

**2011 English Language Arts Textbook Approval Committee Consensus**

**Correlation to the 2010 English Standards of Learning and Curriculum Framework – Grade 10 Writing**

**Text Title: Write Source, Student Edition, Online Student Subscription, Grade 10 Publisher Holt McDougal, a division of Houghton Mifflin Harcourt**

**Print and Digital**

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 10 Writing Summary	Rating		
	Adequate	Limited	No Evidence
10.6	X		
10.6a	X		
10.6b	X		
10.6c	X		
10.6d	X		
10.6e	X		
10.6f	X		
10.6g	X		
10.7	X		
10.7 a	X		
10.7 b	X		
10.7 c	X		
10.7 d	X		

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 10 Writing Summary	Rating		
	Adequate	Limited	No Evidence
10.7 e	X		
10.7 f	X		
10.7 g	X		
10.7h	X		
10.8	X		
10.8 a	X		
10.8 b	X		
10.8 c	X		
10.8 d	X		
10.8 e	X		
10.8 f	X		
10.8 g	X		
10.8h			

2011 English Language Arts Textbook Approval Committee Consensus

Correlation to the 2010 English Standards of Learning and Curriculum Framework – Grade 10 Writing

Text Title: Write Source, Student Edition, Online Student Subscription, Grade 10 Publisher Holt McDougal, a division of Houghton Mifflin Harcourt

Print and Digital

<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>Comments:</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>Comments:</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>Comments:</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>Comments:</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>Comments:</p>	<p>Limited</p>	<p>No Evidence</p>

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

**Text Title: Write Source, Student Edition, Online Student Subscription, Grade 10 Publisher Holt McDougal, a division of Houghton Mifflin Harcourt**

**Print and Digital**

<b>2010 Grade 10 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>		
10.6      The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a)      Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b)      Synthesize information to support the thesis.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c)      Elaborate ideas clearly through word choice and vivid description.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d)      Write clear and varied sentences, clarifying ideas with precise and relevant evidence.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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

**Text Title: Write Source, Student Edition, Online Student Subscription, Grade 10 Publisher Holt McDougal, a division of Houghton Mifflin Harcourt**

**Print and Digital**

<b>2010 Grade 10 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>		
e) Organize ideas into a logical sequence using transitions.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Revise writing for clarity of content, accuracy, and depth of information.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Use computer technology to plan, draft, revise, edit, and publish writing.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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

**Text Title: Write Source, Student Edition, Online Student Subscription, Grade 10 Publisher Holt McDougal, a division of Houghton Mifflin Harcourt**

**Print and Digital**

<b>2010 Grade 10 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>		
10.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Distinguish between active and passive voice.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Apply rules governing use of the colon.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Differentiate between in-text citations and works cited on the bibliography page.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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

**Text Title: Write Source, Student Edition, Online Student Subscription, Grade 10 Publisher Holt McDougal, a division of Houghton Mifflin Harcourt**

**Print and Digital**

<b>2010 Grade 10 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>		
e) Analyze the writing of others.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Describe how the author accomplishes the intended purpose of a piece of writing.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Suggest how writing might be improved.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
h) Proofread and edit final product for intended audience and purpose.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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

**Text Title: Write Source, Student Edition, Online Student Subscription, Grade 10 Publisher Holt McDougal, a division of Houghton Mifflin Harcourt**

**Print and Digital**

<b>2010 Grade 10 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>		
10.8 The student will collect, evaluate, organize, and present information to create a research product.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Use technology as a tool to research, organize, evaluate, synthesize, and communicate information.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Develop the central idea or focus.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Verify the accuracy, validity, and usefulness of information.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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

**Text Title: Write Source, Student Edition, Online Student Subscription, Grade 10 Publisher Holt McDougal, a division of Houghton Mifflin Harcourt**

**Print and Digital**

<b>2010 Grade 10 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>		
e) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.	<u>Adequate</u>	Limited	No Evidence
	Comments:		