

**2011 English Language Arts Textbook Approval Committee Consensus
Correlation to the 2010 English Standards of Learning and Curriculum Framework – Grade 11 Writing**

Text Title: Writing with Power, hardcover student edition with online access, Grade 11 Publisher Perfection Learning

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 11 Writing Summary	Rating		
	Adequate	Limited	No Evidence
11.6	X		
11.6a	X		
11.6b	X		
11.6c	X		
11.6d	X		
11.6e	X		
11.6f	X		
11.6g	X		
11.6 h	X		
11.7	X		
11.7a	X		
11.7b	X		
11.7c	X		
11.7d	X		

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 11 Writing Summary	Rating		
	Adequate	Limited	No Evidence
11.7e	X		
11.7f	X		
11.8	X		
11.8a	X		
11.8b	X		
11.8c	X		
11.8d	X		
11.8 e	X		
11.8f	X		
11.8g	X		
11.8h	X		
11.8i	X		
11.8j	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 11 English Standards of Learning			
STANDARD	Degree of Correlation: Underline your choice. <u>Adequate</u> Limited No evidence Must provide comments to support the ratings other than <u>Adequate</u>.		
11.6 The student will write in a variety of forms, with an emphasis on persuasion.	<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) Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Organize ideas in a sustained and logical manner.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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STANDARD	Degree of Correlation: Underline your choice. <u>Adequate</u> Limited No evidence Must provide comments to support the ratings other than <u>Adequate</u>.		
e) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.	<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:		
h) Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.	<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.		
11.7 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) 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:		
b) Use verbals and verbal phrases to achieve sentence conciseness and variety.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Distinguish between active and passive voice.	<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:		

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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) Adjust sentence and paragraph structures for a variety of purposes and audiences.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Proofread and edit writing for intended audience and 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.		
11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Use technology as a tool to research, organize, evaluate, and communicate information.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Narrow a topic and develop a plan for research.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Collect information to support a thesis.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Critically evaluate quality, accuracy, and validity of information.	<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) 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:		
f) Synthesize and present information in a logical sequence.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) 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:		
h) Revise writing for clarity of content, accuracy, and depth of information.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
i) Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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2010 Grade 11 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.
j) 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: