

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

Text Title: Virginia Holt McDougal Literature American Literature Student Edition, Grade11 Publisher Holt McDougal, a division of Houghton Mifflin Harcourt

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 11 Reading Summary	Rating		
	Adequate	Limited	No Evidence
11.3	X		
11.3a	X		
11.3b	X		
11.3c	X		
11.3d	X		
11.3e	X		
11.3f	X		
11.3g	X		
11.4	X		
11.4 a	X		
11.4 b	X		
11.4 c	X		

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 11 Reading Summary	Rating		
	Adequate	Limited	No Evidence
11.4 d	X		
11.4 e	X		
11.4 f	X		
11.4 g	X		
11.4 h	X		
11.4 i	X		
11.4 j	X		
11.4 k	X		
11.5	X		
11.5 a	X		

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	Adequate	Limited	No Evidence
11.5 b	X		
11.5 c	X		
11.5 d	X		
11.5 e	X		
11.5 f	X		
11.5 g	X		
11.5 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.		
11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Use context, structure, and connotations to determine meanings of words and phrases.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Discriminate between connotative and denotative meanings and interpret the connotation.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Identify the meaning of common idioms.	<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) Identify literary and classical allusions and figurative language in text.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Extend general and specialized vocabulary through speaking, reading, and writing.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.	<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.		
11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Describe contributions of different cultures to the development of American literature.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Compare and contrast the development of American literature in its historical context.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.	<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.		
d) Analyze the social or cultural function of American literature.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
e) Analyze how context and language structures convey an author’s intent and viewpoint.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Explain how imagery and figures of speech appeal to the reader’s senses and experience.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
h) Explain how an author’s specific word choices, syntax, tone, and voice support the author’s 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.		
i) Read and analyze a variety of American dramatic selections.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
j) Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
k) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.	<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.		
11.5 The student will read and analyze a variety of nonfiction texts.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Use information from texts to clarify understanding of concepts.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Read and follow directions to complete an application for college admission, for a scholarship, or for employment.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Generalize ideas from selections to make predictions about other texts.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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d) Draw conclusions and make inferences on explicit and implied information using textual support.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
e) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Identify false premises in persuasive writing.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.	<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.
h) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.	<u>Adequate</u> Limited No Evidence Comments: