

**2011 English Language Arts Textbook Approval Committee Consensus
Correlation to the 2010 English Standards of Learning and Curriculum Framework – Grade 5 Reading**

Text Title: Rigby Literacy by Design, Grade 5 Publisher Houghton Mifflin Harcourt

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 5 Summary	Rating		
	Adequate	Limited	No Evidence
5.4	X		
5.4a	X		
5.4b	X		
5.4c	X		
5.4d	X		
5.4e		X	
5.4f	X		
5.4g	X		
5.5	X		
5.5a	X		
5.5b	X		
5.5c	X		
5.5d		X	
5.5e	X		

Section I. Correlation with the 2010 English Standards of Learning and Curriculum Framework- Grade 5 Summary	Rating		
	Adequate	Limited	No Evidence
5.5f	X		
5.5g	X		
5.5h	X		
5.5i	X		
5.5j	X		
5.5k	X		
5.5l	X		
5.5m	X		
5.6	X		
5.6a	X		
5.6b	X		
5.6c	X		
5.6d	X		
5.6e	X		

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	Adequate	Limited	No Evidence
5.6f	X		
5.6g	X		
5.6h	X		
5.6i	X		
5.6j	X		
5.6k	X		
5.6l	X		
5.6m	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.		
5.4 The student will expand vocabulary when reading.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Use context to clarify meaning of unfamiliar words and phrases.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Identify an author’s use of figurative language.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
e) Use dictionary, glossary, thesaurus, and other word-reference materials.	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.		
f) Develop vocabulary by listening to and reading a variety of texts.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Study word meanings across 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.		
5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Describe the relationship between text and previously read materials.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Describe character development.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Describe the development of plot and explain the resolution of conflict(s).	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Describe the characteristics of free verse, rhymed, and patterned poetry.	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.		
e) Describe how an author’s choice of vocabulary contributes to the author’s style.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Identify and ask questions that clarify various points of view.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Identify main idea.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
h) Summarize supporting details from text.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
i) Draw conclusions and make inferences from text.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
j) Identify cause and effect relationships.	<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) Make, confirm, or revise predictions.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
l) Use reading strategies throughout the reading process to monitor comprehension.	<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.		
5.6 The student will read and demonstrate comprehension of nonfiction texts.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
a) Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
b) Use prior knowledge and build additional background knowledge as context for new learning.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
c) Skim materials to develop a general overview of content and to locate specific information.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
d) Identify the main idea of nonfiction texts.	<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) Summarize supporting details in nonfiction texts.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
f) Identify structural patterns found in nonfiction.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
g) Locate information to support opinions, predictions, and conclusions.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
h) Identify cause and effect relationships following transition words signaling the pattern.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
i) Differentiate between fact and opinion.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
j) Identify, compare, and contrast relationships.	<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) Identify new information gained from reading.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
l) Use reading strategies throughout the reading process to monitor comprehension.	<u>Adequate</u>	Limited	No Evidence
	Comments:		
m) Read with fluency and accuracy.	<u>Adequate</u>	Limited	No Evidence
	Comments:		