# 2018 English Language Arts Textbook Approval Publisher Correlation Chart

Correlation to the 2017 English Standards of Learning and Curriculum Framework – Grade 10 Reading

## Publisher Information

Directions: Please complete the requested information below.

**Text Title:**

**Publisher:**

**Contact:**

**Email:**

**Date:**

## Section I - SOL Correlation Charts

Directions: Please list the page number correlations to the standards listed below. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. Identify no more than 8 correlations.

### SOL 10.3

| STANDARD 10.3 | Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.) |
| --- | --- |
| 10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. |  |
| a) Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words. |  |
| b) Use context, structure, and connotations to determine meanings of words and phrases. |  |
| c) Discriminate between connotative and denotative meanings and interpret the connotation. |  |
| d) Explain the meaning of common idioms. |  |
| e) Explain the meaning of literary and classical allusions and figurative language in text. |  |
| f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing. |  |

### SOL 10.4

| STANDARD 10.4 | Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.) |
| --- | --- |
| 10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras. |  |
| a) Make inferences and draw conclusions using references from the text(s) for support. |  |
| b) Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras. |  |
| c) Interpret the cultural or social function of world and ethnic literature. |  |
| d) Analyze universal themes prevalent in the literature of different cultures. |  |
| e) Examine a literary selection from several critical perspectives. |  |
| f) Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes. |  |
| g) Interpret how themes are connected within and across texts. |  |
| h) Explain the influence of historical context on the form, style, and point of view of a literary text(s). |  |
| i) Evaluate how an author’s specific word choices, syntax, tone, and voice shape the intended meaning of the text. |  |
| j) Compare/contrast details in literary and informational nonfiction texts. |  |
| k) Compare and contrast how literary devices convey a message and elicit a reader’s emotions. |  |
| l) Compare and contrast character development in a play to characterization in other literary forms. |  |
| m) Use reading strategies to monitor comprehension throughout the reading process. |  |

### SOL 10.5

| STANDARD 10.5 | Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.) |
| --- | --- |
| 10.5 The student will read, interpret, analyze, and evaluate nonfiction texts. |  |
| a) Analyze text features and organizational patterns to evaluate the meaning of texts. |  |
| b) Recognize an author’s intended audience and purpose for writing. |  |
| c) Skim materials to develop an overview and locate information. |  |
| d) Compare and contrast informational texts for intent and content. |  |
| e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams. |  |
| f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence. |  |
| g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge. |  |
| h) Analyze ideas within and between selections providing textual evidence. |  |
| i) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts. |  |
| j) Use reading strategies throughout the reading process to monitor comprehension. |  |

## Section II - Additional Criteria: Instructional Planning and Support

Directions: Please list the page number correlations to the criteria listed below. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. Identify no more than 8 correlations.

| **Additional Criteria: Instructional Planning and Support** | **Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)** |
| --- | --- |
| 1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students. |  |
| 2. The textbook is organized appropriately within and among units of study. |  |
| 3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use. |  |
| 4. The writing style, syntax, and vocabularyare appropriate. |  |
| 5. Sufficient instructional strategies are provided to promote depth of understanding. |  |