# 2018 English Language Arts Textbook Approval Publisher Correlation Chart

Correlation to the 2017 English Standards of Learning and Curriculum Framework – Kindergarten 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 K.3

| STANDARD K.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.) |
| --- | --- |
| K.3 The student will orally identify, segment, and blend various phonemes to develop phonological and phonemic awareness. |  |
| a) Begin to discriminate between spoken sentences, words, and syllables.  |  |
| b) Identify and produce words that rhyme. |  |
| c) Blend and segment multisyllabic words at the syllable level. |  |
| d) Blend and segment one-syllable words into phonemes including onset and rime. |  |
| e) Identify words according to shared beginning and/or ending sounds. |  |
| f) Blend sounds to make one-syllable words. |  |
| g) Segment one-syllable words into individual phonemes. |  |

### SOL K.4

| STANDARD K.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.) |
| --- | --- |
| K.4 The student will understand how print is organized and read. |  |
| a) Hold print materials in the correct position. |  |
| b) Identify the front cover, back cover, and title page of a book. |  |
| c) Distinguish between print and pictures. |  |
| d) Follow words from left to right and from top to bottom on a printed page. |  |
| e) Match voice with print. |  |

### SOL K.5

| STANDARD K.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.) |
| --- | --- |
| K.5 The student will demonstrate an understanding that print conveys meaning. |  |
| a) Identify common signs and logos. |  |
| b) Explain that printed materials provide information. |  |
| c) Read and explain own writing and drawings. |  |
| d) Read his/her name and commonly used high-frequency words. |  |

### SOL K.6

| STANDARD K.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.) |
| --- | --- |
| K.6 The student will develop an understanding of basic phonetic principles. |  |
| a) Identify and name the capital and lowercase letters of the alphabet. |  |
| b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters. |  |
| c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable. |  |
| d) Identify initial consonant sounds in one-syllable words. |  |
| e) Identify final consonant sounds in one-syllable words. |  |

### SOL K.7

| STANDARD K.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.) |
| --- | --- |
| K.7 The student will expand vocabulary and use of word meanings. |  |
| a) Discuss meanings of words. |  |
| b) Increase vocabulary by listening to a variety of texts read aloud. |  |
| c) Use vocabulary from other content areas. |  |
| d) Ask about words not understood. |  |
| e) Use number words. |  |
| f) Use nouns to identify and name people, places, and things. |  |
| g) Use adjectives to describe location, size, color, and shape. |  |
| h) Use verbs to identify actions. |  |

### SOL K.8

| STANDARD K.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.) |
| --- | --- |
| K.8 The student will demonstrate comprehension of fictional texts. |  |
| a) Identify the role of an author and an illustrator. |  |
| b) Relate previous experiences to what is read. |  |
| c) Use pictures to make predictions. |  |
| d) Ask and answer questions about what is read. |  |
| e) Use story elements of characters, settings, and eventsto retell stories sequentially using beginning, middle, and end. |  |

### SOL K.9

| STANDARD K.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.) |
| --- | --- |
| K.9 The student will demonstrate comprehension of nonfiction texts. |  |
| a) Use pictures to identify topic and make predictions. |  |
| b) Identify text features specific to the topic, such as titles, headings, and pictures. |  |
| c) Ask and answer questions about what is read. |  |

## 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. |  |