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

2017 English Standards of Learning and Curriculum Framework – Grade Eleven Reading: My Perspectives

Virginia Department of Education, 2018

**Text/Instructional Material Title:\_\_\_My Perspectives\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Publisher: \_\_\_\_\_Pearson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**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** |
| **11.3**  |  |
| **11.3 a** | Adequate |
| **11.3 b** | Adequate |
| **11.3 c** | Adequate |
| **11.3 d** | Adequate |
| **11.3 e** | Adequate |
| **11.3 f**  | Adequate |
| **11.4**  |  |
| **11.4 a** | Adequate |
| **11.4 b** | Adequate |
| **11.4 c** | Adequate |
| **11.4 d** | Adequate |
| **11.4 e** | Adequate |
| **11.4 f** | Adequate |
| **11.4 g** | Adequate |
| **11.4 h** | Adequate |
| **11.4 i** | Adequate |
| **11.4 j** | Adequate |
| **11.4 k** | Adequate |
| **11.5** |  |
| **11.5 a** | Adequate |
| **11.5 b** | Limited |
| **11.5 c** | Adequate |
| **11.5 d** | Adequate |
| **11.5 e** | Adequate |
| **11.5 f** | Adequate |
| **11.5 g** | Adequate |
| **11.5 h** | Adequate |
| **11.5 i** | 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 11.3

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

| 11.3 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 11.4

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

| 11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture. | Rating |
| --- | --- |
| a) Describe contributions of different cultures to the development of American literature. | Adequate |
| b) Compare and contrast the development of American literature in its historical context. | Adequate |
| c) Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres. | Adequate |
| d) Interpret the social or cultural function of American literature. | Adequate |
| e) Analyze how context and language structures convey an author’s intent and viewpoint. | Adequate |
| f) Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts. | Adequate |
| g) Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader’s senses. | Adequate |
| h) Evaluate how specific word choices, syntax, tone, and voice support the author’s purpose. | Adequate |
| i) Analyze the use of dramatic conventions in American literature. | Adequate |
| j) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s). | Adequate |
| k) Compare/contrast literary and informational nonfiction texts. | Adequate |

## English Standard 11.5

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

| 11.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing. | Rating |
| --- | --- |
| a) Apply information from texts to clarify understanding of concepts. | Adequate |
| b) Read and correctly interpret an application for employment, workplace documents, or an application for college admission. | Limited |
| c) Analyze technical writing for clarity. | Adequate |
| d) Paraphrase and synthesize ideas within and between texts. | Adequate |
| e) Draw conclusions and make inferences on explicit and implied information using textual support. | Adequate |
| f) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions. | Adequate |
| g) Analyze false premises, claims, counterclaims, and other evidence in persuasive writing. | Adequate |
| h) Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text. | Adequate |
| i) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).  | 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 |