# 2018 English Language Arts Textbook Approval Publisher Correlation Chart

Correlation to the 2017 English Standards of Learning and Curriculum Framework – Grade 2 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 2.3

| STANDARD 2.3 | 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.) |
| --- | --- |
| 2.3 The student will orally identify, produce, and manipulate various phonemes within words to develop phonemic awareness. |  |
| 1. Count phonemes within one-syllable words. |  |
| b) Blend sounds to make one-syllable words. |  |
| c) Segment one-syllable words into phonemes. |  |
| d) Add or delete phonemes to make words. |  |
| e) Blend and segment multisyllabic words at the syllable level. |  |

### SOL 2.4

| STANDARD 2.4 | 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. The student will use phonetic strategies when reading and spelling. |  |
| a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words. |  |
| b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words. |  |
| c) Decode regular multisyllabic words. |  |
| d) Apply decoding strategies to confirm or correct while reading. |  |

### SOL 2.5

| STANDARD 2.5 | 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. The student will use semantic clues and syntax to expand vocabulary when reading. |  |
| a) Use information and context clues in the story to read words. |  |
| b) Use knowledge of sentence structure to determine the meaning of unknown words. |  |

### SOL 2.6

| STANDARD 2.6 | 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 expand vocabulary and use of word meanings. |  |
| a) Use knowledge of homophones. |  |
| b) Use knowledge of prefixes and suffixes. |  |
| c) Use knowledge of antonyms and synonyms. |  |
| d) Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts. |  |
| e) Use word-reference materials including dictionaries, glossaries and indices. |  |
| f) Use vocabulary from other content areas. |  |

### SOL 2.7

| STANDARD 2.7 | 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.) |
| --- | --- |
| 2.7 The student will read and demonstrate comprehension of fictional texts. |  |
| a) Make and confirm predictions. |  |
| b) Connect previous experiences to new texts. |  |
| c) Ask and answer questions using the text for support. |  |
| d) Describe characters, setting, and plot events in fiction and poetry. |  |
| e) Identify the conflict and resolution. |  |
| f) Identify the theme. |  |
| g) Summarize stories and events with beginning, middle, and end in the correct sequence. |  |
| h) Draw conclusions based on the text. |  |
| i) Read and reread familiar stories and poems with fluency, accuracy, and meaningful expression. |  |

### SOL 2.8

| STANDARD 2.8 | 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.) |
| --- | --- |
| 2.8 The student will read and demonstrate comprehension of nonfiction texts. |  |
| a) Preview the selection using text features including table of contents, headings, pictures, captions, and maps. |  |
| b) Make and confirm predictions. |  |
| c) Use prior and background knowledge as context for new learning. |  |
| d) Set purpose for reading. |  |
| e) Ask and answer questions using the text as support. |  |
| f) Identify the main idea. |  |
| g) Draw conclusions based on the text. |  |
| 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. |  |