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

2017 English Standards of Learning and Curriculum Framework – Grade Eleven Writing: Writing With Power

Virginia Department of Education, 2018

**Text/Instructional Material Title:\_\_\_Writing With Power\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Publisher: \_\_\_\_\_\_\_Perfection Learning\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**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** |
| **11.6** |  |
| **11.6 a** | Adequate |
| **11.6 b** | Adequate |
| **11.6 c** | Limited |
| **11.6 d** | Adequate |
| **11.6 e** | Adequate |
| **11.6 f**  | Adequate |
| **11.6 g** | Adequate |
| **11.6 h** | Adequate |
| **11.7** |  |
| **11.7 a** | Adequate |
| **11.7 b** | Adequate |
| **11.7 c** | Adequate |
| **11.8**  |  |
| **11.8 a** | Adequate |
| **11.8 b**  | Adequate |
| **11.8 c** | Adequate |
| **11.8 d** | Limited |
| **11.8 e** | Adequate |
| **11.8 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 11.6

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

| 11.6 The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation. | Rating |
| --- | --- |
| a) Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose. | Adequate |
| b) Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions. | Adequate |
| c) Organize claims, counterclaims, and evidence in a sustained and logical sequence.  | Limited |
| d) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation. | Adequate |
| e) Use words, phrases, clauses, and varied syntax to create a cohesive argument. | Adequate |
| f) Blend multiple forms of writing including embedding narratives to produce effective essays.  | Adequate |
| g) Revise writing for clarity of content, accuracy and depth of information. | Adequate |
| h) Write and revise to a standard acceptable both in the workplace and in postsecondary education. | Adequate |

## English Standard 11.7

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

| 11.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English. | Rating |
| --- | --- |
| a) Use complex sentence structure to infuse sentence variety in writing. | Adequate |
| b) Use verbals and verbal phrases correctly to achieve sentence conciseness and variety. | Adequate |
| c) Distinguish between active and passive voice. | Adequate |

## English Standard 11.8

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

| 11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product. | Rating |
| --- | --- |
| a) Critically evaluate quality, accuracy, and validity of information. | Adequate |
| b) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. | Adequate |
| c) Synthesize relevant information from primary and secondary sources and present it in a logical sequence. | Adequate |
| 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). | Limited |
| 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 |