# 2018 English Language Arts Textbook Approval Publisher Correlation Chart

Correlation to the 2017 English Standards of Learning and Curriculum Framework – Grade 12 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 12.3

| STANDARD 12.3 | 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.) |
| --- | --- |
| 12.3 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, and literary and classical allusions in text. |  |
| e) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing. |  |

### SOL 12.4

| STANDARD 12.4 | 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.) |
| --- | --- |
| 12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures.  |  |
| a) Compare and contrast the development of British literature in its historical context. |  |
| b) Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts. |  |
| c) Compare/contrast details in literary and informational nonfiction texts. |  |
| d) Interpret the social and cultural function of British literature. |  |
| e) Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader’s senses. |  |
| f) Compare and contrast traditional and contemporary poems from many cultures. |  |
| g) Evaluate how dramatic conventions contribute to the theme and effect of plays from American, British, and other cultures.  |  |
| h) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s). |  |

### SOL 12.5

| STANDARD 12.5 | 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.) |
| --- | --- |
| 12.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts. |  |
| a) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s). |  |
| b) Identify and synthesize resources to make decisions, complete tasks, and solve specific problems. |  |
| c) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions. |  |
| d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text. |  |
| e) Analyze false premises claims, counterclaims, and other evidencein persuasive writing. |  |

## 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. |  |