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

2017 English Standards of Learning and Curriculum Framework – Grade Nine 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** |
| **9.3**  |  |
| **9.3 a** | Adequate |
| **9.3 b** | Adequate |
| **9.3 c** | Adequate |
| **9.3 d** | Adequate |
| **9.3 e** | Adequate |
| **9.3 f**  | Adequate |
| **9.4**  |  |
| **9.4 a** | Adequate |
| **9.4 b** | Adequate |
| **9.4 c** | Adequate |
| **9.4 d** | Adequate |
| **9.4 e** | Adequate |
| **9.4 f** | Adequate |
| **9.4 g** | Adequate |
| **9.4 h** | Adequate |
| **9.4 i** | Adequate |
| **9.4 j** | Adequate |
| **9.4 k** | Adequate |
| **9.4 l**  | Adequate |
| **9.5** |  |
| **9.5 a** | Adequate |
| **9.5 b** | Adequate |
| **9.5 c** | Adequate |
| **9.5 d** | Adequate |
| **9.5 e** | Adequate |
| **9.5 f** | Adequate |
| **9.5 g** | Adequate |
| **9.5 h** | Adequate |
| **9.5 i** | Adequate |
| **9.5 j** | Adequate |
| **9.5 k** | Adequate |
| **9.5 l** | 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 9.3

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

| 9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. | Rating |
| --- | --- |
| a) Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words. | Adequate |
| b) Use context, structure, and connotations to determine meanings of words and phrases. | Adequate |
| c) Discriminate between connotative and denotative meanings and interpret the connotation. | Adequate |
| d) Identify the meaning of common idioms. | Adequate |
| e) Explain the meaning of literary and classical allusions and figurative language in text. | Adequate |
| f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing. | Adequate |

## English Standard 9.4

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

| 9.4 The student will read, comprehend, and analyze a variety of fictional texts including narratives, literary nonfiction, poetry, and drama. | Rating |
| --- | --- |
| a) Identify the characteristics that distinguish literary forms. | Adequate |
| b) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme. | Adequate |
| c) Interpret how themes are connected across texts. | Adequate |
| d) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion. | Adequate |
| e) Analyze the cultural or social function of a literary text. | Adequate |
| f) Explain the relationship between the author’s style and literary effect. | Adequate |
| g) Explain the influence of historical context on the form, style, and point of view of a written work. | Adequate |
| h) Compare and contrast authors’ use of literary elements within a variety of genres. | Adequate |
| i) Analyze how the author’s specific word choices and syntax impact the author’s purpose.  | Adequate |
| j) Make inferences and draw conclusions using references from the text(s) for support. | Adequate |
| k) Compare/contrast details in literary and informational nonfiction texts. | Adequate |
| l) Use reading strategies to monitor comprehension throughout the reading process. | Adequate |

## English Standard 9.5

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

| 9.5 The student will read and analyze a variety of nonfiction texts. | Rating |
| --- | --- |
| a) Apply knowledge of text features and organizational patterns to understand, analyze, and gain meaning from texts. | Adequate |
| b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support. | Adequate |
| c) Analyze the author’s qualifications, viewpoint, and impact. | Adequate |
| d) Recognize an author’s intended purpose for writing and identify the main idea. | Adequate |
| e) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts. | Adequate |
| f) Identify characteristics of expository, technical, and persuasive texts. | Adequate |
| g) Identify a position/argument to be confirmed, disproved, or modified. | Adequate |
| h) Evaluate clarity and accuracy of information. | Adequate |
| i) Analyze, organize, and synthesize information in order to solve problems, answer questions, complete a task, or create a product. | Adequate |
| j) Differentiate between fact and opinion and evaluate their impact. | Adequate |
| k) Analyze ideas within and between selections providing textual evidence. | Adequate |
| l) Use the 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 |