.

2. Description of the teacher's edition/manual

Grades nine and eleven

The teacher's manual for each of the Four lations' oks supports the role of the teacher as a professional. The manuals for Language 1 (ninth grade) and Language 3 (eleventh grade) are designed to help teachers think through the purpose of each chapter and plan lessons to achieve these objectives. Each reading, activity, and assignment is referenced and discussed in summary and in detail. In addition, manuals are a source for professional development. They provide the rationale for a particular approach and suggest supplemental ideas and materials. They also inform about research and theories in language learning, especially in composi-



PUBLISHER	TITLES	COPYRIGHT
Foundations for Learning Press, Inc.	Grade nine Foundations for Learning: Language 1	1987
	Grade eleven Foundations for Learning: Language 3	1987

tion and reading, and cite additional resources. Teachers are encouraged to supplement textbook materials and to apply them in ways that fit their own styles and the needs of particular student groups.

3. Description of the teacher's resource materials

Grades nine and eleven

Supplementary Readings, prepared for teachers' use, includes selections from books and journals that enrich the teacher's understanding of theory and provide practical suggestions for application in the classroom. Selections in the Supplementary Readings are referenced in each teacher's manual.

The *Orientotion and Training Kit* is a concept and activity overview used in conjunction with the sequence of in-service professional development workshops that *Foundations* prevides.

The Assessment Kit provides tools and procedures for holistically scored preassessment and postassessment essays.

The Shirley Tape is a cassette providing various types of dialect reading of a story. The cassette is used in conjunction with Language 1, Chapter Three, "Speech Variations and Writing."

4. Description of other supplementary textbooks or instructional materials available for sale

Not applicable

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5. Indicate other textbooks or instructional materials, which, used together with the textbooks submitted for this process, would result in a total program, integrating instruction in listening, speaking, reading, and writing.

Grades nine and eleven

Foundations for Learning: Language provides a total, systematic, and logically sequenced program, integrating instruction in listening, speaking, reading, and writing. No other book is required.

Teachers are encouraged to elaborate on and supplement the text. To facilitate this approach, Foundations provides for each grade level a Literature Guide: Supplementary Core and Extended Readings. The Literature Guide is based on suggestions for literature contained in Model Curriculum Standards: Grades Nine Through Twelve. The Literature Guide links core and extended readings to specific activities and assignments, providing these readings a curricular context and related speaking, listening, and writing activities. It also applies Foundations' methodology: reading process (prereading, reading, and rereading), active comprehension, experiential learning, collaborative learning, and development of conceptual knowledge—concepts applicable to any literary text.



Publisher	Titles	COPYRIGHT
Glencoe Publishing Company	Grade nine Glencoe English, Grade Nine	1985
	Grade eleven Clencoe English, Grade Eleven	1985
	Grade eleven Literature-Based Composition	1988

A. Publisher's Description of the Textbook and the Intended Audience Grades nine and eleven

Glencoe English is a comprehensive and flexible program of composition, speech, and grammar. The language skills are presented in a balanced, developmental program that progresses in depth and maturity from year to year. The section on scope and sequence for grades nine through twelve in the front of the teacher's annotated edition outlines the progressive sophistication of the series. The text-book for each grade is intended for students reading at, or slightly below, that grade level.

(ade nine

The authors of *Glencoe English* for grade nine, Yvonne Kuhlman and Joyce Bartky, have had wide experience as English teachers in junior and senior high schools.

Grade eleven

The authors of Glencoe English for grade eleven are experienced as high school English teachers in the Bellevue, Washington, public schools. Donna M. Hughes has also been an English consultant and forensic director. Louise K. Lowry, now an assistant principal, was a former English department chairperson. Richard W. Clarke has taught English and speech at both high school and college levels.

Literature-Based Composition is a high school composition program based on selected literary works and designed to help students read literature with greater understanding of content, values, and style. Students use techniques from literary works to shape and express their own ideas and to learn to write more fluently and effectively. The authors, Helen C. Lodge and Richard W. Lid, are California

educators with wide experience in teaching, writing, working with student teachers, and developing in-service staff development programs in composition.

B. Description of Textbooks and Materials

1. Description of the literary works

The literary works included in the textbooks or instructional materials are:

- Complete as originally written by the authors (How many for grade eleven? 5)*
- Excerpts

(How many for grade nine? 12) (How many for grade eleven? 37) (How many for grade eleven? 24)*

☐ Abridged selections

No abridged selections appear in the textbooks for grades nine and eleven.

2. Description of the teacher's edition/manual

Grades nine and eleven

The teacher's annotated editions for Glencoe English, grades nine and eleven, contain the complete student's textbook, with appropriate annotations at the point of use. Cross-references are included to related material in other parts of the textbook and to the teacher's resource binder. Answers are included for all exercises either in place on the student's page or in an answer section at the back of the book. Lesson plans are provided with clearly stated objectives and concise suggestions for meeting the objectives.



^{*}The selections are from Literature-Based Composition.

Publisher	TITLES	COPYRIGHT
Glencoe Pub!ishing Company	Grade nine Glencoe English, Grade Nine	1985
	Grade cleven Glencoe English, Grade El eve n	1985
	Grade eleven Literature-Based Composition	1988

Grade eleven

The teacher's manual for Literature-Based Composition contains complete daily lesson plans, an answer section, and an introduction detailing the philosophy and instructional approach of this textbook. Four resource sections also appear: "Adapting Literature-Based Composition to a One-Semester Course," "Evaluating Composition," "Peer Editing and Revision," and "Integrating Grammar into Your Program."

3. Description of the teacher's resource materials

Grades nine and eleven

Each teacher's resource binder for grades nine and eleven contries additional materials correlated to the pupil's book for that grade level, including a complete working program, three separate sets of overhead transparencies with follow-up work sheets, 25 or more composition assignments for each composition chapter in Glencoe English, work sheets and evaluation checklists for grammar and speech, and a comprehensive guide to holistic evaluation. Also included are composition assignments (writing across the curriculum) geared toward disciplines and content areas other than English, lessons and work sheets on the history of the English language, and language and vocabulary development work sheets designed to meet the needs of limited-English-proficient students.

Grade eleven

For Literature-Based Composition see the response to item two.

4. Description of other supplementary textbooks or instructional materials available for sale

Grades nine and eleven

An activity book is available for each level to provide additional practice exercises in grammar, usage, mechanics, and composition for students who need to develop these skills.

A test booklet is available for each level as a convenience for teachers. The student's test booklet contains all the diagnostic pretests.

The Customized Test Base is an easy-to-use computer program that allows teachers to create customized tests in grammar, usage, and mechanics correlated with each student's textbook. The program prints out a test master ready to be reproduced for students' use and a teacher's copy, which includes answers and a crossreference to the lesson being tested. This program is available for Apple II and IBM computers with 64K memory.

5. Indicate other textbooks or instructional materials, which, used together with the textbooks submitted for this process, would result in a total program, integrating instruction in listening, speaking, reading, and writing.

Grades nine and eleven

Literature-Based Composition is designed for a one-semester or one-year composition course. This textbook integrates literature and composition by using longer literary selections to teach specific techniques than appear in the Glencoe English textbook.

Effective Speech contains instruction in speech communication organized around its major functions in life: to inform, persuade, 206 and entertain. Citizenship skills, interpersonal communication, and contest speaking are also covered. The program includes a teacher's resource binder with overhead transparencies.

