

**2011 English Language Arts Textbook Approval Committee Consensus
Correlation to the 2010 English Standards of Learning and Curriculum Framework – Grade 1**

Text Title: Bookshop Core Reading Program, Grade 1 Publisher: Mondo Publishing

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework-Grade 1 Summary	Rating		
	Adequate	Limited	No Evidence
1.5	X		
1.5a	X		
1.5b	X		
1.5c	X		
1.5d	X		
1.6	X		
1.6a	X		
1.6b	X		
1.6c	X		
1.6d	X		
1.6e	X		
1.6f	X		
1.6g	X		
1.6h	X		

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework-Grade 1 Summary	Rating		
	Adequate	Limited	No Evidence
1.7	X		
1.7a	X		
1.7b	X		
1.7c	X		
1.7d	X		
1.7e	X		
1.7f	X		
1.8	X		
1.8a	X		
1.8b	X		
1.8c	X		
1.8d	X		
1.8e	X		
1.9	X		

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	Adequate	Limited	No Evidence
1.9a	X		
1.9b	X		
1.9c	X		
1.9d	X		
1.9e	X		
1.9f	X		
1.9g	X		
1.9h	X		
1.9i	X		
1.10	X		
1.10a	X		
1.10b	X		
1.10c	X		
1.10d	X		

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework-Grade 1 Summary	Rating		
	Adequate	Limited	No Evidence
1.10e	X		
1.10f	X		
1.10g	X		
1.10h	X		
1.11	X		
1.11a	X		
1.11b	X		

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

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STANDARD	Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
1.5 The student will apply knowledge of how print is organized and read.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Read from left to right and from top to bottom.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Match spoken words with print.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Identify letters, words, sentences, and ending punctuation.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Read his/her own writing.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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STANDARD	Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
1.6 The student will apply phonetic principles to read and spell.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Use beginning and ending consonants to decode and spell single-syllable words.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Use two-letter consonant blends to decode and spell single-syllable words.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Use beginning consonant digraphs to decode and spell single-syllable words.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Use short vowel sounds to decode and spell single-syllable words.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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STANDARD	Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
e) Blend beginning, middle, and ending sounds to recognize and read words.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Use word patterns to decode unfamiliar words.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Read and spell simple two-syllable compound words.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
h) Read and spell commonly used sight words.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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STANDARD	Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
1.7 The student will use semantic clues and syntax to expand vocabulary when reading.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Use words, phrases, and sentences.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Use titles and pictures.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Use information in the story to read words.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Use knowledge of sentence structure.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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STANDARD	Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.
e) Use knowledge of story structure.	<u>Adequate</u> Limited No Evidence Comments:
f) Reread and self-correct.	<u>Adequate</u> Limited No Evidence Comments:

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STANDARD	Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
1.8 The student will expand vocabulary.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Discuss meanings of words in context.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Develop vocabulary by listening to and reading a variety of texts.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Ask for the meaning of unknown words and make connections to familiar words.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Use text clues such as words or pictures to discern meanings of unknown words.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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STANDARD	Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.
e) Use vocabulary from other content areas.	<u>Adequate</u> Limited No Evidence Comments:

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STANDARD	Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
1.9 The student will read and demonstrate comprehension of a variety of fictional texts.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Preview the selection.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Set a purpose for reading.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Relate previous experiences to what is read.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Make and confirm predictions.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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STANDARD	Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
e) Ask and answer who, what, when, where, why, and how questions about what is read.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Identify characters, setting, and important events.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Retell stories and events, using beginning, middle, and end.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
h) Identify the main idea or theme.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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STANDARD	Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Preview the selection.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Use prior and background knowledge as context for new learning.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Set a purpose for reading.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Identify text features such as pictures, headings, charts, and captions.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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2010 Grade 1 English Standards of Learning			
STANDARD	Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
e) Make and confirm predictions.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Ask and answer who, what, where, when, why, and how questions about what is read.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Identify the main idea.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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STANDARD	Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
1.11 The student will use simple reference materials.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Use knowledge of alphabetical order by first letter.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Use a picture dictionary to find meanings of unfamiliar words.	<u>Adequate</u>	Limited	No Evidence
	Comments:		