

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

Text Title: Wright Group Lead 21 Complete Classroom Package, Kindergarten Publisher: McGraw-Hill Companies School Education Group

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Kindergarten Summary	Rating		
	Adequate	Limited	No Evidence
K.5	X		
K.5a	X		
K.5b	X		
K.5c	X		
K.5d	X		
K.5e	X		
K.6	X		
K.6a	X		
K.6b	X		
K.6c	X		
K.6d	X		
K.7	X		
K.7a	X		
K.7b	X		

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Kindergarten Summary	Rating		
	Adequate	Limited	No Evidence
K.7c	X		
K.7d	X		
K.8	X		
K.8a	X		
K.8b	X		
K.9	X		
K.9a	X		
K.9b	X		
K.9c	X		
K.9d	X		
K.9e	X		
K.9f	X		

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	Adequate	Limited	No Evidence
K.9g	X		
K.10	X		
K.10a	X		
K.10b	X		

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Section II. Additional Criteria: Instructional Planning and Support	Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.	<u>Adequate</u>	Limited	No Evidence Comments:
2. The textbook is organized appropriately within and among units of study.	<u>Adequate</u>	Limited	No Evidence Comments:
3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	<u>Adequate</u>	Limited	No Evidence Comments:
4. The writing style, syntax, and vocabulary are appropriate.	<u>Adequate</u>	Limited	No Evidence Comments:
5. Sufficient instructional strategies are provided to promote depth of understanding.	<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.		
K.5 The student will understand how print is organized and read.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Hold print materials in the correct position.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Identify the front cover, back cover, and title page of a book.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Distinguish between print and pictures.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Follow words from left to right and from top to bottom on a printed page.	<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.
e) Match voice with print (concept of word).	<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.		
K.6 The student will demonstrate an understanding that print conveys meaning.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Identify common signs and logos.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Explain that printed materials provide information.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Read and explain own writing and drawings.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Read his/her name and read fifteen meaningful, concrete words.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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K.7 The student will develop an understanding of basic phonetic principles.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Identify and name the uppercase and lowercase letters of the alphabet.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Identify beginning consonant sounds in single-syllable words.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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K.8 The student will expand vocabulary.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Discuss meanings of words.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Develop vocabulary by listening to a variety of texts read aloud.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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K.9 The student will demonstrate comprehension of fictional texts.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Identify what an author does and what an illustrator does.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Relate previous experiences to what is read.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Use pictures to make predictions.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Begin to ask and answer questions about what is read.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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e) Use story language in discussions and retellings	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Retell familiar stories, using beginning, middle, and end.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Discuss characters, setting, and events.	<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.		
K.10 The student will demonstrate comprehension of nonfiction texts.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Use pictures to identify topic and make predictions.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Identify text features specific to the topic, such as titles, headings, and pictures.	<u>Adequate</u>	Limited	No Evidence
	Comments:		