

**2011 English Language Arts Textbook Approval Committee Consensus
Correlation to the 2010 English Standards of Learning and Curriculum Framework – Grade 10 Reading**

Text Title: Virginia Holt McDougal Literature Student Edition, Grade 10 Publisher Holt McDougal, a division of Houghton Mifflin Harcourt

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 10 Reading Summary	Rating		
	Adequate	Limited	No Evidence
10.3	X		
10.3a	X		
10.3b	X		
10.3c	X		
10.3d	X		
10.3e	X		
10.3f	X		
10.3g	X		
10.4	X		
10.4 a	X		
10.4 b	X		
10.4 c	X		

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 10 Reading Summary	Rating		
	Adequate	Limited	No Evidence
10.4 d	X		
10.4 e	X		
10.4 f	X		
10.4 g	X		
10.4 h	X		
10.4 i	X		
10.4 j	X		
10.4 k	X		
10.4 l	X		
10.4 m	X		
10.5	X		
10.5 a	X		

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	Adequate	Limited	No Evidence
10.5 b	X		
10.5 c	X		
10.5 d	X		
10.5 e	X		
10.5 f	X		
10.5 g	X		
10.5 h	X		

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<p>Section II. Additional Criteria: Instructional Planning and Support</p>	<p>Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.</p>		
<p>1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.</p>	<p><u>Adequate</u></p>	<p>Limited</p>	<p>No Evidence</p>
<p>2. The textbook is organized appropriately within and among units of study.</p>	<p><u>Adequate</u></p>	<p>Limited</p>	<p>No Evidence</p>
<p>3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use.</p>	<p><u>Adequate</u></p>	<p>Limited</p>	<p>No Evidence</p>
<p>4. The writing style, syntax, and vocabulary are appropriate.</p>	<p><u>Adequate</u></p>	<p>Limited</p>	<p>No Evidence</p>
<p>5. Sufficient instructional strategies are provided to promote depth of understanding.</p>	<p><u>Adequate</u></p>	<p>Limited</p>	<p>No Evidence</p>

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2010 Grade 9 English Standards of Learning			
STANDARD	Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Use context, structure, and connotations to determine meanings of words and phrases.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Discriminate between connotative and denotative meanings and interpret the connotation.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Identify the meaning of common idioms.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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2010 Grade 9 English Standards of Learning			
STANDARD	Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
e) Identify literary and classical allusions and figurative language in text.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Extend general and specialized vocabulary through speaking, reading, and writing.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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2010 Grade 10 English Standards of Learning			
STANDARD	Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Identify main and supporting ideas.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Analyze the cultural or social function of literature.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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STANDARD	Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
e) Identify universal themes prevalent in the literature of different cultures.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Examine a literary selection from several critical perspectives.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Explain the influence of historical context on the form, style, and point of view of a literary text.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
h) Evaluate how an author’s specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author’s purpose.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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STANDARD	Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
i) Compare and contrast literature from different cultures and eras.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
j) Distinguish between a critique and a summary.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
k) Compare and contrast how rhyme, rhythm, sound, imagery, style, form, and other literary devices convey a message and elicit a reader’s emotions.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
l) Compare and contrast character development in a play to characterization in other literary forms.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
m) Use reading strategies to monitor comprehension throughout the reading process.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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STANDARD		Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.	
10.5	The student will read, interpret, analyze, and evaluate nonfiction texts.	<u>Adequate</u> Limited No Evidence Comments:	
	a) Identify text organization and structure.	<u>Adequate</u> Limited No Evidence Comments:	
	b) Recognize an author’s intended audience and purpose for writing.	<u>Adequate</u> Limited No Evidence Comments:	
	c) Skim manuals or informational sources to locate information.	<u>Adequate</u> Limited No Evidence Comments:	
	d) Compare and contrast informational texts.	<u>Adequate</u> Limited No Evidence Comments:	

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STANDARD	Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
h) Use reading strategies throughout the reading process to monitor comprehension.	<u>Adequate</u>	Limited	No Evidence
	Comments:		