

**2011 English Language Arts Textbook Approval Committee Consensus
Correlation to the 2010 English Standards of Learning and Curriculum Framework – Grade 12 Writing**

Text Title: Write Source Write for College Handbook Publisher Holt McDougal, a division of Houghton Mifflin Harcourt Print: Hardcover and Softcover

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 12 Writing Summary	Rating		
	Adequate	Limited	No Evidence
12.6	X		
12.6a	X		
12.6b	X		
12.6c	X		
12.6d	X		
12.6e	X		
12.6f	X		
12.6g	X		
12.6h	X		
12.7	X		
12.7 a	X		
12.7 b	X		
12.7 c	X		

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 12 Writing Summary	Rating		
	Adequate	Limited	No Evidence
12.8	X		
12.8 a	X		
12.8 b	X		
12.8 c	X		
12.8 d	X		
12.8 e	X		
12.8 f	X		
12.8 g	X		
12.8 h	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 12 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.		
12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Generate, gather, and organize ideas for writing to address a specific audience and purpose.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Clarify and defend a position with precise and relevant evidence.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.	<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) Use a variety of rhetorical strategies to accomplish a specific purpose.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Create arguments free of errors in logic and externally supported.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Revise writing for clarity of content, depth of information and technique of presentation.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
h) Use computer technology to plan, draft, revise, edit, and publish writing.	<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.		
12.7 The student will write, revise, and edit writing.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Edit, proofread, and prepare writing for intended audience and purpose.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.	<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.		
12.8 The student will write documented research papers.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Use technology as a tool to research, organize, evaluate, and communicate information.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Critically evaluate the accuracy, quality, and validity of the information.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Synthesize information to support the thesis and present information in a logical manner.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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2010 Grade 12 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) 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).	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Revise writing for clarity, depth of information, and technique of presentation.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Edit writing for language, spelling, punctuation, capitalization, syntax, and paragraphing as appropriate for standard English.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
h) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.	<u>Adequate</u>	Limited	No Evidence
	Comments:		