PUBLISHER	Titles	COPYRIGHT
Harcourt Brace Jovanovich, Inc.	Grade nine Adventures in Reading, Heritage Edition, Revised	1985
	Grade Eleven Adventures in American Literature, Heritage Edition, Revised	1985

A. Publisher's Description of the Textbook and the Intended Audience Grade nine

Adventures in Reading is a literature anthology for average students that is suitable to their level of maturity. First-rate authors provide a mixture of traditional and modern literary works. The textbook contains comprehensive instructional material providing extensive and systematic treatment of skills and knowledge about literature; introductions, notes, critical biographies, and discussion questions; instruction in close reading and writing about literature; vocabulary exercises; a glossary; and a guide to literary terms and techniques. The textbook contains four-color illustrations used for visual appeal and as aids to instruction.

Fannie Safier is formerly a teacher of English in the New York City schools. She has been editing and preparing textbook instructional material for nearly 20 years. She is currently Executive Editor of Secondary English for Harcourt Brace Jovanovich, Inc.

Grade eleven

Adventures in American Literature, a literature anthology for average students, contains the same features as Adventures in Reading. The selections, however, are by American authors only and are arranged chronologically. Biographical data are more extensive than in the ninth grade textbook, and unit introductions contain both literary and historical information.

Francis Hodgins, Professor of English at the University of Illinois in Urbana, and Kenneth Silverman, Professor of English at New York University, are both specialists in American literature.

B. Description of Textbooks and Materials

1. Description of the literary works

The literary works included in the textbooks or instructional materials are:

- Complete as originally written by the authors (How many for grade nine? 110) (How many for grade eleven? 203)
- Excerpts
 (How many for grade nine? 3) (How many for grade eleven? 24)
- Abridged selections (How many for grade nine? 3) (How many for grade eleven? 0)

 Adventures in Reading (Grade nine)

Dickens, Charles. Great Expectations. Homer. The Odyssey (translated by Robert Fitzgerald). Shakespeare, William. Romeo and Juliet.

2. Description of the teacher's edition/manual

Grades nine and eleven

The teacher's manual for both textbooks contains a scope and sequence chart of the material, objectives, teaching guides for each unit and selection in the anthology, answers to each question and exercise, and an answer key to the tests.

3. Description of the teacher's resource materials

Grades nine and eleven

The teacher's resource package, a three-ring binder with tabbed dividers, contains the teacher's manual (described above), two



Publisher	TITLES	Copyright
Harcourt Brace Jovanovich, Inc.	Grade nine Adventures in Reading, Heritage Edition, Revised	1985
	Grade eleven Adventures in American Literature, Heritage Edition, Revised	1985

audio cassette recordings of selections from the student's textbook, two teaching posters, and a teacher's resource book, which includes copying masters of the selection tests, reading and vocabulary check tests, composition tests, and an answer key.

4. Description of other supplementary textbooks or instructional materials available for sale

Not applicable

5. Indicate other textbooks or instructional materials, which, used together with the textbooks submitted for this process, would result in a total program, integrating instruction in listening, speaking, resding, and writing.

Grade nine

When Adventures in Reading, Heritage Edition, Revised, is used with Warriner's English Grammar and Composition, Third Course, Liberty Edition, the result is a total program providing instruction in listening, speaking, reading, and writing.

Grade eleven

When Adventures in American Literature, Heritage Edition, Revised, is used with Warringer's English Grammar and Composition, Fifth Course, Liberty Edition, the result is a total program providing instruction in listening, speaking, reading, and writing.



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Publisher	Titles	COPYRIGHT
Harcourt Brace Jovanovich, Inc.	Grade nine Journeys, A Reading and Literature Program: Cascade	1986
	Grade eleven Journeys, A Reading and Literature Program: Emblem	1986

A. Publisher's Description of the Textbook and the Intended Audience Grades nine and eleven

The literature textbooks in this series are Cascade, for average ninth grade students, and Emblem, for average eleventh grade students. Both textbooks contain high-interest, appealing, teachable selections that allow for a range of students' maturity levels within each grade. All literature in Emblem is by American authors.

Students read selected fiction, poetry, drama, and nonfiction containing a balance of mystery, adventure, fantasy, fact, and real-life experiences. In both textbooks selections by classic and contemporary authors are organized according to theme.

"Close Up" (comprehension) questions, "Activities," and questions on literature skills, reading skills, and "Word Attack" follow the selections. Careful, systematic development of skills with examples and exercises are provided. Composition activities appear throughout the book and in a writing supplement that treats stages of the writing process. Each thematic unit ends with review quizzes, "Composition" activities, and "Before Going On," which contains a flexibility skill (e.g., skimming, scanning, or reading for a purpose) that the students apply to an essay that follows.

The reading specialist for both textbooks is Richard J. Smith, Professor of Curriculum and Instruction at the University of Wisconsin. The literature consultant is Max F. Schulz, Professor of English at the University of Southern California. Both textbooks have been widely class-tested and reviewed.

B. Destiration of Textbooks and Materials

1. Description of the literary works

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The literary works included in the textbooks or instructional materials are:

☑ Complete as originally writt	ten by the authors	
(How many for grade nine?	55) (How many for grade eleven?	60)

☐ Excerpts
(Not applicable)

☐ Abridged selections

No abridged selections appear in the textbooks for grades nine and eleven.

2. Description of the teacher's edition/manual

Grades nine and eleven

The teacher's manuals for Cascade and Emblem contain objectives, a scope and sequence chart for each unit, lesson plans for each selection that include short summaries, questions and exercises to prepare students for the selections, and answers to the questions in the textbook. Tests for every selection are included in copying-master form.

3. Description of the teacher's resource materials

Not applicable

4. Description of other supplementary textbooks or instructional materials available for sale

Grade nine

143

Strategies in Reading C provides instruction and practice in important reading skill categories that improve comprehension:

Context	Imagery	Relationships
Dictionary usage	Inferences	Sentence meaning
Figurative languages	Judgments	Structure
Flexibility and study skills	Main idea	Word origins



PUBLISHER	TITLES	COPYRIGHT
Harcourt Brace Jovanovich, Inc.	Grade nine Journeys, A Reading and Literature Program: Cascade	1986
	Grade eleven Journeys, A Reading and Literature Program: Emblem	1986

The teacher's edition of Strategies in Reading C contains answers in place for the exercises, objectives, and teaching notes.

Grade eleven

Strategies in Reading E provides instruction and practice in reading skills. The teacher's edition for Strategies in Reading E contains answers in place for the exercises, objectives, and teaching notes.

5. Indicate other textbooks or instructional materials, which, used together with the textbooks submitted for this process, would result in a total program, integrating instruction in listening, speaking, reading, and writing.

Grade nine

Warriner's English Grammar and Composition, Third Course, Liberty Edition, when used with Journeys, A Reading and Literature Program: Cascade, Revised Edition, would provide a total program, integrating instruction in listening, speaking, reading, and writing.

Grade eleven

Warriner's English Grammar and Composition, Fifth Course, Liberty Edition, when used with Journeys, A Reading and Literature Program: Emblem, Revised Edition, would provide a total program, integrating instruction in listening, speaking, reading, and writing.



