# 2018 English Language Arts Textbook Approval Publisher Correlation Chart

Correlation to the 2017 English Standards of Learning and Curriculum Framework – Grade 1 Reading

## Publisher Information

Directions: Please complete the requested information below.

**Text Title:**

**Publisher:**

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**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 1.3

| STANDARD 1.3 | 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.) |
| --- | --- |
| 1.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonological and phonemic awareness. |  |
| a) Create rhyming words. |  |
| b) Count phonemes in one-syllable words. |  |
| c) Blend sounds to make one-syllable words. |  |
| d) Segment one-syllable words into individual phonemes. |  |
| e) Add or delete phonemes to make new words.  |  |
| f) Blend and segment multisyllabic words at the syllable level. |  |
| g) Segment one-syllable words into individual phonemes. |  |

### SOL 1.4

| STANDARD 1.4 | 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.) |
| --- | --- |
| 1.4 The student will apply knowledge of how print is organized and read. |  |
| 1. Read from left to right and from top to bottom.
 |  |
| b) Match spoken words with print. |  |
| c) Identify letters, words, sentences, and ending punctuation. |  |

### SOL 1.5

| STANDARD 1.5 | 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.) |
| --- | --- |
| 1.5 The student will apply phonetic principles to read and spell. |  |
| a) Use initial and final consonants to decode and spell one- syllable words. |  |
| b) Use two-letter consonant blends to decode and spell one-syllable words. |  |
| c) Use consonant digraphs to decode and spell one-syllable words.  |  |
| d) Use short vowel sounds to decode and spell one-syllable words. |  |
| e) Blend initial, medial, and final sounds to recognize and read words. |  |
| f) Use word patterns to decode unfamiliar words. |  |
| g) Read and spell simple two-syllable compound words. |  |
| h) Read and spell commonly used sight words. |  |

### SOL 1.6

| STANDARD 1.6 | 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 student will use semantic clues and syntax for support when reading.
 |  |
| a) Use words, phrases, and sentences. |  |
| b) Use titles and pictures. |  |
| c) Use information in the story to read words. |  |
| d) Use knowledge of sentence structure. |  |
| e) Reread and self-correct.   |  |

### SOL 1.7

| STANDARD 1.7 | 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 student will expand vocabulary and use of word meanings.
 |  |
| a) Discuss meanings of words in context. |  |
| b) Develop vocabulary by listening to and reading a variety of texts. |  |
| c) Ask for the meaning of unknown words and make connections to familiar words. |  |
| d) Use text clues such as words or pictures to discern meanings of unknown words. |  |
| e) Use vocabulary from other content areas. |  |
| f) Use singular and plural nouns. |  |
| g) Use adjectives to describe nouns. |  |
| h) Use verbs to identify actions. |  |

### SOL 1.8

| STANDARD 1.8 | 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 student will use simple reference materials.
 |  |
| a) Use knowledge of alphabetical order by first letter.  |  |
| b) Use a picture dictionary to find meanings of unfamiliar words.  |  |

### SOL 1.9

| STANDARD 1.9 | 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 student will read and demonstrate comprehension of a variety of fictional texts.
 |  |
| a) Preview the selection. |  |
| b) Set a purpose for reading. |  |
| c) Relate previous experiences to what is read. |  |
| d) Make and confirm predictions. |  |
| e) Ask and answer who, what, when, where, why, and how questions about what is read. |  |
| f) Identify characters, setting, and important events.  |  |
| g) Retell stories and events, using beginning, middle, and end in a sequential order.  |  |
| h) Identify theme. |  |
| i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression. |  |

### SOL 1.10

| STANDARD 1.10 | 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 student will read and demonstrate comprehension of a variety of nonfiction texts.
 |  |
| a) Preview the selection. |  |
| b) Use prior and background knowledge as context for new learning.  |  |
| c) Set a purpose for reading. |  |
| d) Identify text features such as pictures, headings, charts, and captions. |  |
| e) Make and confirm predictions. |  |
| f) Ask and answer who, what, where, when, why, and how questions about what is read. |  |
| g) Identify the main idea. |  |
| h) Read and reread familiar texts with fluency, accuracy, and meaningful expression. |  |

## 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. |  |