

**2011 English Language Arts Textbook Approval Committee Consensus
Correlation to the 2010 English Standards of Learning and Curriculum Framework – Grade 9 Reading**

Text Title: Prentice Hall Literature Online Digital Access, Virginia Edition, Grade 9 Publisher Pearson Education, Inc., publishing as Prentice Hall

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 9 Reading Summary	Rating		
	Adequate	Limited	No Evidence
9.3	X		
9.3a		X	
9.3b	X		
9.3c	X		
9.3d	X		
9.3e	X		
9.3f	X		
9.3g	X		
9.4	X		
9.4 a	X		
9.4 b	X		
9.4 c	X		

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 9 Reading Summary	Rating		
	Adequate	Limited	No Evidence
9.4 d	X		
9.4e	X		
9.4 f	X		
9.4 g	X		
9.4 h	X		
9.4 i	X		
9.4 j	X		
9.4 k	X		
9.4 l	X		
9.4 m	X		
9.5	X		
9.5 a	X		

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	Adequate	Limited	No Evidence
9.5 b	X		
9.5 c	X		
9.5 d	X		
9.5 e	X		
9.5 f	X		
9.5 g	X		
9.5 h	X		
9.5 i		X	
9.5 j	X		
9.5 k	X		

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Section II. Additional Criteria: Instructional Planning and Support	Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
1. The textbook is presented in an organized, logical manner and is appropriate for the age, grade, and maturity of the students.	<u>Adequate</u>	Limited	No Evidence Comments:
2. The textbook is organized appropriately within and among units of study.	<u>Adequate</u>	Limited	No Evidence Comments:
3. The format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	<u>Adequate</u>	Limited	No Evidence Comments:
4. The writing style, syntax, and vocabulary are appropriate.	<u>Adequate</u>	Limited	No Evidence Comments:
5. Sufficient instructional strategies are provided to promote depth of understanding.	<u>Adequate</u>	Limited	No Evidence Comments:

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2010 Grade 9 English Standards of Learning			
STANDARD	Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.	Adequate	<u>Limited</u>	No Evidence
	Comments:		
b) Use context, structure, and connotations to determine meanings of words and phrases.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Discriminate between connotative and denotative meanings and interpret the connotation.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Identify the meaning of common idioms.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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2010 Grade 9 English Standards of Learning			
STANDARD	Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
e) Identify literary and classical allusions and figurative language in text.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Extend general and specialized vocabulary through speaking, reading, and writing.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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STANDARD	Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Identify author’s main idea and purpose.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Summarize text relating supporting details.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Identify the characteristics that distinguish literary forms.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Use literary terms in describing and analyzing selections.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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STANDARD	Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
e) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Analyze the cultural or social function of a literary text.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
h) Explain the relationship between the author’s style and literary effect.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
i) Explain the influence of historical context on the form, style, and point of view of a written work.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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STANDARD	Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
j) Compare and contrast author’s use of literary elements within a variety of genres.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
k) Analyze how an author’s specific word choices and syntax achieve special effects and support the author’s purpose.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
l) Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
m) Use reading strategies to monitor comprehension throughout the reading process.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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STANDARD	Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
9.5 The student will read and analyze a variety of nonfiction texts.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Recognize an author’s intended purpose for writing and identify the main idea.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Summarize text relating supporting details.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Understand the purpose of text structures and use those features to locate information and gain meaning from texts.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Identify characteristics of expository, technical, and persuasive texts.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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STANDARD	Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
e) Identify a position/argument to be confirmed, disproved, or modified.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Evaluate clarity and accuracy of information.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Analyze and synthesize information in order to solve problems, answer questions, or complete a task.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
h) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
i) Differentiate between fact and opinion.	Adequate	<u>Limited</u>	No Evidence
	Comments:		

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2010 Grade 9 English Standards of Learning	
STANDARD	Degree of Correlation: Underline your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.
j) Organize and synthesize information from sources for use in written and oral presentations.	<u>Adequate</u> Limited No Evidence Comments:
k) Use the reading strategies to monitor comprehension throughout the reading process.	<u>Adequate</u> Limited No Evidence Comments: