

**2011 English Language Arts Textbook Approval Committee Consensus
Correlation to the 2010 English Standards of Learning and Curriculum Framework – Grade 12 Writing**

Text Title: Write Source, Student Edition, Online Student Subscription, Grade 12 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 12 Writing Summary	Rating		
	Adequate	Limited	No Evidence
12.6	X		
12.6a	X		
12.6b	X		
12.6c	X		
12.6d	X		
12.6e	X		
12.6f	X		
12.6g	X		
12.6h	X		
12.7	X		
12.7 a	X		
12.7 b	X		
12.7 c	X		

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 12 Writing Summary	Rating		
	Adequate	Limited	No Evidence
12.8	X		
12.8 a	X		
12.8 b	X		
12.8 c	X		
12.8 d	X		
12.8 e	X		
12.8 f	X		
12.8 g	X		
12.8 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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STANDARD	Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Generate, gather, and organize ideas for writing to address a specific audience and purpose.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Clarify and defend a position with precise and relevant evidence.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.	<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) Use a variety of rhetorical strategies to accomplish a specific purpose.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Create arguments free of errors in logic and externally supported.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Revise writing for clarity of content, depth of information and technique of presentation.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
h) Use computer technology to plan, draft, revise, edit, and publish writing.	<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.		
12.7 The student will write, revise, and edit writing.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Edit, proofread, and prepare writing for intended audience and purpose.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.	<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:		

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12.8 The student will write documented research papers.	<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) Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Critically evaluate the accuracy, quality, and validity of the information.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Synthesize information to support the thesis and present information in a logical manner.	<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) 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) Revise writing for clarity, depth of information, and technique of presentation.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Edit writing for language, spelling, punctuation, capitalization, syntax, and paragraphing as appropriate for standard English.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
h) 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:		