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

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

Virginia Department of Education, 2018

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

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

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

**Date: \_\_\_\_October 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** |
| --- | --- |
| **6.4** |  |
| **6.4 a** | Adequate |
| **6.4 b** | Adequate |
| **6.4 c** | Adequate |
| **6.4 d** | Adequate |
| **6.4 e** | Adequate |
| **6.4 f** | Adequate |
| **6.5** |  |
| **6.5 a** | Adequate |
| **6.5 b** | Adequate |
| **6.5 c** | Adequate |
| **6.5 d** | Adequate |
| **6.5 e** | Adequate |
| **6.5 f** | Adequate |
| **6.5 g** | Adequate |
| **6.5 h** | Adequate |
| **6.5 i** | Adequate |
| **6.5 j** | Adequate |
| **6.5 k** | Adequate |
| **6.6** |  |
| **6.6 a** | Adequate |
| **6.6 b** | Adequate |
| **6.6 c** | Adequate |
| **6.6 d** | Adequate |
| **6.6 e** | Adequate |
| **6.6 f** | Adequate |
| **6.6 g** | Adequate |
| **6.6 h** | Adequate |
| **6.6 i** | Adequate |
| **6.6 j** | Adequate |
| **6.6 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 6.4

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

| 6.4 The student will read and determine the meanings of unfamiliar words and phrases within authentic texts. | Rating |
| --- | --- |
| a) Identify word origins and derivations. | Adequate |
| b) Use roots, affixes, synonyms, and antonyms to expand vocabulary. | Adequate |
| c) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. | Adequate |
| d) Identify and analyze the construction and impact of figurative language. | Adequate |
| e) Use word-reference materials. | Adequate |
| f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing. | Adequate |

## English Standard 6.5

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

| 6.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, and poetry. | Rating |
| --- | --- |
| a) Identify the elements of narrative structure, including setting, character, plot, conflict, and theme. | Adequate |
| b) Describe cause and effect relationships and their impact on plot. | Adequate |
| c) Explain how an author uses character development to drive conflict and resolution. | Adequate |
| d) Differentiate between first and third person point-of-view. | Adequate |
| e) Describe how word choice and imagery contribute to the meaning of a text. | Adequate |
| f) Draw conclusions and make inferences using the text for support. | Adequate |
| g) Identify the characteristics of a variety of genres. | Adequate |
| h) Identify and analyze the author’s use of figurative language. | Adequate |
| i) Compare/contrast details in literary and informational nonfiction texts. | Adequate |
| j) Identify transitional words and phrases that signal an author’s organizational pattern. | Adequate |
| k) Use reading strategies to monitor comprehension throughout the reading process. | Adequate |

## English Standard 6.6

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

| 6.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. | Rating |
| --- | --- |
| a) Skim materials using text features such as type, headings, and graphics to predict and categorize information. | Adequate |
| b) Identify main idea. | Adequate |
| c) Summarize supporting details. | Adequate |
| d) Create an objective summary including main idea and supporting details. | Adequate |
| e) Draw conclusions and make inferences based on explicit and implied information. | Adequate |
| f) Identify the author’s organizational pattern(s). | Adequate |
| g) Identify transitional words and phrases that signal an author’s organizational pattern. | Adequate |
| h) Differentiate between fact and opinion. | Adequate |
| i) Identify cause and effect relationships. | Adequate |
| j) Analyze ideas within and between selections providing textual evidence. | Adequate |
| k) Use reading strategies to monitor comprehension throughout the reading process. | 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 |