# 2018 English Language Arts Textbook Approval Publisher Correlation Chart

Correlation to the 2017 English Standards of Learning and Curriculum Framework – Grade 7 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 7.4

| STANDARD 7.4 | 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.) |
| --- | --- |
| 7.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts. |  |
| a) Identify word origins and derivations. |  |
| b) Use roots, affixes, synonyms, and antonyms to expand vocabulary. |  |
| c) Identify and analyze the construction and impact of figurative language. |  |
| d) Identify connotations. |  |
| e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. |  |
| f) Use word-reference materials to determine meanings and etymology. |  |
| g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing. |  |

### SOL 7.5

| STANDARD 7.5 | 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.) |
| --- | --- |
| 7.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama. |  |
| a) Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other. |  |
| b) Identify and explain the theme(s). |  |
| c) Identify cause and effect relationships and their impact on plot. |  |
| d) Differentiate between first and third person point-of-view. |  |
| e) Identify elements and characteristics of a variety of genres. |  |
| f) Compare and contrast various forms and genres of fictional text. |  |
| g) Describe the impact of word choice, imagery, and literary devices including figurative language in an author’s style. |  |
| h) Compare/contrast details in literary and informational nonfiction texts. |  |
| i) Make inferences and draw conclusions based on the text. |  |
| j) Use reading strategies to monitor comprehension throughout the reading process. |  |

### SOL 7.6

| STANDARD 7.6 | 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.) |
| --- | --- |
| 7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. |  |
| a) Skim materials using text features including type, headings, and graphics to predict and categorize information. |  |
| b) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases. |  |
| c) Make inferences and draw logical conclusions using explicit and implied textual evidence. |  |
| d) Differentiate between fact and opinion. |  |
| e) Identify the source, viewpoint, and purpose of texts. |  |
| f) Describe how word choice and language structure convey an author’s viewpoint. |  |
| g) Identify the main idea. |  |
| h) Summarize text identifying supporting details. |  |
| i) Create an objective summary including main idea and supporting details. |  |
| j) Identify cause and effect relationships. |  |
| k) Organize and synthesize information for use in written and other formats. |  |
| l) Analyze ideas within and between selections providing textual evidence. |  |
| m) Use reading strategies to monitor comprehension throughout the reading process. |  |

## 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. |  |