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

2017 English Standards of Learning and Curriculum Framework Grade Seven Reading: Mirrors & Windows: Connecting with Literature

Virginia Department of Education, 2018

**Text /Instructional Material Title:\_\_\_\_\_Mirrors & Windows: Connecting with Literature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Publisher: \_\_\_\_\_\_EMC Publishing LLC\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**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** |
| --- | --- |
| **7.4** |  |
| **7.4 a** | Adequate |
| **7.4 b** | Adequate |
| **7.4 c** | Adequate |
| **7.4 d** | Adequate |
| **7.4 e** | Adequate |
| **7.4 f**  | Adequate |
| **7.4 g**  | Adequate |
| **7.5** |  |
| **7.5 a** | Adequate |
| **7.5 b** | Adequate |
| **7.5 c** | Adequate |
| **7.5 d** | Adequate |
| **7.5 e** | Adequate |
| **7.5 f** | Adequate |
| **7.5 g** | Adequate |
| **7.5 h** | Adequate |
| **7.5 i** | Adequate |
| **7.5 j** | Adequate |
| **7.6**  |  |
| **7.6 a** | Adequate |
| **7.6 b** | Adequate |
| **7.6 c** | Adequate |
| **7.6 d** | Adequate |
| **7.6 e** | Adequate |
| **7.6 f** | Adequate |
| **7.6 g** | Adequate |
| **7.6 h** | Adequate |
| **7.6 i** | Limited |
| **7.6 j** | Adequate |
| **7.6 k** | Adequate |
| **7.6 l** | Adequate |
| **7.6 m** | 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 7.4

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

| 7.4 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) Identify and analyze the construction and impact of figurative language. | Adequate |
| d) Identify connotations. | Adequate |
| e) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words. | Adequate |
| f) Use word-reference materials to determine meanings and etymology. | Adequate |
| g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing. | Adequate |

## English Standard 7.5

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

| 7.5 The student will read and demonstrate comprehension of a variety of fictional texts, literary nonfiction, poetry, and drama. | Rating |
| --- | --- |
| a) Describe the elements of narrative structure including setting, character development, plot, theme, and conflict and how they influence each other. | Adequate |
| b) Identify and explain the theme(s). | Adequate |
| c) Identify cause and effect relationships and their impact on plot. | Adequate |
| d) Differentiate between first and third person point-of-view. | Adequate |
| e) Identify elements and characteristics of a variety of genres. | Adequate |
| f) Compare and contrast various forms and genres of fictional text. | Adequate |
| g) Describe the impact of word choice, imagery, and literary devices including figurative language in an author’s style. | Adequate |
| h) Compare/contrast details in literary and informational nonfiction texts. | Adequate |
| i) Make inferences and draw conclusions based on the text. | Adequate |
| j) Use reading strategies to monitor comprehension throughout the reading process. | Adequate |

## English Standard 7.6

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

| 7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts. | Rating |
| --- | --- |
| a) Skim materials using text features including type, headings, and graphics to predict and categorize information. | Adequate |
| b) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases.  | Adequate |
| c) Make inferences and draw logical conclusions using explicit and implied textual evidence. | Adequate |
| d) Differentiate between fact and opinion.  | Adequate |
| e) Identify the source, viewpoint, and purpose of texts. | Adequate |
| f) Describe how word choice and language structure convey an author’s viewpoint.  | Adequate |
| g) Identify the main idea. | Adequate |
| h) Summarize text identifying supporting details. | Adequate |
| i) Create an objective summary including main idea and supporting details. | Limited |
| j) Identify cause and effect relationships. | Adequate |
| k) Organize and synthesize information for use in written and other formats. | Adequate |
| l) Analyze ideas within and between selections providing textual evidence. | Adequate |
| m) 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 |