# 2018 English Language Arts Textbook Approval Publisher Correlation Chart

Correlation to the 2017 English Standards of Learning and Curriculum Framework – Grade 4 Reading

## 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 4.4

| STANDARD 4.4 | 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.) |
| --- | --- |
| 4.4 The student will expand vocabulary when reading. |  |
| a) Use context to clarify meanings of unfamiliar words. |  |
| b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.  |  |
| c) Use word-reference materials.  |  |
| d) Use vocabulary from other content areas. |  |
| e) Develop and use general and specialized vocabulary through speaking, listening, reading, and writing. |  |

### SOL 4.5

| STANDARD 4.5 | 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.) |
| --- | --- |
| 4.5 The student will read and demonstrate comprehension of fictional texts, literary nonfiction texts, and poetry.  |  |
| a) Describe how the choice of language, setting, and characters contributes to the development of plot.  |  |
| b) Identify the theme(s).  |  |
| c) Summarize events in the plot. |  |
| d) Identify genres.  |  |
| e) Identify the narrator of a story and the speaker of a poem. |  |
| f) Identify the conflict and resolution. |  |
| g) Identify sensory words. |  |
| h) Draw conclusions/make inferences about text using the text as support. |  |
| i) Compare/contrast details in literary and informational nonfiction texts. |  |
| j) Identify cause and effect relationships. |  |
| k) Use reading strategies throughout the reading process to monitor comprehension. |  |
| l) Read with fluency, accuracy, and meaningful expression.  |  |

### SOL 4.6

| STANDARD 4.6 | 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.) |
| --- | --- |
| 4.6 The student will read and demonstrate comprehension of nonfiction texts. |  |
| a) Use text features such as type, headings, and graphics, to predict and categorize information. |  |
| b) Explain the author’s purpose. |  |
| c) Identify the main idea. |  |
| d) Summarize supporting details. |  |
| e) Draw conclusions and make inferences using textual information as support. |  |
| f) Distinguish between cause and effect. |  |
| g) Distinguish between fact and opinion. |  |
| h) Use reading strategies throughout the reading process to monitor comprehension.  |  |
| i) Read with fluency, accuracy, and meaningful expression. |  |
| j) Analyze ideas within and between selections providing textual evidence. |  |
| k) Use reading strategies to monitor comprehension throughout the reading process. |  |

## 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. |  |