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Publisher	TITLES	COPYRIGHT
Harçourt Brace Jovanovich, Inc.	Grade nine Warriner's English Grammar and Composition: Third Course, Liberty Edition	1986
	Grade eleven Warriner's English Grammar and Composition: Fifth Course, Liberty Edition	1986

A. Publisher's Description of the Textbook and the Intended Audience

Grade nine

Warriner's English Grammar and Composition, Third Course, Liberty Edition, is for average students. It presents writing as a recursive process, consisting of prewriting, writing, revising, proofreading, and writing a final version. These steps are made clear and manageable, and they are related to varied writing, from sentences and short paragraphs to longer compositions. The book helps students to incorporate the critical thinking skills of analysis, observation, classification, synthesis, evaluation, and application into composition. The grammar, usage, and mechanics sections help students understand the structure of the English language and the norms of its standard usage and to relate these concepts to specific writing situations. Chapters on spelling and vocabulary, study and reference tools, and speaking and listening are included.

Grade eleven

Warriner's English Grammar and Composition: Fifth Course, Liberty Edition, for average students, contains the same features as the Third Course. However, it treats several topics in greater depth, such as the research paper and persuasion, and introduces new material appropriate to eleventh grade students, such as writing critical reviews and taking college entrance examinations.

John E. Warriner taught English in junior and senior high schools and in college. He is the chief author of the *English Grammar and Composition* series.

B. Description of Textbooks and Materials

1. Description of the literary works

The literary works included in the textbooks or instructional materials are:

- Complete as originally written by the authors

 (How many for grade nine? 4) (How many for grade eleven? 4)
- Excerpts
 (How many for grade nine? 30) (How many for grade eleven? 39)
- ☐ Abridged selections

 No abridged selections appear in the textbooks for grades nine and eleven.

2. Description of the teacher's edition/manual

Grades nine and eleven

The teacher's edition, Part I, contains full-sized students' pages with answers in place and a bound-in teacher's manual that provides a suggested year's syllabus, a detailed discussion on techniques for teaching composition, model lesson plans, and a chapter-by-chapter commentary that includes rationales and objectives and suggested ways of using the material with students of different ability levels.

3. Description of the teacher's resource materials

Grades nine and eleven

The teacher's edition, Part II, includes a complete set of copying masters for reteaching grammar, usage, mechanics, and writing skills, as well as tests and composition evaluation forms—all in a



Publisher	TITLES	COPYRIGHT
Harcourt Brace Jovanovich, Inc.	Grade nine Warriner's English Grammar and Composition: Third Course, Liberty Edition	1986
	Grade eleven Warringer's English Grammar and Composition: Fifth Course, Liberty Edition	1986

Grade eleven

INFORMATION FROM THE PUBLISHER—Continued

three-ring binder with convenient tabbed dividers. Useful wall charts that detail the steps of the writing process are also included.

4. Description of other supplementary textbooks or instructional materials available for sale

Not applicable

5. Indicate other textbooks or instructional materials, which, used together with the textbooks submitted for this process, would result in a total program, integrating instruction in listening, speaking, reading, and writing.

Grade nine

Journeys, A Reading and Literature Program. Cascade, Revised Edition, or Adventures in Reading, Heritage Edition, Revised,

when used with Warriner's English Grammar and Composition: Third Course, Liberty Edition, would provide a total program integrating instruction in listening, speaking, reading, and writing.

Journeys, A Reading and Literature Program: Emblem, Revised Edition, Adventures in American Literature, Heritage Edition, Revised, when used with Warriner's English Grammar and Composition: Fifth Course, Liberty Edition, would provide a total program integrating instruction in listening, speaking, reading, and writing.





Publisher	TITLES	COPYRIGHT
Houghton Mifflin Company	Grade nine Focus on Literature: Viewpoints	1986 Imp.*
	Grade eleven Focus on Literature: Amcrica	1986 Imp.
	Grade eleven Themes in World Literature	1975

A. Publisher's Description of the Textbook and the Intended Audience

Grades nine and eleven

The Focus on Literature series is designed to increase students' understanding and appreciation of literature; to acquaint them with classic works of their literary heritage as well as with good contemporary writing; and to improve their skills in reading, thinking, discussing, and writing.

Without omitting the familiar classics of British and American literature, this series includes several excellent selections from Europe, Asia, South America, and Africa. Many of these pieces have rarely or never been anthologized, although they are considered classics in the literary traditions of their own countries.

A special composition program provides fine literature as models for student writing. Students develop their abilities in vocabulary, critical analysis, and discussion.

Editors for this series are Philip McFarland, Chairperson of the English Department at Concord Academy in Massachusetts; Francis Feagin, former English Teacher at Albany High School, Albany, Georgia; Samuel Hay, Chairperson of the Communication and Theater Arts Department at Morgan State University, Baltimore, Maryland; Stella Lui, Associate Professor of Education at Wayne State University, Detroit, Michigan; Frank McLaughlin, Associate Professor at Fairleigh Dickinson University, Rutherford, New Jersey; Norma Wilson, English Department Chairperson at West High School, Torrance, California; and Marcella Johnson, Instructional Supervisor and Specialist in Communications for the Instructional Planning Division of the Los Angeles Unified School District.

Grade eleven

Themes in World Literature, designed for use in world literature and humanities courses, is appropriate for average and above average students. Included in this textbook are a language program that concentrates on the allusive powers of language, a related arts program in which visual art is directly related to literary themes, and a composition and discussion program which follows most selections. Themes in World Literature contains 26 works of fiction, 44 poems, ten works of nonfiction, three full-length dramas, and two selections from the Old Testament.

Editors are George Elliott, Philip McFarland, Harvey Granite, and Morse Peckham.

B. Description of Textbooks and Materials

1. Description of the literary works

The literary works included in the textbooks or instructional materials are:

- Complete as originally written by the authors
 (How many for grade nine? 72) (How many for grade eleven? 116)
- Excerpts
 (How many for grade nine? 17) (How many for grade eleven? 19)
- Abridged selections
 (How many for grade nine? 1) (How many for grade eleven? 2)

 Focus on Literature: Viewpoints (grade nine)

King, Billie Jean, with Kim Chapin. "The Perfect Shot."



^{*}Imp. represents impression, which indicates that minor revisions were made.

Publisher	Titles	Copyright
Houghton Mifflin Company	Grade nine Focus on Literature: Viewpoints	1986 Imp.
	Grade eleven Focus on Literature: America	1986 împ.
	Grade eleven Themes in World Literature	1975

Focus on Literature: America (grade eleven)

King, Martin Luther, Jr. "The Day of Days, December 5." Hurston, Zora Neale. "The Inside Search."

Themes in World Literature (grade eleven)

Aristotle. The Nicomachaen Ethics.

Chekhov, Anton. "The Kiss."

2. Description of the teacher's edition/manual

Grades nine and eleven

The teacher's guide contains unit introductions and objectives, along with background about each selection. Useful suggestions for presenting each selection and for developing students' literary appreciation, vocabulary, and writing skills are also provided. An alphabetized "Handbook of Literary Terms" is included for convenient reference.

Grade eleven

The teacher's resource book for *Themes in World Literature* contains a "Commentary on Selections" for each of the eight sections and teaching suggestions for each selection in the student's textbook. Answers to discussion sections such as "Art and Literature," "In Summary," and so forth are also provided. The second part of the teacher's resource book offers additional material that the teacher may use in presenting the art program found in the students' textbooks.

3. Description of the teacher's resource materials

Grades nine and eleven

The tests on duplicating masters assess students' literal and interpretive grasp of the selections as well as their understanding of new vocabulary.

Grade eleven

The test booklet contains tests that cover all the selections found in *Themes in World Literature*. For each of the eight sections in the textbook, additional selections are introduced with an accompanying test. The tests, which concentrate on the comprehension of the literature, also require the students to meet inferences or draw conclusions.

