

**2011 English Language Arts Textbook Approval Committee Consensus  
Correlation to the 2010 English Standards of Learning and Curriculum Framework – Grade 8 Reading**

**Text Title: Expert 21 Course III— Volumes 1 and 2 Hardcover and Softcover Student Editions and Technology Subscription Publisher Scholastic Inc.**

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 8 Reading Summary	Rating		
	Adequate	Limited	No Evidence
8.4	X		
8.4 a	X		
8.4 b	X		
8.4 c	X		
8.4 d	X		
8.4 e	X		
8.4 f	X		
8.5	X		
8.5 a		X	
8.5 b	X		
8.5 c	X		
8.5 d	X		
8.5 e	X		

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 8 Reading Summary	Rating		
	Adequate	Limited	No Evidence
8.5 f	X		
8.5 g	X		
8.5 h	X		
8.5 i	X		
8.5 j	X		
8.5 k	X		
8.5 l	X		
8.5 m	X		
8.6	X		
8.6 a	X		
8.6 b	X		
8.6 c	X		
8.6 d	X		

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Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 8 Reading Summary	Rating		
	Adequate	Limited	No Evidence
8.6 e			
8.6 f	X		
8.6 g	X		
8.6 h	X		
8.6 i	X		
8.6 j	X		
8.6 k	X		
8.6 l	X		

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<p><b>Section II. Additional Criteria: Instructional Planning and Support</b></p>	<p><b>Degree of Correlation: Underline your choice.</b>  <b>Adequate Limited No evidence</b>  <b>Must provide comments to support the ratings other than Adequate.</b></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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<b>2010 Grade 8 English Standards of Learning</b>			
<b>STANDARD</b>	<b>Degree of Correlation: Underline your choice.</b> <b>Adequate Limited No evidence</b> <b>Must provide comments to support the ratings other than Adequate.</b>		
8.4 The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Identify and analyze an author’s use of figurative language.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Use roots, affixes, cognates, synonyms, and antonyms to determine the meaning of unfamiliar words and technical vocabulary.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Use dictionaries, thesauruses, and glossaries to determine definition, pronunciation, etymology, spelling, and usage of words. e) Discriminate between connotative and denotative meanings and interpret the connotation.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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<b>2010 Grade 8 English Standards of Learning</b>			
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e) Discriminate between connotative and denotative meanings and interpret the connotation.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Extend general and specialized vocabulary through speaking, listening, reading, and writing.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Explain the use of symbols and figurative language	Adequate	<u>Limited</u>	No Evidence
	Comments:		
b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Understand the author’s use of conventional elements and characteristics within a variety of genres.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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e) Compare and contrast the author’s use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Compare and contrast authors’ styles.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Identify and ask questions that clarify various viewpoints.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
h) Identify the main idea.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
i) Summarize text relating supporting details.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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j) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		
k) Identify cause and effect relationships.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		
l) Use prior and background knowledge as a context for new learning.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		
m) Use reading strategies to monitor comprehension throughout the reading process.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		

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<b>STANDARD</b>	<b>Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.</b>		
8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Draw on background knowledge and knowledge of text structure to understand selections.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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c) Analyze the author’s qualifications, viewpoint, and impact.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Analyze the author’s use of text structure and word choice.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
e) Analyze details for relevance and accuracy.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Differentiate between fact and opinion.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Identify the main idea.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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<b>STANDARD</b>	<b>Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.</b>		
h) Summarize the text identifying supporting details.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
i) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
j) Identify cause and effect relationships.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
k) Evaluate, organize, and synthesize information for use in written and oral formats.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
l) Use reading strategies to monitor comprehension throughout the reading process.	<u>Adequate</u>	Limited	No Evidence
	Comments:		