# 2018 English Language Arts Textbook Approval Publisher Correlation Chart

Correlation to the 2017 English Standards of Learning and Curriculum Framework – Grade 5 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 5.4

| STANDARD 5.4 | 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.) |
| --- | --- |
| 5.4 The student will expand vocabulary when reading. |  |
| a) Use context to clarify meaning of unfamiliar words and phrases. |  |
| b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. |  |
| c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words. |  |
| d) Identify an author’s use of figurative language. |  |
| e) Use word-reference materials. |  |
| f) Develop and use general and specialized content area vocabulary through speaking, listening, reading, and writing. |  |

### SOL 5.5

| STANDARD 5.5 | 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.) |
| --- | --- |
| 5.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry. |  |
| a) Summarize plot events using details from text. |  |
| b) Discuss the impact of setting on plot development. |  |
| c) Describe character development. |  |
| d) Identify theme(s). |  |
| e) Explain the resolution of conflict(s). |  |
| f) Identify genres. |  |
| g) Differentiate between first and third person point-of-view. |  |
| h) Differentiate between free verse and rhymed poetry. |  |
| i) Explain how an author’s choice of vocabulary contributes to the author’s style. |  |
| j) Draw conclusions and make inferences with support from the text. |  |
| k) Identify cause and effect relationships. |  |
| l) Compare/contrast details in literary and informational nonfiction texts. |  |
| m) Use reading strategies throughout the reading process to monitor comprehension. |  |

### SOL 5.6

| STANDARD 5.6 | 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.) |
| --- | --- |
| 5.6 The student will read and demonstrate comprehension of nonfiction texts. |  |
| a) Use text features such as type, headings, and graphics, to predict and categorize information. |  |
| b) Skim materials to develop a general overview of content and to locate specific information. |  |
| c) Identify the main idea. |  |
| d) Summarize supporting details. |  |
| e) Identify organizational pattern(s). |  |
| f) Identify transitional words and phrases that signal an author’s organizational pattern. |  |
| g) Locate information from the text to support opinions, inferences, and conclusions. |  |
| h) Identify cause and effect relationships. |  |
| i) Differentiate between fact and opinion. |  |
| j) Compare and contrast details and ideas within and between texts. |  |
| k) Use reading strategies throughout the reading process to monitor comprehension. |  |

## 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. |  |