4. Description of other supplementary textbooks or instructional materizis available for sale

Not applicable

5. Indicate other textbooks or instructional materials, which, used together with the textbooks submitted for this process, would result in a total program, integrating instruction in listening, speaking, reading, and writing.

Grade nine

Houghton Mifflin English: Grammar and Composition, Third Course

Houghton Mifflin Vocabulary for Achievement, Third Course

Grade eleven

Houghton Mifflin English: Grammar and Composition, Fifth Course

Houghton Mifflin Vocabulary for Achievement, Fifth Course



PUBLISHER	Тпсе	COPYRIGHT
Houghton Mifflin Company	Grade nine Grammar and Composition, Third Course	1986
	Grade eleven Grammar and Composition, Fifth Course	1986

A. Publisher's Description of the Textbook and the Intended Audience Grades nine and eleven

The goals of Houghton Mifflin English: Grammar and Composition are to enhance students' understanding of the structure, function, and usage of the English language and to apply that understanding in writing and speaking; to develop the ability to use the writing process to write effectively and independently on a broad range of topics and for a variety of purposes and audiences; and to improve language-related skills.

The third and fifth courses are intended for ninth and eleventh grade students of average ability and above. Provisions have been made throughout the program, however, for adapting the material for students of varying abilities.

Authors for this series are Ann Cole Brown, Lecturer in English Composition and Literature at Northern Virginia Community College in Alexandria, Virginia; Jeffery Nilson, former Teacher of English at the Wixon Middle School, South Dennis, Massachusetts; Fran Weber Shaw, Assistant Professor of English and Coccdinator of the Writing Center at the University of Connecticut, Stamford; Richard A. Weldon, Vice-Principal, Associate Dean of Studies, and Teacher of English at the Christian Brothers High School in Sacramento.

B. Description of Textbooks and Materials

1. Description of the literary works

The literary works included in the textbooks or instructional materials are:

☐ Complete as originally written by the authors (Not applicable)

Excerpts

(How many for grade nine? 25) (How many for grade eleven? 43)

☐ Abridged selections

No abridged selections appear in the textbooks for grades nine and eleven.

2. Description of the teacher's edition/manual

Grades nine and eleven

The teachers' editions for both courses provide total support. Each teacher's edition begins with a preface by Edwin Newman on "The Currency of English." All teachers' editions contain full-size students' pages with complete answers in convenient side columns.

For each unit "Classroom Insi 'its" gives section-by-section guidance, which includes perspectives on teaching the unit, highly practical suggestions on introducing topics, proven ways to motivate students, and tips on adapting the lessons to students' needs. The side margins also include the lesson's objectives, a list of program resources, and a list of related resources.

3. Description of the teacher's resource materials

Grades nine and eleven

The teacher's resource material for Houghton Mifflin English: Grammar and Composition provides an abundance of reinforcement, testing, and extension help for the classroom teacher. Each teacher's resource binder includes the following: (1) "Resource Book," containing follow-up work sheets and extension activities on blackline masters, covering diagnostic and achievement testing,



PUBLIS. IER	TITLES	COPYRIGHT
Houghton Mifflin Company	Grade nine Grammar and Composition, Third Course	1986
	Grade eleven Gra m mar and Composition, Fifth Course	1986

extra practice bonus pages, and composition checklists; (2) "Practice Books" that supplement practice in grammar, usage, mechanics, composition, and related skills, with separate teachers' editions; (3) "Writer's Workshops," which contain simulated true-to-life writing situations in workbook format, providing guided applications in writing; (4) "Mastery Resources," which provide English skills tests, writing assessments, and reteaching tutorials, which give focused preparation for proficiency examinations; (5) tests which cover grammar, usage, mechanics, and composition, with separate teachers' editions; and (6) test generators that provide microcomputer software which generates custom. A, multiple-choice practice sheets, or tests on grammar, usage, mechanics, and composition.

4. Description of other supplementary textbooks or instructional materials available for sale

Not applicable

5. Indicate other textbooks or instructional materials, which, used together with the textbooks submitted for this process, would result in a total program, integrating instruction in listening, speaking, reading, and writing.

Grade nine:

Houghton Mifflin Vocabulary for Achievement, Third Course Houghton Mifflin Focus on Literature: Viewpoints

Grade eleven:

Houghton Miffin Vocabulary for Achievement, Fifth Course Houghton Mifflin Focus on Literature: America Houghton Mifflin Themes in World Literature



PUBLISHER	Titles	COPYRIGHT
McDougal, Littell & Company	Grade nine Building English Skills, Orange Level	1985
	Grade eleven Building English Skills, Yellow Level	1985

A. Publisher's Description of the Textbook and the Intended Audience Grades nine and eleven

Building English Skills is designed to teach students who are reading on or above grade level the skills needed to express ideas clearly: writing, thinking, and understanding of mechanics. The series teaches writing as a recursive process of thinking, rethinking, writing, and revising. It offers comprehensive coverage of grammar, usage, and mechanics and provides abundant practice exercises. Activities in composition and grammar are consistently interwoven to show students the practical application of grammar in writing. The series provides in-depth coverage of related communication skills, including speaking and listening, critical thinking, study and research, and life skills.

The outhors of the series were the staff of the Writing Improvement Project, which was composed entirely of teachers and directed by Joy Littell, Editorial Director of McDougal, Littell & Company.

A 1989 edition is available for grades nine through twelve.

B. Description of Textbooks and Materials

1. Description of the literary works

The literary works included in the textbooks or instructional materials are:

- Complete as originally written by the authors (How many for grade nine? 1) (How many for grade eleven? 5)
- ☑ Excerpts
 (How many for grade nine? 1) (How many for grade eleven? 1)
 ☐ Abridged selections
- No abridged selections appear in the textbooks for grades nine and eleven.

In these books selections used as writing models are listed under "Acknowledgments."

2. Description of the teacher's edition/manua.

Grades nine and eleven

For each grade level Building English Skills has an annotated teacher's edition in which the student's page is reproduced full size with teaching suggestions printed in the margin. Objectives are discussed on the opening pages of each chapter. A detailed list of page references refers the teacher to supplementary materials for further practice, review, and testing. Step-by-step teaching strategies are listed, including how to use exercises effectively; how to adjust lessons to different levels of skill development; and how to extend, enrich, and reinforce the lesson. Answers to exercises are printed on or beside the student's page.

3. Description of the teacher's resource materials

Grades nine and eleven

Teachers' resource binders contain "Composition Copy Masters," "Grammar, Usage, and Mechanics Copy Masters," "Filling-out Forms and Applications Copy Masters," "Process of Writing Transparencies," "Classroom Posters," "Diagnostic and Mastery Tests," and a research-based writing methods booklet, "Teaching and Evaluating Student Writing."

4. Description of other supplementary textbooks or instructional materials available for sale

Grades nine and eleven

Skills Practice Book, pupils' and teachers' editions
Diagnostic and mastery test booklets
Duplicating masters (containing workbook and test materials)



Publisher	Titles	COPYRIGHT
McDougal, Littell & Company	Grade nine Building English Skills, Orange Level	1985
	Grade eleven Building English Skills, Yellow Level	1985

5. Indicate other textbooks or instructional materials, which, used together with the textbooks submitted for this process, would result in a total program, integrating instruction in listening, speaking, reading, and writing.

Grade nine

Basic Skills in English, grades seven through twelve, is the companion series to Building English Skills, providing grammar and composition instruction for students who read on or below grade level. In addition to the controlled reading level, the series features short, highly structured writing lessons and exceptionally clear definitions and explanations.

