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

2017 English Standards of Learning and Curriculum Framework – Grade Ten Reading: StudySync

Virginia Department of Education, 2018

**Text/Instructional Material Title:\_\_\_\_\_\_\_StudySync\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Publisher: \_\_\_\_\_\_\_\_\_\_\_\_\_The McGraw-Hill Education\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**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** |
| **10.3**  |  |
| **10.3 a** | Adequate |
| **10.3 b** | Adequate |
| **10.3 c** | Adequate |
| **10.3 d** | Adequate |
| **10.3 e** | Adequate |
| **10.3 f**  | Adequate |
| **10.4**  |  |
| **10.4 a** | Adequate |
| **10.4 b** | Adequate |
| **10.4 c** | Adequate |
| **10.4 d** | Adequate |
| **10.4 e** | Adequate |
| **10.4 f** | Adequate |
| **10.4 g** | Adequate |
| **10.4 h** | Adequate |
| **10.4 i** | Adequate |
| **10.4 j** | Adequate |
| **10.4 k** | Adequate |
| **10.4 l**  | Adequate |
| **10.4 m** | Adequate |
| **10.5** |  |
| **10.5 a** | Adequate |
| **10.5 b** | Adequate |
| **10.5 c** | Adequate |
| **10.5 d** | Adequate |
| **10.5 e** | Adequate |
| **10.5 f** | Adequate |
| **10.5 g** | Adequate |
| **10.5 h** | Adequate |
| **10.5 i** | Adequate |
| **10.5 j** | 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. | Limited  |
| **2.** Materials are organized appropriately within and among units of study. | Limited |
| **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 10.3

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

| 10.3 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) Explain 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 10.4

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

| 10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras. | Rating |
| --- | --- |
| a) Make inferences and draw conclusions using references from the text(s) for support. | Adequate |
| b) Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.  | Adequate |
| c) Interpret the cultural or social function of world and ethnic literature. | Adequate |
| d) Analyze universal themes prevalent in the literature of different cultures. | Adequate |
| e) Examine a literary selection from several critical perspectives. | Adequate |
| f) Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes. | Adequate |
| g) Interpret how themes are connected within and across texts. | Adequate |
| h) Explain the influence of historical context on the form, style, and point of view of a literary text(s). | Adequate |
| i) Evaluate how an author’s specific word choices, syntax, tone, and voice shape the intended meaning of the text.  | Adequate |
| j) Compare/contrast details in literary and informational nonfiction texts.  | Adequate |
| k) Compare and contrast how literary devices convey a message and elicit a reader’s emotions. | Adequate |
| l) Compare and contrast character development in a play to characterization in other literary forms. | Adequate |
| m) Use reading strategies to monitor comprehension throughout the reading process. | Adequate |

## English Standard 10.5

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

| 10.5 The student will read, interpret, analyze, and evaluate nonfiction texts. | Rating |
| --- | --- |
| a) Analyze text features and organizational patterns to evaluate the meaning of texts. | Adequate |
| b) Recognize an author’s intended audience and purpose for writing. | Adequate |
| c) Skim materials to develop an overview and locate information. | Adequate |
| d) Compare and contrast informational texts for intent and content. | Adequate |
| e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.  | Adequate |
| f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence. | Adequate |
| g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge. | Adequate |
| h) Analyze ideas within and between selections providing textual evidence. | Adequate |
| i) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.  | Adequate |
| j) Use reading strategies throughout the reading process to monitor comprehension. | 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. | Limited |
| 2. The textbook is organized appropriately within and among units of study. | Limited |
| 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 |