# 2018 English Language Arts Textbook Approval Publisher Correlation Chart

Correlation to the 2017 English Standards of Learning and Curriculum Framework – Grade 3 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 3.3

| STANDARD 3.3 | 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.) |
| --- | --- |
| 3.3 The student will apply word-analysis skills when reading. |  |
| a) Use knowledge of regular and irregular vowel patterns. |  |
| b) Decode regular multisyllabic words. |  |

### SOL 3.4

| STANDARD 3.4 | 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.) |
| --- | --- |
| 3.4 The student will expand vocabulary when reading. |  |
| a) Use knowledge of homophones. |  |
| b) Use knowledge of roots, affixes, synonyms, and antonyms to determine the meaning of new words.  |  |
| c) Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words. |  |
| d) Use context to clarify meaning of unfamiliar words. |  |
| e) Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts. |  |
| f) Use vocabulary from other content areas. |  |
| g) Use word-reference resources including the glossary, dictionary, and thesaurus. |  |

### SOL 3.5

| STANDARD 3.5 | 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.) |
| --- | --- |
| 3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.  |  |
| a) Set a purpose for reading. |  |
| b) Make connections between reading selections. |  |
| c) Make, confirm, and revise predictions. |  |
| d) Compare and contrast settings, characters, and plot events.  |  |
| e) Summarize plot events. |  |
| f) Identify the narrator of a story. |  |
| g) Ask and answer questions about what is read. |  |
| h) Draw conclusions using the text for support. |  |
| i) Identify the conflict and resolution. |  |
| j) Identify the theme.  |  |
| k) Use reading strategies to monitor comprehension throughout the reading process. |  |
| l) Differentiate between fiction and nonfiction. |  |
| m) Read with fluency, accuracy, and meaningful expression. |  |

### SOL 3.6

| STANDARD 3.6 | 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.) |
| --- | --- |
| 3.6 The student will read and demonstrate comprehension of nonfiction texts. |  |
| a) Identify the author’s purpose. |  |
| b) Use prior and background knowledge as context for new learning. |  |
| c) Preview and use text features including table of contents, headings, pictures, captions, maps, indices, and charts. |  |
| d) Ask and answer questions about what is read using the text for support. |  |
| e) Draw conclusions using the text for support.  |  |
| f) Summarize information found in nonfiction texts. |  |
| g) Identify the main idea. |  |
| h) Identify supporting details. |  |
| i) Use reading strategies to monitor comprehension throughout the reading process. |  |
| j) Read 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. |  |