Grade eleven

McDougal, Littell Literature, grades seven through twelve, provides in anthology form an in-depth presentation of literary types. For each selection a list cross-references writing skills to specific lessons in Building English Skills. The textbook for grade eleven presents American literature.

Reading Literature, grades six through twelve, combines highquality selections of literature with developmental instruction in reading skills. The program is designed to build skills in comprehension, vocabulary, and writing as well as in related skills such as study and research, speaking and listening, and critical thinking. The textbook for grade eleven presents American literature.



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PUBLISHER	Titles	COPYRIGHT
McDougal, Littell & Company	Grade nine McDougal, Littell Literature, Orange Level	1987
۹	Grade eleven McDougal, Littell Literatur e, Yel <mark>low L</mark> evel	1987

A. Publisher's Description of the Textbook and the Intended Audience Grade nine

This literature anthology, arranged by genre, provides instruction in the understanding and appreciation of literary forms. Selections reflect the diversity and richness of the human experience.

McDougal, Littell Literature offers the best of traditional and contemporary literature, drawn from a variety of sources and cultures. It contains study strategies to develop skills of comprehension, understanding of literary elements and techniques, vocabulary, writing, and speaking and listening. Critical thinking is emphasized throughout the series. Powerful writing resources help students learn to analyze and evaluate what they read. The series is designed for students of average and above average reading ability.

The authors of *McDougal*, *Littell Literature*, grade nine, are Julie West Johnson, a Teacher at New Trier High School, Winnetka, Illinois; and Margaret J. Forst, a Teacher at Lake Forest High School, Lake Forest, Illinois.

Grade eleven

The textbook for grade eleven, which covers American literature, is organized chronologically by genre. Selections are grouped to trace the development of each literary type as well as to help students understand the ideas that influenced the history of literature. Julie West Johnson is the author of the grade eleven book.

A 1989 edition is available for grades nine through twelve.

B. Description of Textbooks and Materials

1. Description of the literary works

The literary works included in the textbooks or instructional materials are:

- Complete as originally written by the authors (How many for grade nine? 62) (How many for grade eleven? 229)
- Excerpts
 (How many for grade nine? 7) (How many for grade eleven? 31)
- Abridged selections
 (How many for grade nine? 1) (How many for grade eleven? 0)

 McDougal, Littell Literature—Orange Level (grade nine)
 Dickens, Charles. Great Expectations.

2. Description of the teacher's edition/manual

Grades nine and eleven

For each grade level *McDougal*, *Littell Literature* has a teacher's manual that contains a scope and sequence section, suggestions for introducing and teaching the selections, answers to all study questions, enrichment activities, bibliography for each unit, notes on the fine art in the student's textbook, and a table of contents arranged according to theme.

3. Description of the teacher's resource materials

Grades nine and eleven

A comprehensive teacher's resource binder is designed to provide supplements for instruction and management for eaching *McDougal, Littell Literature*. Teachers' resource binders contain "Audio Cassette Tapes," "Teacher's Notes for Audio Cassette Tapes," a "Teacher's Manual," "Classroom Management Aids," "Tests: Copy Masters," "Vocabulary Development Exercises," a table of contents arranged by theme, and "Literary Analyses/Critical Thinking Readings."



Publisher	Triles	COPYRIGHT
McDougal, Littell & Company	Grade nine McDougal, Littell Literature, Orange Level	1987
	Grade eleven McDougal, Littell Literature, Yellow Level	1987

4. Description of other supplementary textbooks or instructional materials available for sale

Grades nine and eleven

Vocabulary/test copy masters contain selection tests, section tests, unit tests, and tests on literary elements and techniques. Also included in the copy masters are vocabulary development exercises.

5. Indicate other textbooks or instructional materials, which, used together with the textbooks submitted for this process, would result in a total program, integrating instruction in listening, speaking, reading, and writing.

Grade nine

Basic Skills in English, grades seven through twelve, is the companion series to Building English Skills, providing grammar and composition instruction for students who read on or below grade level. In addition to the controlled reading level, the series features

short, highly structured writing lessons and exceptionally clear definitions and explanations.

Grade eleven

Building English Skills, grades seven through twelve, is designed to teach students who are reading on or above grade level the skills needed for clear expression of ideas: writing, thinking, and using mechanics. The series integrates speaking and listening, study and research, critical thinking, and life skills along with the teaching of grammar and composition.

Reading Literature, grades six through twelve, combines highquality selections of literature with developmental instruction in reading skills. The program is designed to build skills in comprehension, vocabulary, and writing as well as related skills such as study and research, speaking and listening, and critical thinking. The textbook for grade eleven presents American literature.



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PUBLISHER	Titles	Copyright
McGraw-Hill School Division	Grade nine Insights	1985
	Grade eleven American Literature: A Chronological Approach	1985
	Grade eleven American Literature: A Thematic Approach	1985

A. Publisher's Description of the Textbook and the Intended Audience Grade nine

Insights, which was developed for average students, has thematic units subdivided by genre. Study questions, activities for composition, language and vocabulary exercises, and authors' biographies follow the works of literature. Each unit includes a focus on an element of literature, major works, and sections entitled "Summing Up," "Composition Workshop," and "Gallery of Fine Art." The backmatter contains a "Handbook of Literary Terms," a "Glossary," and indexes. The 1989 edition adds instruction in the writing process and writing about literature and vocabulary sections.

Grade eleven

American Literature: A Chronological Approach, which was developed for average students, covers historical periods, each ending with "A Twentieth Century Writer Looks Back" and a "Composition Workshop." Following selections of literature are "Study Questions," "Linguage and Vocabu! try," and composition assignments. The backmatter includes a "Handbook of Literary Terms," a "Glossary," and indexes. The 1989 edition adds instruction in the writing process and writing about literature and vocabulary sections.

The editor of the textbooks for both grades nine and eleven is G. Robert Carlsen, former Professor of English and Education at the universities of Iowa and Texas and Past President of the National Council of Teachers of English (NCTE).

In American Literature: A Thematic Approach, which was developed for average students, units alternate between themes and historical periods. Following each selection are study questions. Thematic units end with questions and topics designed to synthesize unit selections, composition assignments, and authors' biographies. Thematic

units also contain a section entitled "Gallery of Fine Art." The backmatter has a "Handbook of Literary Terms," a "Glossary," and indexes. The general editor is G. Robert Carlsen, former Professor of English and Education at the universities of Iowa and Texas and Past President of NCTE.

B. Description of Textbooks and Materials

1. Description of the literary works

The literary works included in the textbooks or instructional materials are:

- Complete as originally written by the authors
 (How many for grade nine? 75) (How many for grade eleven?
 142* and 141†)
- Excerpts
 (How many for grade nine? 10) (How many for grade eleven? 30* and 24†)
- ☑ Abridged selections

Grade nine

Dickens, Charles. A Tale of Two Cities.

Homer. The Odyssey.

No abridged selections appear in the textbooks for grade eleven.

2. Description of the teacher's edition/manual

Grade nine

The teacher's guide for *Insights* contains sections on scope and sequence, classroom techniques, and unit objectives; suggestions



^{*}The selections are from American Literature: A Chronological Approach.

[†]The selections are from American Literature: A Thematic Approach.

