

**2011 English Language Arts Textbook Approval Committee Consensus
Correlation to the 2010 English Standards of Learning and Curriculum Framework – Grade 4**

Text Title: Bookshop Core Reading Program, Grade 4 Publisher: Mondo Publishing

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 4 Summary	Rating		
	Adequate	Limited	No Evidence
4.4	X		
4.4a	X		
4.4b	X		
4.4c	X		
4.4d	X		
4.4e	X		
4.5	X		
4.5a	X		
4.5b	X		
4.5c	X		
4.5d	X		
4.5e			X
4.5f	X		

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 4 Summary	Rating		
	Adequate	Limited	No Evidence
4.5g	X		
4.5i	X		
4.5j	X		
4.5k	X		
4.5l	X		
4.6	X		
4.6a	X		
4.6b	X		
4.6c	X		
4.6d	X		
4.6e	X		
4.6f	X		
4.6g	X		

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	Adequate	Limited	No Evidence
4.6h	X		
4.6i	X		
4.6j	X		
4.6k	X		
4.6l	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: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
4.4 The student will expand vocabulary when reading.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Use context to clarify meanings of unfamiliar words.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Use word-reference materials, including the glossary, dictionary, and thesaurus.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Develop vocabulary by listening to and reading a variety of texts.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
e) Use vocabulary from other content areas.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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STANDARD	Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Explain the author’s purpose.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Describe how the choice of language, setting, characters, and information contributes to the author’s purpose.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Identify the main idea.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Summarize supporting details.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
e) Identify the problem and solution.	Adequate	Limited	<u>No Evidence</u>
	Comments:		

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f) Describe the relationship between text and previously read materials.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Identify sensory words.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
h) Draw conclusions/make inferences about text.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
i) Make, confirm, or revise predictions.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
j) Identify cause and effect relationships.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
k) Use reading strategies throughout the reading process to monitor comprehension.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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STANDARD	Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.
1) Read with fluency and accuracy.	<u>Adequate</u> Limited No Evidence Comments:

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4.6 The student will read and demonstrate comprehension of nonfiction texts.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Formulate questions that might be answered in the selection.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Explain the author’s purpose.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Identify the main idea.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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e) Summarize supporting details.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Draw conclusions and make simple inferences using textual information as support.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Distinguish between cause and effect.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
h) Distinguish between fact and opinion.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
i) Use prior knowledge and build additional background knowledge as context for new learning.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
j) Identify new information gained from reading.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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2010 Grade 4 English Standards of Learning	
STANDARD	Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.
k) Use reading strategies throughout the reading process to monitor comprehension.	<u>Adequate</u> Limited No Evidence Comments:
l) Read with fluency and accuracy.	<u>Adequate</u> Limited No Evidence Comments: