

**2011 English Language Arts Textbook Approval Committee Consensus
Correlation to the 2010 English Standards of Learning and Curriculum Framework – Grade 3**

Text Title: Wright Group Lead 21 Complete Classroom Package, Grade 3 Publisher: McGraw-Hill Companies School Education Group

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework-Grade 3 Summary	Rating		
	Adequate	Limited	No Evidence
3.3	X		
3.3a	X		
3.3b	X		
3.4	X		
3.4a	X		
3.4b	X		
3.4c	X		
3.4d	X		
3.4e	X		
3.4f	X		
3.4g	X		
3.5	X		
3.5a	X		
3.5b	X		

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework-Grade 3 Summary	Rating		
	Adequate	Limited	No Evidence
3.5c	X		
3.5d	X		
3.5e	X		
3.5f	X		
3.5g	X		
3.5h	X		
3.5i	X		
3.5j	X		
3.5k	X		
3.5l	X		
3.5m	X		
3.6	X		
3.6a	X		
3.6b	X		

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	Adequate	Limited	No Evidence
3.6c	X		
3.6d	X		
3.6e	X		
3.6f	X		
3.6g	X		
3.6h	X		
3.6i		X	
3.6j	X		
3.6k	X		
3.6l	X		
3.7	X		
3.7a	X		
3.7b	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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STANDARD	Degree of Correlation: Highlight your choice. Adequate Limited No evidence Must provide comments to support the ratings other than Adequate.		
3.3	The student will apply word-analysis skills when reading.	<u>Adequate</u>	Limited No Evidence
		Comments:	
	a) Use knowledge of regular and irregular vowel patterns.	<u>Adequate</u>	Limited No Evidence
		Comments:	
	b) Decode regular multisyllabic 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.		
3.4 The student will expand vocabulary when reading.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Use knowledge of homophones.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Use knowledge of roots, affixes, synonyms, and antonyms.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Apply meaning clues, language structure, and phonetic strategies.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Use context to clarify meaning of unfamiliar 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) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Use vocabulary from other content areas.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Use word reference resources including the glossary, dictionary, and thesaurus.	<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.		
3.5 The student will read and demonstrate comprehension of fictional text and poetry.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Set a purpose for reading.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Make connections between previous experiences and reading selections.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Make, confirm, or revise predictions.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Compare and contrast settings, characters, and events.	<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) Identify the author's purpose.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Ask and answer questions about what is read.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Draw conclusions about text.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
h) Identify the problem and solution.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
i) Identify the main idea.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
j) Identify supporting details.	<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.		
k) Use reading strategies to monitor comprehension throughout the reading process.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
l) Differentiate between fiction and nonfiction.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
m) Read with fluency and accuracy.	<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.		
3.6	The student will continue to read and demonstrate comprehension of nonfiction texts.	<u>Adequate</u>	Limited	No Evidence
		Comments:		
	a) Identify the author’s purpose.	<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) Preview and use text features.	<u>Adequate</u>	Limited	No Evidence
		Comments:		
	d) Ask and answer questions about what is read.	<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) Draw conclusions based on text.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Summarize major points found in nonfiction texts.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Identify the main idea.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
h) Identify supporting details.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
i) Compare and contrast the characteristics of biographies and autobiographies.	Adequate	<u>Limited</u>	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.		
j) Use reading strategies to monitor comprehension throughout the reading process.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
k) Identify new information gained from reading.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
l) Read with fluency and accuracy.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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3.7	The student will demonstrate comprehension of information from a variety of print and electronic resources.	<u>Adequate</u>	Limited No Evidence
		Comments:	
	a) Use encyclopedias and other reference books, including online reference materials.	<u>Adequate</u>	Limited No Evidence
		Comments:	
	b) Use table of contents, indices, and charts.	<u>Adequate</u>	Limited No Evidence
		Comments:	