

**2011 English Language Arts Textbook Approval Committee Consensus  
Correlation to the 2010 English Standards of Learning and Curriculum Framework – Grade 4**

**Text Title: Rigby Literacy by Design, Grade 4 Publisher Houghton Mifflin Harcourt**

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 4 Summary	Rating		
	Adequate	Limited	No Evidence
4.4	X		
4.4a	X		
4.4b	X		
4.4c	X		
4.4d	X		
4.4e	X		
4.5	X		
4.5a	X		
4.5b	X		
4.5c	X		
4.5d	X		
4.5e	X		
4.5f	X		

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 4 Summary	Rating		
	Adequate	Limited	No Evidence
4.5g	X		
4.5i	X		
4.5j	X		
4.5k	X		
4.5l	X		
4.6	X		
4.6a	X		
4.6b	X		
4.6c	X		
4.6d	X		
4.6e	X		
4.6f	X		
4.6g	X		

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<b>Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 4 Summary</b>	<b>Rating</b>		
	<b>Adequate</b>	<b>Limited</b>	<b>No Evidence</b>
<b>4.6h</b>	<b>X</b>		
<b>4.6i</b>	<b>X</b>		
<b>4.6j</b>	<b>X</b>		
<b>4.6k</b>	<b>X</b>		
<b>4.6l</b>	<b>X</b>		

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

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<b>2010 Grade 4 English Standards of Learning</b>			
<b>STANDARD</b>	<b>Degree of Correlation: Highlight your choice.</b> <b>Adequate Limited No evidence</b> <b>Must provide comments to support the ratings other than Adequate.</b>		
4.4 The student will expand vocabulary when reading.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Use context to clarify meanings of unfamiliar words.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Use word-reference materials, including the glossary, dictionary, and thesaurus.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Develop vocabulary by listening to and reading a variety of texts.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
e) Use vocabulary from other content areas.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Explain the author’s purpose.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Describe how the choice of language, setting, characters, and information contributes to the author’s purpose.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Identify the main idea.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Summarize supporting details.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
e) Identify the problem and solution.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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f) Describe the relationship between text and previously read materials.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		
g) Identify sensory words.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		
h) Draw conclusions/make inferences about text.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		
i) Make, confirm, or revise predictions.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		
j) Identify cause and effect relationships.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		
k) Use reading strategies throughout the reading process to monitor comprehension.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		

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<b>STANDARD</b>	<b>Degree of Correlation: Highlight your choice.</b> <b>Adequate   Limited   No evidence</b> <b>Must provide comments to support the ratings other than Adequate.</b>
1) Read with fluency and accuracy.	<u><b>Adequate</b></u> Limited                  No Evidence  Comments:

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4.6 The student will read and demonstrate comprehension of nonfiction texts.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		
a) Use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		
b) Formulate questions that might be answered in the selection.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		
c) Explain the author’s purpose.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		
d) Identify the main idea.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		
e) Summarize supporting details.	<u><b>Adequate</b></u>	Limited	No Evidence
	Comments:		

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<b>STANDARD</b>	<b>Degree of Correlation: Highlight your choice.</b> <b>Adequate Limited No evidence</b> <b>Must provide comments to support the ratings other than Adequate.</b>		
f) Draw conclusions and make simple inferences using textual information as support.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Distinguish between cause and effect.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
h) Distinguish between fact and opinion.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
i) Use prior knowledge and build additional background knowledge as context for new learning.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
j) Identify new information gained from reading.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
k) Use reading strategies throughout the reading process to monitor comprehension.	<u>Adequate</u>	Limited	No Evidence
	Comments:		

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1) Read with fluency and accuracy.	<u><b>Adequate</b></u> Limited                  No Evidence  Comments: