# 2018 English Language Arts Textbook Approval Publisher Correlation Chart

Correlation to the 2017 English Standards of Learning and Curriculum Framework – Grade 6 Writing

## 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 6.7

| STANDARD 6.7 | 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.) |
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| 6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing. |  |
| a) Engage in writing as a recursive process. |  |
| b) Choose audience and purpose. |  |
| c) Use a variety of prewriting strategies to generate and organize ideas. |  |
| d) Organize writing to fit mode or topic. |  |
| e) Write narratives to include characters, plot, setting, and point of view. |  |
| f) Establish a central idea incorporating evidence and maintaining an organized structure. |  |
| g) Compose a thesis statement for expository and persuasive writing. |  |
| h) Write multiparagraph compositions with elaboration and unity. |  |
| i) Use transition words and phrases. |  |
| j) Select vocabulary and information to enhance the central idea, tone, and voice. |  |
| k) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. |  |
| l) Revise writing for clarity of content including specific vocabulary and information. |  |

### SOL 6.8

| STANDARD 6.8 | 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.) |
| --- | --- |
| 6.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English. |  |
| a) Use subject-verb agreement with intervening phrases and clauses. |  |
| b) Use pronoun-antecedent agreement to include indefinite pronouns. |  |
| c) Maintain consistent verb tense across paragraphs. |  |
| d) Eliminate double negatives. |  |
| e) Use quotation marks with dialogue. |  |
| f) Choose adverbs to describe verbs, adjectives, and other adverbs. |  |
| g) Use correct spelling for frequently used words. |  |
| h) Use subordinating and coordinating conjunctions. |  |

### SOL 6.9

| STANDARD 6.9 | 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.) |
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| 6.9 The student will find, evaluate, and select appropriate resources to create a research product. |  |
| a) Formulate and revise questions about a research topic. |  |
| b) Collect and organize information from multiple sources. |  |
| c) Evaluate and analyze the validity and credibility of sources. |  |
| d) Cite primary and secondary sources. |  |
| e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information. |  |
| f) Demonstrate ethical use of the Internet. |  |

## 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. |  |