# 2018 English Language Arts Textbook Approval Publisher Correlation Chart

Correlation to the 2017 English Standards of Learning and Curriculum Framework – Grade 10 Writing

## Publisher Information

Directions: Please complete the requested information below.

**Text Title:**

**Publisher:**

**Contact:**

**Email:**

**Date:**

## Section I - SOL Correlation Charts

Directions: Please list the page number correlations to the standards listed below. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. Identify no more than 8 correlations.

### SOL 10.6

| STANDARD 10.6 | Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.) |
| --- | --- |
| 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.  |  |
| a) Engage in writing as a recursive process. |  |
| b) Plan and organize writing to address a specific audience and purpose. |  |
| c) Adjust writing content, technique, and voice for a variety of audiences and purposes. |  |
| d) Communicate clearly the purpose of the writing using a thesis statement. |  |
| e) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style. |  |
| f) Compose a thesis statement for persuasive writing that advocates a position. |  |
| g) Clearly state and defend a position using reasons and sufficient evidence from credible sources as support. |  |
| h) Identify counterclaims and provide counter - arguments. |  |
| i) Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented. |  |
| j) Blend multiple forms of writing including embedding a narrative to produce effective essays. |  |
| k) Elaborate ideas clearly through word choice. |  |
| l) Use textual evidence to compare and contrast multiple texts. |  |
| m) Revise writing for clarity of content, accuracy, and depth of information. |  |
| n) Write and revise to a standard acceptable both in the workplace and in postsecondary education. |  |

### SOL 10.7

| STANDARD 10.7 | Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.) |
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| 10.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English. |  |
| a) Use parallel structure across sentences and paragraphs. |  |
| b) Use complex sentence structure to infuse sentence variety in writing. |  |
| c) Distinguish between active and passive voice. |  |
| d) Use colons correctly. |  |
| e) Analyze the writing of others and suggest how writing might be improved. |  |

### SOL 10.8

| STANDARD 10.8 | Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.) |
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| 10.8 The student will find, evaluate, and select credible resources to create a research product. |  |
| a) Verify the accuracy, validity, and usefulness of information. |  |
| b) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. |  |
| c) Evaluate and select evidence from a variety of sources to introduce counter claims and to support claims. |  |
| 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).  |  |
| e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. |  |
| f) Demonstrate ethical use of the Internet. |  |

## Section II - Additional Criteria: Instructional Planning and Support

Directions: Please list the page number correlations to the criteria listed below. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. Identify no more than 8 correlations.

|  **Additional Criteria: Instructional Planning and Support** | **Correlation: Must address both the standards and the curriculum framework. Use page number and ATE for Annotated Teacher Edition or CT for Core Technology. (Identify no more than 8 correlations.)** |
| --- | --- |
| 1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students. |  |
| 2. The textbook is organized appropriately within and among units of study. |  |
| 3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use. |  |
| 4. The writing style, syntax, and vocabularyare appropriate. |  |
| 5. Sufficient instructional strategies are provided to promote depth of understanding. |  |