		
Publisher	Titles	COPYRIGHT
McGraw-Hill School Division	Grade nine Insights	1985
	Grade eleven American Literature: A Chronological Approach	1985
	Grade eleven American Literature: A Thematic Approach	1985

for motivating students, teaching reading skills and genres, using activity sheets, "Composition Workshops," "Gallery of Fine Arts," and relating the humanities to the unit. Also included are an annotated bibliography, reading difficulty levels of works, a glossary, handbook words, introductions to selections, answers to study questions, and activities for enrichment.

Grade eleven

The teacher's guide for American Literature: A Chronological Approach contains sections on scope and sequence, suggested classroom techniques, background information on the historical period, and objectives. Also included are suggestions for motivating students' interest in the unit, using composition workshops, art notes, and selection charts listing words from the glossary and handbook. Background information, introductions to selections, and answers to study note questions are also included.

Grade eleven

The teacher's guide for American Literature: A Thematic Approach contains an introduction to the textbook; suggested classroom techniques; unit scope and sequences; suggestions for using composition workshops, for teaching the genres, for using the "Gallery of Fine Art," and for relating the humanities to the unit; an annotated bibliography; a selection chart listing glossary and handbook words; introductions to selections; and answers to study note questions.

3. Description of the teacher's resource materials

Grade nine

The Activities | Tests Book contains activity sheets, blackline masters for skills such as finding the main idea, check-up tests for each selection, and unit tests (objective and composition). The Insights

Activity/Tests Book includes a two-page blackline master for use with A Tale of Two Cities. In addition, two Literature Live! cassettes provide readings of select works from the text.

Grade eleven

The Test Books for American Literature: A Chronological Approach and American Literature: A Thematic Approach contain check tests for each of the selections in the anthology. Literature Live! causette tapes provide the students with the opportunity to hear selections read aloud.

4. Description of other supplementary textbooks or instructional materials available for sale

Grades nine and eleven*

The 1989 edition will include a critical thinking skills handbook that will provide explanations of, exercises for, and activities using critical thinking skills. These lessons will be tied to the literature in the student's text. The Short Prose Reader, by Muller and Weiner, and Literary Reflections, by Elkins, Kendall, and Willingham, also complement the literature series.

Grade eleven †

The Short Prose Reader and Literary Reflections also complement the literature series.

 Indicate other textbooks or instructional materials, which, used together with the textbooks submitted for this process, would result in a total program, integrating instruction in listening, speaking, reading, and writing.

Not applicable

*This section applies to Insights and American Literature: A Chronological Approach.
†This section applies to American Literature: A Thematic Approach.





A. Publisher's Description of the Textbook and the Intended Audience

The Art of Composition moves developmentally from simple writing structures and assignments to more advanced ones. Each chapter is organized as follows: a principle or skill to be developed, exercises to develop skills, a reading assignment, questions that stimulate discussion, writing assignments, prewriting questions, and self-evaluation exercises. Each lesson is structured to promote the application of the writing process. Each writing activity has "Before You Write" and "After You Write" procedures. "Readings for Writers" illustrates the principles and skills being developed.

Literary works include fiction and nonfiction from the eighteenth century to the present. Diverse selections represent a range of writers: men and women, famous and less well known, professionals and beginners.

B. Description of Texthooks and Materials

1. Description of the literary works

The literary: orks included in the textbooks or instructional materials are:

- ☐ Complete as originally written by the authors (Not applicable)
- Excerpts
 (How many for grade eleven? 34)

☐ Abridged selections

No abridged selections appear in this textbook for grade eleven.

2. Description of the teacher's edition/manual

The teacher's guide includes suggestions for evaluating student writing, instructional suggestions for each lesson, and additional student activities.

3. Description of the teacher's resource materials

Not applicable

4. Description of other supplementary textbooks or instructional materials available for sale

An Anti-plogy for Young Writers provides models for different forms of writing.

Writing in Action provides a clear and vigorous style, using the project approach to guide students through the writing process.

5. Indicate other textbooks or instructional materials, which, used together with the textbooks submitted for this process, would result in a total program, integrating instruction in listening, speaking, reading, and writing.

Not applicable



PUBLISHER	Titles	COPYRIGHT
Scott, Foresman & Company	Grade nine Patterns in Literature	1987
	Grade eleven Th e United States in Literatur e	<i>1987</i>

A. Publisher's Description of the Textbook and the Intended Audience Grade nine

The authors are Edmund J. Farrell, University of Texas, Austin; Ouida H. Clapp, Buffalo Public Schools, Buffalo, New York, and Karen J. Keuhner, Glenbrook South High School, Glenview, Illinois.

Traditional and contemporary literature is organized by genre. Supplementary articles include literary topics, writers, trends, historical background, and authors' biographies.

Intensive, integrated instruction in vocabulary, composition, and literary skills is provided. The "Composition Guide" provided support for writing assignments based on literary selections. The "Handbook of Literary Terms" provides instruction in literary concepts keyed to textbook selections.

Grade eleven

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The authors are James E. Miller, Jr., University of Chicago; Carlota Cardenas de Dwyer, Thomas C. Clark High School, San Antonio, Texas; and Kerry M. Wood, Woodside High School, Woodside, California.

Classical, traditional, and modern literature, organized chronologically, includes essays on "Themes in American Literature," two full-length plays, and poetry. Early American works by American Indians, pioneers, and political leaders provide historical perspectives.

In an alternative edition the following "Three Long Stories" replace *The Red Badge of Courage:* "Four Meetings" by Henry James, "Afterward" by Edith Wharton, and "Tom Outland's Story" by Willa Cather.

Intensive, integrated instruction in vocabulary, composition, and literary skills is provided. The "Composition Guide" provides sup-

post for writing assignments based on the literary selections. A "Glossary of Literary Terms" provides definitions with examples for reference and instruction.

B. Description of Textbooks and Materials

1. Description of the literary works

The literary works included in the textbooks or instructional materials are:

- Complete as originally written by the authors
 (How many for grade nine? 45) (How many for grade eleven? 162)
- Excerpts
 (How many for grade nine? 6) (How many for grade eleven? 44)
- Abridged selections
 (How many for grade nine? 8) (How many for grade eleven? 9)

Patterns in Literature (grade nine)

Cook, Mike, and Paul Gillespie. "Aunt Arie."
Dickens, Charles. A Tale of Two Cities.
Doyle, Arthur Conan. "The Speckled Band."
Gilbert, Michael. "Camford Cottage."
Johnson, Dorothy M. "The Man Who Shot Liberty Valance."
King, Martin Luther, Jr. "I Have a Dream."
Shakespeare, William. Romeo and Juliet.
Stuart, Jesse. "Split Cherry Tree."

The United States in Literature (grade eleven)

Anderson, Robert. I Never Sang for My Father. Asimov, Issac. "The Singing Bell." Bogan, Louise. "Letdown." Bradbury, Ray. "April 2005, Usher II."



Publisher	TITLES	Copyright
Scott, Foresman & Company	Grade nine Patterns in Literature	1987
	Grade eleven The United States in Literature	1987

Collier, Eugenia. "Marigold's."
Crane, Stephen. The Red Badge of Courage.
Fitzgerald, F. Scott. "Winter Dreams."
McManus, Patrick. "The Two-Wheeled ATV."
Ulibarri, Sabine. "My Grandma Smoked Cigars."

2. Description of the teacher's edition/manual

Grades nine and eleven

The *Teacher's Guidebook* offers complete lesson plans, check tests, unit overview charts, and a comprehensive scope and sequence chart.

3. Description of the teacher's resource materials

Grades nine and eleven

The *Testbook* includes unit content, vocabulary, and composition tests.

The Teacher's Resource Book contains the complete America Reads series testing program, motivational unit resource program, and a full-color poster for each of the eight units.

