# 2018 English Language Arts Textbook Approval Publisher Correlation Chart

Correlation to the 2017 English Standards of Learning and Curriculum Framework – Grade 9 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 9.3

| STANDARD 9.3 | 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.) |
| --- | --- |
| 9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. |  |
| a) Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words. |  |
| b) Use context, structure, and connotations to determine meanings of words and phrases. |  |
| c) Discriminate between connotative and denotative meanings and interpret the connotation. |  |
| d) Identify the meaning of common idioms. |  |
| e) Explain the meaning of literary and classical allusions and figurative language in text. |  |
| f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing. |  |

### SOL 9.4

| STANDARD 9.4 | 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.) |
| --- | --- |
| 9.4 The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama. |  |
| a) Identify the characteristics that distinguish literary forms. |  |
| b) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme. |  |
| c) Interpret how themes are connected across texts. |  |
| d) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion. |  |
| e) Analyze the cultural or social function of a literary text. |  |
| f) Explain the relationship between the author’s style and literary effect. |  |
| g) Explain the influence of historical context on the form, style, and point of view of a written work. |  |
| h) Compare and contrast authors’ use of literary elements within a variety of genres. |  |
| i) Analyze how the author’s specific word choices and syntax impact the author’s purpose. |  |
| j) Make inferences and draw conclusions using references from the text(s) for support. |  |
| k) Compare/contrast details in literary and informational nonfiction texts. |  |
| l) Use reading strategies to monitor comprehension throughout the reading process. |  |

### SOL 9.5

| STANDARD 9.5 | 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.) |
| --- | --- |
| 9.5 The student will read and analyze a variety of nonfiction texts. |  |
| a) Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts. |  |
| b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. |  |
| c) Analyze the author’s qualifications, viewpoint, and impact. |  |
| d) Recognize an author’s intended purpose for writing and identify the main idea. |  |
| e) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts. |  |
| f) Identify characteristics of expository, technical, and persuasive texts. |  |
| g) Identify a position/argument to be confirmed, disproved, or modified. |  |
| h) Evaluate clarity and accuracy of information. |  |
| i) Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product. |  |
| j) Differentiate between fact and opinion and evaluate their impact. |  |
| k) Analyze ideas within and between selections providing textual evidence. |  |
| l) Use the 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. |  |