# 2018 English Language Arts Textbook Approval Publisher Correlation Chart

Correlation to the 2017 English Standards of Learning and Curriculum Framework – Grade 11 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 11.3

| STANDARD 11.3 | 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.) |
| --- | --- |
| 11.3 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 11.4

| STANDARD 11.4 | 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.) |
| --- | --- |
| 11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture. |  |
| a) Describe contributions of different cultures to the development of American literature. |  |
| b) Compare and contrast the development of American literature in its historical context. |  |
| c) Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres. |  |
| d) Interpret the social or cultural function of American literature. |  |
| e) Analyze how context and language structures convey an author’s intent and viewpoint. |  |
| f) Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts. |  |
| g) Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader’s senses. |  |
| h) Evaluate how specific word choices, syntax, tone, and voice support the author’s purpose. |  |
| i) Analyze the use of dramatic conventions in American literature. |  |
| j) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s). |  |
| k) Compare/contrast literary and informational nonfiction texts. |  |

### SOL 11.5

| STANDARD 11.5 | 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.) |
| --- | --- |
| 11.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing. |  |
| a) Apply information from texts to clarify understanding of concepts. |  |
| b) Read and correctly interpret an application for employment, workplace documents, or an application for college admission. |  |
| c) Analyze technical writing for clarity. |  |
| d) Paraphrase and synthesize ideas within and between texts. |  |
| e) Draw conclusions and make inferences on explicit and implied information using textual support. |  |
| f) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions. |  |
| g) Analyze false premises, claims, counterclaims, and other evidence in persuasive writing. |  |
| h) Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text. |  |
| i) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).  |  |

## 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. |  |