4. Description of other supplementary textbooks or instructional materials available for sale

Grades nine and eleven

See the response to item three.

5. Indicate other textbooks or instructional materials, which, used together with the textbooks submitted for this process, would result in a total program, integrating instruction in listening, speaking, reading, and writing.

Grade nine

Language: Skills and Use, Grade Nine Speech, Principles and Practice Inside High School Journalism

Grade eleven

Language: Skills and Use, Grade Eleven
Theater—Preparation and Performance
Inside High School Journalism
Writing Research Papers: A Complete Guide
Writing Brief



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33.1

PUBLISHER	Titles	Copyright
Scribner-Laidlaw Educational Publishers	Grade nine Composition and Grammar 9	1985
	Grade eleven Composition and Grammar 11	1985

A. Publisher's Description of the Textbook and the Intended Audience Grades nine and eleven

Composition and Grammar 9 and Composition and Grammar 11 can serve as the basic instructional textbooks of a writing-process curriculum or as one of the core textbooks of a literature-based curriculum. The integrated approach of these textbooks focuses on the writing of whole compositions while engaging students in a variety of purposeful writing tasks. These include "A How-to Essay" and "A Radio Advertisement" for grade nine and "An Autobiographical Essay" and "A Scientific Report" for grade eleven.

The authors of the program include Steven Zemelman, Director of the Illinois Writing Project; Marjorie Farmer, Past President of the National Council of Teachers of English; and Seymour Yesner, an experienced High School English Teacher.

B. Description of Textbooks and Materials

1. Description of the literary works

The literary works included in the textbooks or instructional materials are:

- □ Complete as originally written by the authors
 (How many for grade nine? 11) (How many for grade eleven? 24)
- Excerpts
 (How many for grade nine? 20) (How many for grade eleven? 51)
 □ Abridged selections
- No abridged selections appear in the textbooks for grades nine and eleven.

2. Description of the teacher's edition/manual

Grades nine and eleven

The teacher's edition consists of an annotated student's textbook with a back-of-the-book teacher's manual that contains content previews, instructional objectives, commentaries with day-by-day teaching strategies, and enrichment activities. Discussion activities and questioning strategies are provided to help generate ideas and integrate knowledge. Included are suggestions for managing small groups and for peer evaluation, as well as suggestions for reducing the teacher's paper load.

3. Description of the teacher's resource materials

Grade nine

The deluxe teacher's edition consists of a three-ring binder containing the teacher's edition described above, "Composition Checklists," "More Practice" (blackline masters), "Tests" (blackline masters), and "Style Sheets for Documentation."

Grade eleven

The deluxe teacher's edition consists of a three-ring binder containing the teacher's edition described above, "Composition Checklists," "More Practice" (blackline masters), "Tests" (blackline masters), "Style Sheets for Documentation," and "Blackline Masters for Teaching a Research Paper."

4. Description of other supplementary textbooks or instructional materials available for sale

Not applicable



PUBLISHER	Titles	COPYRIGHT
Scribner-Laidlaw Educational Publishers	Grade nine Composition and Grammar 9	1985
	Grade eleven Composition and Grammar 11	1985

Grades nine and eleven

The "Test Masters" and "More Practice Masters" described above are also available as separate components.

5. Indicate other textbooks or instructional materials, which, used together with the textbooks submitted for this process, would result in a total program, integrating instruction in listening, speaking, reading, and writing.

Grades nine and eleven

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Materials are in preparation.



PUBLISHER	Titles	COPYRIGHT
Scribner-Macmillan Educational Publishers	Grade nine Understanding Literature	1987
	Grade eleven American Literature	. 1987

A. Publisher's Description of the Textbook and the Intended Audience

Grades nine and eleven

The Macmillan Literature Series consists of anthologies for teaching literature. Each level provides outstanding, high-quality literary selections that encourage students to read literature; motivational strategies to help students of all abilities to read, understand, and enjoy literature; features and questioning strands to develop thinking and writing processes; three levels of discussion questions and two kinds of composition assignments to challenge students of all abilities; and students' materials and teachers' aids to save time and energy.

George Kearns, General Adviser and Writer, is Director of the Expository Writing Project in the English Department of Rutgers University, New Jersey.

Grade nine

Understanding Literature, the grade nine textbook, continues to develop the study of literary types and techniques that build analytical skills needed for students to appreciate high-quality literature. This anthology offers an extensive number of short stories, nonfiction pieces, poems, two novels, and three one-act plays in addition to Romeo and Juliet.

Grade eleven

American Literature introduces students to a chronological study of major periods in history. An illustrated introduction and a time line begin each unit and place the works in an historical perspective. "The American Voice" helps students define major themes and concepts. The anthology also includes many short scories, poems, and essays as well as Our Town and The Red Badge of Courage.

B. Description of Textbooks and Materials

1. Description of the literary works

The literary works included in the textbooks or instructional materials are:

- Complete as originally written by the authors (How many for grade nine? 68) (How many for grade eleven? 181)
- Excerpts
 (How many for grade nine? 7) (How many for grade eleven? 26)
- Maridged selections

(How many for grade nine? 3) (How many for grade eleven? 1)

Understanding Literature (grade nine)

Dickens, Charles. Great Expectations.

London, Jack. The Call of the Wild.

Shakespeare, William. The Tragedy of Romeo and Juliet (standard school abridgment).

American Literature (grade eleven)

Crane, Stephen. The Red Badge of Courage.

2. Description of the teacher's edition/manual

Grades nine and eleven

The teach_rs' manuals with mastery tests include unit mastery tests; reading check tests; author information; answers to all questions, including guidelines for evaluating compositions; complete teaching strategies; and many extra helps for daily teaching. Users of the manual have praised the statement of theme, the synopsis, the "Motivation for Reading," and the check tests.



PUBLISHER	Titles	Copyright
Scribner-Macmillan Educational Publishers	Grade nine Understanding Literature	1987
	Grade eleven American Literature	1987

3. Description of the teacher's resource materials

Grades nine and eleven

The teacher's resource book, in a convenient three-ring binder for each grade, helps teachers manage extra teaching aids: "Teacher's Manual with Mastery Tests"; "Check Tests Blackline Masters"; "Selection, Unit, and Essay Tests Blackline Masters"; "Tests Answer Key"; "Practice and Enrichment Blackline Masters"; and "Reinforcement and Study Blackline Masters."

4. Description of other supplementary textbooks or instructional materials available for sale

Grades nine and eleven

PWR: Macmillan Literature Composition Software—The Prewriting—Writing—Revising Process, containing software for each grade, is an outgrowth of the process approach to writing practiced in the Macmillan Literature Series for grades seven through twelve; but the software can be used independently.

The two-disk package for each grade includes (1) a tutorial and separate word processor; and (2) programs for "Writing About Literature," "Creative Writing," "Writing About Social Sturand "Writing About Science." The programs have been des. d to be used by students of all abilities. There are built-in help screens, supplied selections and data. as well as open-ended assignments.

5. Indicate other textbooks or instructional materials, which, used together with the textbooks submitted for this process, would result in a total program, integrating instruction in listening, speaking, reading, and writing.

Grades nine and eleven

The students' anthologies paired with the teacher's support mate rials offer opportunities for a whole-language curriculum: Reading is stressed in end-of-unit essays as well as in the feature "Model for Active Reading," the three-level questioning strategy, the "Literary Focus" feature, and footnotes and vocabulary aids. Writing is addressed in the many post-selection dual composition assignments and in the "Writing About Literature Handbook," which stresses prewriting, writing, and revising. Listening and speaking are practiced in many of the "Additional Projects" suggested in the teacher's manual.

