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

2017 English Standards of Learning and Curriculum Framework – Grade Ten 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** |
| **10.6** |  |
| **10.6 a** | Adequate |
| **10.6 b** | Adequate |
| **10.6 c** | Adequate |
| **10.6 d** | Adequate |
| **10.6 e** | Adequate |
| **10.6 f**  | Adequate |
| **10.6 g** | Adequate |
| **10.6 h** | Limited |
| **10.6 i** | Adequate |
| **10.6 j** | Adequate |
| **10.6 k** | Adequate |
| **10.6 l** | Adequate |
| **10.6 m**  | Adequate |
| **10.6 n** | Adequate |
| **10.7**  |  |
| **10.7 a** | Adequate |
| **10.7 b** | Adequate |
| **10.7 c** | Adequate |
| **10.7 d** | Adequate |
| **10.7 e** | Adequate |
| **10.8**  | Adequate |
| **10.8 a**  | Adequate |
| **10.8 b** | Adequate |
| **10.8 c** | Limited |
| **10.8 d** | Adequate |
| **10.8 e** | Adequate |
| **10.8 f** | 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 10.6

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

| 10.6 The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis.  | Rating |
| --- | --- |
| a) Engage in writing as a recursive process. | Adequate |
| b) Plan and organize writing to address a specific audience and purpose. | Adequate |
| c) Adjust writing content, technique, and voice for a variety of audiences and purposes. | Adequate |
| d) Communicate clearly the purpose of the writing using a thesis statement. | Adequate |
| e) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style. | Adequate |
| f) Compose a thesis statement for persuasive writing that advocates a position. | Adequate |
| g) Clearly state and defend a position using reasons and sufficient evidence from credible sources as support. | Adequate |
| h) Identify counterclaims and provide counter - arguments. | Limited |
| i) Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented. | Adequate |
| j) Blend multiple forms of writing including embedding a narrative to produce effective essays. | Adequate |
| k) Elaborate ideas clearly through word choice. | Adequate |
| l) Use textual evidence to compare and contrast multiple texts. | Adequate |
| m) Revise writing for clarity of content, accuracy, and depth of information. | Adequate |
| n) Write and revise to a standard acceptable both in the workplace and in postsecondary education. | Adequate |

## English Standard 10.7

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

| 10.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English. | Rating |
| --- | --- |
| a) Use parallel structure across sentences and paragraphs. | Adequate |
| b) Use complex sentence structure to infuse sentence variety in writing. | Adequate |
| c) Distinguish between active and passive voice. | Adequate |
| d) Use colons correctly. | Adequate |
| e) Analyze the writing of others and suggest how writing might be improved. | Adequate |

## English Standard 10.8

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

| 10.8 The student will find, evaluate, and select credible resources to create a research product. | Rating |
| --- | --- |
| a) Verify the accuracy, validity, and usefulness of information. | Adequate |
| b) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. | Adequate |
| c) Evaluate and select evidence from a variety of sources to introduce counter claims and to support claims. | Limited |
| d) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).  | Adequate |
| e) Define the meaning and consequences of plagiarism 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 |