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

2017 English Standards of Learning and Curriculum Framework Grade Four: Into Reading

Virginia Department of Education, 2018

**Text /Instructional Material Title:\_\_\_\_\_\_\_\_\_Into Reading\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Publisher: \_\_\_\_\_\_\_\_\_\_\_Houghton Mifflin Harcourt\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

**Date: \_\_\_\_\_\_\_\_\_\_August 27, 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** |
| --- | --- |
| **4.4** |  |
| **4.4a** | Adequate |
| **4.4b** | Adequate |
| **4.4c** | Adequate |
| **4.4d** | Adequate |
| **4.4e** | Adequate |
| **4.5** |  |
| **4.5a** | Adequate |
| **4.5b** | Adequate |
| **4.5c** | Adequate |
| **4.5d** | Adequate |
| **4.5e** | Adequate |
| **4.5f** | Adequate |
| **4.5g** | Adequate |
| **4.5h** | Adequate |
| **4.5i** | Adequate |
| **4.5j** | Adequate |
| **4.5k** | Adequate |
| **4.5l** | Adequate |
| **4.6** |  |
| **4.6a** | Adequate |
| **4.6b** | Adequate |
| **4.6c** | Adequate |
| **4.6d** | Adequate |
| **4.6e** | Adequate |
| **4.6f** | Adequate |
| **4.6g** | Adequate |
| **4.6h** | Adequate |
| **4.6i** | 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 4.4

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

| 4.4 The student will expand vocabulary when reading. | Rating |
| --- | --- |
| a) Use context to clarify meanings of unfamiliar words. | Adequate |
| b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words. | Adequate |
| c) Use word-reference materials. | Adequate |
| d) Use vocabulary from other content areas. | Adequate |
| e) Develop and use general and specialized vocabulary through speaking, listening, reading, and writing. | Adequate |

## English Standard 4.5

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

| 4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry. | Rating |
| --- | --- |
| a) Describe how the choice of language, setting, and characters contributes to the development of plot. | Adequate |
| b) Identify the theme(s). | Adequate |
| c) Summarize events in the plot. | Adequate |
| d) Identify genres. | Adequate |
| e) Identify the narrator of a story and the speaker of a poem. | Adequate |
| f) Identify the conflict and resolution. | Adequate |
| g) Identify sensory words. | Adequate |
| h) Draw conclusions/make inferences about text using the text as support. | Adequate |
| i) Compare/contrast details in literary and informational nonfiction texts. | Adequate |
| j) Identify cause and effect relationships. | Adequate |
| k) Use reading strategies throughout the reading process to monitor comprehension. | Adequate |
| l) Read with fluency, accuracy, and meaningful expression. | Adequate |

## English Standard 4.6

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

| 4.6 The student will read and demonstrate comprehension of nonfiction texts. | Rating |
| --- | --- |
| a) Use text features such as type, headings, and graphics, to predict and categorize information. | Adequate |
| b) Explain the author’s purpose. | Adequate |
| c) Identify the main idea. | Adequate |
| d) Summarize supporting details. | Adequate |
| e) Draw conclusions and make inferences using textual information as support. | Adequate |
| f) Distinguish between cause and effect. | Adequate |
| g) Distinguish between fact and opinion. | Adequate |
| h) Use reading strategies throughout the reading process to monitor comprehension. | Adequate |
| i) 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 |