Additionally the Macmillan English textbooks for these grades offer extensive practice correlating with Macmillan Literature's approach to reading, writing, listening, and speaking. The ancillaries for Macmillan English include many blackline masters for evaluation of writing, listening, and speaking.



Publications Available from the Department of Education

This publication is one of over 650 that are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

ISBN	Title (Date of publication)	Price
0-8011-0271-5	Academic Honesty (1986)	\$2.50
0-8011-0722-9	Accounting Procedures for Student Organizations (1988)	3.75
0-8011-0272-3	Administration of Maintenance and Operations in California	
	School Districts (1986)	6.75
-8011-0216-2	Bilingual-Crosscultural Teacher Aides: A Resource Guide (1984)	3.50
-8011-0238-3	Boating the flight Way (1985)	4.00
-8011-0275-8	California Dropouts: A Status Report (1986)	2.50
-8011-0707-5	California Private School Directory, 1987-88 (1987)	14.00
3011-0724-5	California Public School Directory (1988)	14.00
8011-0488-2	Caught ir. the Middle: Educational Reform for Young	1
	Adolescents in California Public Schools (1987)	5.00
-8011-024!-3	Computer Applications Planning (1985)	5.00
-8011-024'?-1	Computers in Education: Goals and Content (1985)	2.50
-8011-0659	Educational Software Preview Guide (1987)	2.00
-8011-0485-	Effective Practices in Achieving Compensatory	
	Education-Funded Schools II (1987)	5.00
3011-00 i-0	English-Language Arts Framework for California Public	
8011-0731-8	Schools (1987)	3.00
8011-0731-6	Englis' -Language Arts Model Curriculum GuiJe,	• • •
8011-0710-5	K-8 (1988)	3.00
8011-0710-3	Family Life/Sex Education GV Felices (1987)	4.00
0011-0733-4	From Vision to Reality: California Educational Reform—	2.00
8011-0289-8	Annual Report, 198, (1988)	3.00
8011-0269-6	Fandbook for Physical Education (1986)	4.50
0011-0247-7	Liandbook for Planning an Effective Foreign Language	2.60
8011-0320-7	Program (1985)	3.50
0011-0320-7	(1997)	3.00
8011-0179-4	(1987)	3.00
-0011-0175-4		2.00
-8011-0290-1	(1982)	2.00
8011-0224-3	Handbook for Teaching Cantonese-Speaking Students (1984)	2.50
-8011-0224-3		4.50 4.50
-8011-0291-X	Handbook for Teaching Japanese-Speaking Students (1987)	
-8011-0291-A	Handbook for Teaching Pilipino-Speaking Students (1986) Handbook for Teaching Portuguese-Speaking Stude: 's	4.50
-0011-0204-7		4.60
-8011-0250-2	(1983)	4.50
-0011-0230-2	Parents—Chinese/English Edition (1985)	2 25+
-8011-0712-1	History-Social Science Framework for California Public	3.25*
-0011-0712-1	Schools (1988)	4.00
	GUIUUIS (1700)	6.00

^{*}The following editions are also available. at the same price: Armenian/English, Cambodian/English, Hmong/English, Korean/English, Laotian/English, Spanish/English. and Vietnamese/English.

0-8011-0227-8	Individual Learning Programs to: Limited-English-	
	Proficient Students (1984)	\$ 3.50
0-8011-0466-1	Instructional Patterns: Curriculum for Parenthood	
	Education (1985)	12.00
0-8011-0208-1	Manual of First-Aid Practices for School Bus Drivers (1983)	1.73
0-8011-0209-X	,,,	3.2
0-8011-0358-4	Mathematics Framework for California Public Schools	
	(1985)	3.00
0-8011-0664-8	Mathematics Model Curriculum Guide, K-8 (1987)	2.7
0-8011-0685-0	Microcomputers for Use in School District	
	Administration (1987)	9.00
0-8011-0725-3	Model Curriculum for Humar Rights and Genocide (1988)	3.2
0-8011-0252-9	Model Curriculum Standards: Grades 9-12 (1985)	5.50
0-8011-0229-4	Nutrition Education—Choose Well, Be Well: A Curriculum	
	Guide for Junior High School (1984)	8.00
0-8011-0228-6	Nutrition Education—Choose Well, Be Well: A Curriculum	
	Guide for High School (1984)	8.00
0-8011-0182-4	Nutrition Education—Choose Well, Be Well: A Curriculum	
	Guide for Preschool and Kindergarten (1982)	8.00
0-8011-0183-2	Nutrition Education—Choose Well, Be Well: A Curriculum	
	Guide for the Primary Grades (1982)	8.00
0-8011-0184-0	Nutrition Education—Choose Well, Be Well: A Curriculum	
	Guide for the Upper Elementary Grades (1982)	8.00
0-8011-0230-8	Nutrition Education—Choose Well, Be Well A Resource	
	Manual for Parent and Community Involvement in Nutrition	
	Education Programs (1984)	4.50
0-8011-0185-9	Nutrition Education—Choose Well, Le Well: A Reso.	
	Manual for Preschool, Kindergarten, and Elementary	
	Teachers (1982)	2.25
0-8011-0186-7	Nutrition Education -Choose Well Be Well: A Resource	
	Manual for Secondary Teachers (1982)	2.25
0-8011-0253-7	Nutrition Education—Choose Well, Be Well: Food Photo	
	Cards (with nutrient composition charts) (1985)	10.00
0-8011-0254-5	Nutrition Education—Choose Well, Be Well: Teaching	
	Materials for Preschool/Kindergarten Curriculum Guide	
	(in color) (1985)	7.50
0-8011-0255-3	Nutrition Education—Compute Well, Be Well: Computer	
	Activities for the Classroom, Preschool/Kindergarten	
	(1985)	12.50
0-8011-0256-1	Nutrition Education—Compute Well, Be Well: Computer	
	Activities for the Classroom, Grades 1-3 (1985)	12.50
0-8011-0257-X	Nutrition Education—Compute Well, Be Well: Computer	
	Activities for the Classroom, Grades 46 (1985)	12.50
0-8011-0303-7	A Parent's Handbook on California Education (1986)	3.25
0-8011-0305-3	Paths Through High School: A California Curriculum Study	
	(1987)	4.00
0-8011-0671-0	Practical Ideas for Teaching Writing as a Process (1967)	6.00
0-8011-0309-6	Program Guidelines for Hearing Impaired Individuals (1986)	6.00
0-8011-0258-8	Program Guidelines for Severely Orthopedically Impaired	
	Individuals (1985)	6.00
0-80!! 0484-2	Program Guidelines for Visually Imp. ired Individuals (1987)	6.00
0-5011-0689-5	Program Quality Review for Elementary Schools (1097)	4.50



0-8011-0690-7	Program Quality Review for High Schools (1987)	\$4.50
0-8011-0213-8	Raising Expectations: Model Graduation Requirements	
	(1983)	2.75
0-8011-0311-8	Recommended Readings in Literature. K-8 (1986)	2.25
0-8011-0214-6	School Attendance Improvement: A Blueprint for Action	
	(1983)	2.75
0-8011-0189-1	Science Education for the 1980s (1982)	2.50
0-8011-0339-8	Science Framework for California Public Schools (1978)	3.00
0-8011-0354-1	Science Framework Addendum (1984)	3.00
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