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

2017 English Standards of Learning and Curriculum Framework Grade Six Writing: Writing with Power

Virginia Department of Education, 2018

**Text /Instructional Material Title:\_\_\_\_\_\_\_Writing with Power\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Publisher: \_\_\_\_\_\_\_\_Perfection Learning Corporation\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**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** |
| --- | --- |
| **6.7** |  |
| **6.7 a** | Adequate |
| **6.7b** | Adequate |
| **6.7c** | Adequate |
| **6.7 d** | Adequate |
| **6.7 e** | Adequate |
| **6.7 f**  | Adequate |
| **6.7g** | Adequate |
| **6.7h** | Adequate |
| **6.7i** | Adequate |
| **6.7j** | Adequate |
| **6.7k** | Adequate |
| **6.7l** | Adequate |
| **6.8** |  |
| **6.8a** | Adequate |
| **6.8 b** | Adequate |
| **6.8 c** | Adequate |
| **6.8 d** | Adequate |
| **6.8 e** | Adequate |
| **6.8 f** | Adequate |
| **6.8 g** | Adequate |
| **6.8 h** | Adequate |
| **6.9**  |  |
| **6.9a** | Adequate |
| **6.9 b** | Adequate |
| **6.9 c** | Adequate |
| **6.9 d** | Adequate |
| **6.9 e** | Adequate |
| **6.9f** | 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 6.7

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

| 6.7 The student will write in a variety of forms to include narrative, expository, persuasive, and reflective with an emphasis on narrative and reflective writing. | Rating |
| --- | --- |
| a) Engage in writing as a recursive process. | Adequate |
| b) Choose audience and purpose. | Adequate |
| c) Use a variety of prewriting strategies to generate and organize ideas. | Adequate |
| d) Organize writing to fit mode or topic. | Adequate |
| e) Write narratives to include characters, plot, setting, and point of view. | Adequate |
| f) Establish a central idea incorporating evidence and maintaining an organized structure.  | Adequate |
| g) Compose a thesis statement for expository and persuasive writing. | Adequate |
| h) Write multiparagraph compositions with elaboration and unity. | Adequate |
| i) Use transition words and phrases.  | Adequate |
| j) Select vocabulary and information to enhance the central idea, tone, and voice. | Adequate |
| k) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences. | Adequate |
| l) Revise writing for clarity of content including specific vocabulary and information. | Adequate |

## English Standard 6.8

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

| 6.8 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English. | Rating |
| --- | --- |
| a) Use subject-verb agreement with intervening phrases and clauses. | Adequate |
| b) Use pronoun-antecedent agreement to include indefinite pronouns. | Adequate |
| c) Maintain consistent verb tense across paragraphs. | Adequate |
| d) Eliminate double negatives. | Adequate |
| e) Use quotation marks with dialogue. | Adequate |
| f) Choose adverbs to describe verbs, adjectives, and other adverbs. | Adequate |
| g) Use correct spelling for frequently used words. | Adequate |
| h) Use subordinating and coordinating conjunctions. | Adequate |

## English Standard 6.9

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

| 6.9 The student will find, evaluate, and select appropriate resources to create a research product. | Rating |
| --- | --- |
| a) Formulate and revise questions about a research topic. | Adequate |
| b) Collect and organize information from multiple sources. | Adequate |
| c) Evaluate and analyze the validity and credibility of sources.  | Adequate |
| d) Cite primary and secondary sources. | Adequate |
| e) Avoid plagiarism by using own words and follow ethical and legal guidelines for gathering and using information. | Adequate |
| f) Demonstrate ethical use of the Internet. | 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 |