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

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

Virginia Department of Education, 2018

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

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

**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** |
| --- | --- |
| **5.4** |  |
| **5.4a** | Adequate |
| **5.4b** | Adequate |
| **5.4c** | Adequate |
| **5.4d** | Adequate |
| **5.4e** | Adequate |
| **5.4f** | Adequate |
| **5.5** |  |
| **5.5a** | Adequate |
| **5.5b** | Adequate |
| **5.5c** | Adequate |
| **5.5d** | Adequate |
| **5.5e** | Adequate |
| **5.5f** | Adequate |
| **5.5g** | Adequate |
| **5.5h** | Limited |
| **5.5i** | Adequate |
| **5.5j** | Adequate |
| **5.5k** | Adequate |
| **5.5l** | Adequate |
| **5.5m** | Adequate |
| **5.6** |  |
| **5.6a** | Adequate |
| **5.6b** | Adequate |
| **5.6c** | Adequate |
| **5.6d** | Adequate |
| **5.6e** | Adequate |
| **5.6f** | Adequate |
| **5.6g** | Adequate |
| **5.6h** | Limited |
| **5.6i** | Adequate |
| **5.6j** | Adequate |
| **56.k** | 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 5.4

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

| 5.4 The student will expand vocabulary when reading. | Rating |
| --- | --- |
| a) Use context to clarify meaning of unfamiliar words and phrases. | Adequate |
| b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. | Adequate |
| c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words. | Adequate |
| d) Identify an author’s use of figurative language.  | Adequate |
| e) Use word-reference materials. | Adequate |
| f) Develop and use general and specialized content area vocabulary through speaking, listening, reading, and writing.  | Adequate |

## English Standard 5.5

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

| 5.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction, and poetry.  | Rating |
| --- | --- |
| a) Summarize plot events using details from text. | Adequate |
| b) Discuss the impact of setting on plot development.  | Adequate |
| c) Describe character development. | Adequate |
| d) Identify theme(s). | Adequate |
| e) Explain the resolution of conflict(s). | Adequate |
| f) Identify genres.  | Adequate |
| g) Differentiate between first and third person point-of-view. | Adequate |
| h) Differentiate between free verse and rhymed poetry. | Limited |
| i) Explain how an author’s choice of vocabulary contributes to the author’s style. | Adequate |
| j) Draw conclusions and make inferences with support from the text. | Adequate |
| k) Identify cause and effect relationships. | Adequate |
| l) Compare/contrast details in literary and informational nonfiction texts. | Adequate |
| m) Use reading strategies throughout the reading process to monitor comprehension. | Adequate |

## English Standard 5.6

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

| 5.6 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) Skim materials to develop a general overview of content and to locate specific information.  | Adequate |
| c) Identify the main idea. | Adequate |
| d) Summarize supporting details. | Adequate |
| e) Identify organizational pattern(s).  | Adequate |
| f) Identify transitional words and phrases that signal an author’s organizational pattern.  | Adequate |
| g) Locate information from the text to support opinions, inferences, and conclusions.  | Adequate |
| h) Identify cause and effect relationships.  | Limited |
| i) Differentiate between fact and opinion.  | Adequate |
| j) Compare and contrast details and ideas within and between texts. | Adequate |
| k) Use reading strategies throughout the reading process to monitor comprehension.  | 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 |