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

2017 English Standards of Learning and Curriculum Framework – Grade Eight Reading: Mirrors & Windows:Connections with Literature Level III

Virginia Department of Education, 2018

**Text/Instructional Material Title:\_\_\_Mirrors & Windows: Connections with Literature Level III\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

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

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Octoer 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** |
| **8.4** |  |
| **8.4 a** | Adequate |
| **8.4 b** | Adequate |
| **8.4 c** | Adequate |
| **8.4 d** | Adequate |
| **8.4 e** | Adequate |
| **8.4 f**  | Adequate |
| **8.4 g**  | Adequate |
| **8.5** |  |
| **8.5 a** | Adequate |
| **8.5 b** | Adequate |
| **8.5 c** | Adequate |
| **8.5 d** | Adequate |
| **8.5 e** | Adequate |
| **8.5 f** | Adequate |
| **8.5 g** | Adequate |
| **8.5 h** | Adequate |
| **8.5 i** | Adequate |
| **8.5 j** | Adequate |
| **8.6**  |  |
| **8.6 a** | Adequate |
| **8.6 b** | Adequate |
| **8.6 c** | Adequate |
| **8.6 d** | Adequate |
| **8.6 e** | Adequate |
| **8.6 f** | Adequate |
| **8.6 g** | Adequate |
| **8.6 h** | Adequate |
| **8.6 i** | Adequate |
| **8.6 j** | Adequate |
| **8.6 k** | Adequate |
| **8.6 l** | Adequate |
| **8.6 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 8.4

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

| 8.4 The student will apply knowledge of word origins, and figurative language to extend vocabulary development within authentic texts. | Rating |
| --- | --- |
| a) Identify and analyze the construction and impact of an author’s use of figurative language. | Adequate |
| b) Use context, structure, and connotations to determine meaning and differentiate among multiple meanings of words and phrases. | Adequate |
| c) Use roots, affixes, synonyms, and antonyms to determine the meaning(s) of unfamiliar words and technical vocabulary. | Adequate |
| d) Identify the meaning of common idioms. | Adequate |
| e) Use word-reference materials to determine meanings and etymology. | Adequate |
| f) Discriminate between connotative and denotative meanings and interpret the connotation.  | Adequate |
| g) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing. | Adequate |

## English Standard 8.5

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

| 8.5 The student will read and analyze a variety of fictional texts, literary nonfiction, poetry, and drama. | Rating |
| --- | --- |
| a) Analyze how authors’ development of characters, conflict, point of view, voice, and tone convey meaning. | Adequate |
| b) Identify cause and effect relationships and their impact on plot. | Adequate |
| c) Explain the development of the theme(s). | Adequate |
| d) Explain the use of symbols and figurative language. | Adequate |
| e) Make inferences and draw conclusions based on explicit and implied information using references to the text for support. | Adequate |
| f) Identify and analyze characteristics within a variety of genres. | Adequate |
| g) Compare/contrast details in literary and informational nonfiction texts. | Adequate |
| h) Compare and contrast the authors’ use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts. | Adequate |
| i) Compare and contrast authors’ styles. | Adequate |
| j) Use reading strategies to monitor comprehension throughout the reading process. | Adequate |

## English Standard 8.6

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

| 8.6 The student will read, comprehend, and analyze a variety of nonfiction texts. | Rating |
| --- | --- |
| a) Identify an author’s organizational pattern using textual clues, such as transitional words and phrases. | Adequate |
| b) Apply knowledge of text features and organizational patterns to analyze selections. | Adequate |
| c) Skim materials to develop an overview or locate information. | Adequate |
| d) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.  | Adequate |
| e) Analyze the author’s qualifications, viewpoint, word choice, and impact. | Adequate |
| f) Analyze details for relevance and accuracy. | Adequate |
| g) Differentiate between fact and opinion. | Adequate |
| h) Identify the main idea. | Adequate |
| i) Summarize the text identifying supporting details. | Adequate |
| j) Identify cause and effect relationships. | Adequate |
| k) Evaluate, 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 |