# 2018 English Language Arts Textbook and Instructional Materials Committee Rating Sheet for the

2017 English Standards of Learning and Curriculum Framework Grade Three: Reach for Reading

Virginia Department of Education, 2018

**Text /Instructional Material Title:\_\_\_\_\_\_\_\_\_\_Reach for Reading\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Publisher: \_\_\_\_\_\_\_\_\_Cengage Learning\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Committee Member : \_\_\_\_\_\_\_\_\_\_\_\_\_Consensus\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_August 24, 2018\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

## Section I – English Language Arts Standard and Rating Chart

Directions: Please mark the following standard correlations as Adequate, Limited, or No Evidence

| **Section I. English Language Arts Standard** | **Rating** |
| --- | --- |
| **3.3** |  |
| **3.3a** | Adequate |
| **3.3b** | Adequate |
| **3.4** |  |
| **3.4a** | Adequate |
| **3.4b** | Adequate |
| **3.4c** | Adequate |
| **3.4d** | Adequate |
| **3.4e** | Adequate |
| **3.4f** | Adequate |
| **3.4g** | Adequate |
| **3.5** |  |
| **3.5a** | Adequate |
| **3.5b** | Adequate |
| **3.5c** | Adequate |
| **3.5d** | Adequate |
| **3.5e** | Adequate |
| **3.5f** | Adequate |
| **3.5g** | Adequate |
| **3.5h** | Adequate |
| **3.5i** | Limited |
| **3.5j** | Adequate |
| **3.5k** | Adequate |
| **3.5l** | Adequate |
| **3.5m** | Adequate |
| **3.6** |  |
| **3.6a** | Adequate |
| **3.6b** | Adequate |
| **3.6c** | Adequate |
| **3.6d** | Adequate |
| **3.6e** | Adequate |
| **3.6f** | Adequate |
| **3.6g** | Adequate |
| **3.6h** | Adequate |
| **3.6i** | Adequate |
| **3.6j** | Adequate |

## Section II. Additional Criteria: Instructional Planning and Support.

Please mark the following correlations as Adequate, Limited, or No Evidence.

| **Section II. Additional Criteria: Instructional Planning and Support** | **Rating** |
| --- | --- |
| **1.** Materials are presented in an organized, logical manner and are appropriate for the age, grade, and maturity of the students. | Adequate |
| **2.** Materials are organized appropriately within and among units of study. | Adequate |
| **3.** Format design includes titles, subheadings, and appropriate cross-referencing for ease of use. | Adequate |
| **4.** Writing style, length of sentences, and vocabulary are appropriate. | Adequate |
| **5.** Sufficient instructional strategies are provided to promote depth of understanding. | Adequate |

## English Standard 3.3

### Please indicate the rating for each standard by selecting Adequate, Limited or No Evidence.

| 3.3 The student will apply word-analysis skills when reading. | Rating |
| --- | --- |
| a) Use knowledge of regular and irregular vowel patterns. | Adequate |
| b) Decode regular multisyllabic words. | Adequate |

## English Standard 3.4

### Please indicate the rating for each standard by selecting Adequate, Limited or No Evidence.

| 3.4 The student will expand vocabulary when reading. | Rating |
| --- | --- |
| a) Use knowledge of homophones. | Adequate |
| b) Use knowledge of roots, affixes, synonyms, and antonyms to determine the meaning of new words.  | Adequate |
| c) Apply meaning clues, language structure, and phonetic strategies to determine the meaning of new words. | Adequate |
| d) Use context to clarify meaning of unfamiliar words. | Adequate |
| e) Discuss meanings of words and develop vocabulary by listening to and reading a variety of texts. | Adequate |
| f) Use vocabulary from other content areas. | Adequate |
| g) Use word-reference resources including the glossary, dictionary, and thesaurus. | Adequate |

## English Standard 3.5

## Please indicate the rating for each standard by selecting Adequate, Limited or No Evidence.

| 3.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.  | Rating |
| --- | --- |
| a) Set a purpose for reading. | Adequate |
| b) Make connections between reading selections. | Adequate |
| c) Make, confirm, and revise predictions. | Adequate |
| d) Compare and contrast settings, characters, and plot events.  | Adequate |
| e) Summarize plot events. | Adequate |
| f) Identify the narrator of a story. | Adequate |
| g) Ask and answer questions about what is read. | Adequate |
| h) Draw conclusions using the text for support. | Adequate |
| i) Identify the conflict and resolution. | Limited |
| j) Identify the theme.  | Adequate |
| k) Use reading strategies to monitor comprehension throughout the reading process. | Adequate |
| l) Differentiate between fiction and nonfiction. | Adequate |
| m) Read with fluency, accuracy, and meaningful expression. | Adequate |

## English Standard 3.6

## Please indicate the rating for each standard by selecting Adequate, Limited or No Evidence.

| 3.6 The student will read and demonstrate comprehension of nonfiction texts. | Rating |
| --- | --- |
| a) Identify the author’s purpose. | Adequate |
| b) Use prior and background knowledge as context for new learning. | Adequate |
| c) Preview and use text features including table of contents, headings, pictures, captions, maps, indices, and charts. | Adequate |
| d) Ask and answer questions about what is read using the text for support. | Adequate |
| e) Draw conclusions using the text for support.  | Adequate |
| f) Summarize information found in nonfiction texts. | Adequate |
| g) Identify the main idea. | Adequate |
| h) Identify supporting details. | Adequate |
| i) Use reading strategies to monitor comprehension throughout the reading process. | Adequate |
| j) Read with fluency, accuracy, and meaningful expression. | Adequate |

## II. Additional Criteria: Instructional Planning and Support

(Reported but not used in correlation and adoption considerations.)

|  **Additional Criteria: Instructional Planning and Support** | **Rating** |
| --- | --- |
| 1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students. | Adequate |
| 2. The textbook is organized appropriately within and among units of study. | Adequate |
| 3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use. | Adequate |
| 4. The writing style, syntax, and vocabularyare appropriate. | Adequate |
| 5. Sufficient instructional strategies are provided to promote depth of understanding. | Adequate |