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

2017 English Standards of Learning and Curriculum Framework – Grade Twelve 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** |
| **12.3**  |  |
| **12.3 a** | Adequate |
| **12.3 b** | Adequate |
| **12.3 c** | Adequate |
| **12.3 d** | Adequate |
| **12.3 e** | Adequate |
| **12.4**  |  |
| **12.4 a** | Adequate |
| **12.4 b** | Adequate |
| **12.4 c** | Adequate |
| **12.4 d** | Adequate |
| **12.4 e** | Adequate |
| **12.4 f** | Adequate |
| **12.4 g** | Adequate |
| **12.4 h** | Adequate |
| **12.5** |  |
| **12.5 a** | Adequate |
| **12.5 b** | Adequate |
| **12.5 c** | Adequate |
| **12.5 d** | Adequate |
| **12.5 e** | 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 12.3

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

| 12.3 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, and literary and classical allusions in text. | Adequate |
| e) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing. | Adequate |

## English Standard 12.4

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

| 12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures.  | Rating |
| --- | --- |
| a) Compare and contrast the development of British literature in its historical context. | Adequate |
| b) Analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts. | Adequate |
| c) Compare/contrast details in literary and informational nonfiction texts. | Adequate |
| d) Interpret the social and cultural function of British literature. | Adequate |
| e) Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader’s senses. | Adequate |
| f) Compare and contrast traditional and contemporary poems from many cultures. | Adequate |
| g) Evaluate how dramatic conventions contribute to the theme and effect of plays from American, British, and other cultures.  | Adequate |
| h) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s). | Adequate |

## English Standard 12.5

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

| 12.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts. | Rating |
| --- | --- |
| a) Use critical thinking to generate and respond logically to literal, inferential, and evaluative questions about the text(s). | Adequate |
| b) Identify and synthesize resources to make decisions, complete tasks, and solve specific problems. | Adequate |
| c) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions. | Adequate |
| d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text. | Adequate |
| e) Analyze false premises claims, counterclaims, and other evidencein persuasive writing. | 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 |