# 2018 English Language Arts Textbook Approval Publisher Correlation Chart

Correlation to the 2017 English Standards of Learning and Curriculum Framework – Grade 8 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 8.4

| STANDARD 8.4 | 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.) |
| --- | --- |
| 8.4 The student will apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts.  |  |
| a) Identify and analyze the construction and impact of an author’s use of figurative language. |  |
| b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases. |  |
| c) Use roots, affixes, synonyms, and antonyms to determine the meaning(s) of unfamiliar words and technical vocabulary. |  |
| d) Identify the meaning of common idioms. |  |
| e) Use word-reference materials to determine meanings and etymology. |  |
| f) Discriminate between connotative and denotative meanings and interpret the connotation.  |  |
| g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing. |  |

### SOL 8.5

| STANDARD 8.5 | 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.) |
| --- | --- |
| 8.5 The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama. |  |
| a) Analyze how authors’ development of characters, conflict, point of view, voice, and tone convey meaning. |  |
| b) Identify cause and effect relationships and their impact on plot. |  |
| c) Explain the development of the theme(s). |  |
| d) Explain the use of symbols and figurative language. |  |
| e) Make inferences and draw conclusions based on explicit and implied information using references to the text for support. |  |
| f) Identify and analyze characteristics within a variety of genres. |  |
| g) Compare/contrast details in literary and informational nonfiction texts. |  |
| h) Compare and contrast the authors’ use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts. |  |
| i) Compare and contrast authors’ styles. |  |
| j) Use reading strategies to monitor comprehension throughout the reading process. |  |

### SOL 8.6

| STANDARD 8.6 | 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.) |
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| 8.6 The student will read, comprehend, and analyze a variety of nonfiction texts. |  |
| a) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases. |  |
| b) Apply knowledge of text features and organizational patterns to analyze selections. |  |
| c) Skim materials to develop an overview or locate information. |  |
| d) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.  |  |
| e) Analyze the author’s qualifications, viewpoint, word choice, and impact. |  |
| f) Analyze details for relevance and accuracy. |  |
| g) Differentiate between fact and opinion. |  |
| h) Identify the main idea. |  |
| i) Summarize the text identifying supporting details. |  |
| j) Identify cause and effect relationships. |  |
| k) Evaluate, 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. |  |