

Louisiana Department of Education
English Language Arts
Correlation to
Grade Level Expectations

WRITE FOR COLLEGE
Grades 11-12 Correlation Document



Great Source Education Group
A division of Houghton Mifflin Harcourt Publishing Company
Write For College
English Language Arts/Writing, Composition and Grammar
Grades 11-12

Book Title: Write For College Grade Level: 11-12

Publisher: Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company

Subject/Course: English Language Arts/Writing, Composition and Grammar

Grade 11 & 12 Correlation

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	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the GLE..
Reading and Responding - Standard 1		
1. Extend basic and technical vocabulary using a variety of strategies, including:		
○ analysis of an author's word choice	Student Book: 269-286 Teacher's Guide: 74-75	
○ use of related forms of words	Student Book: 434-444 Teacher's Guide: 101-102, 175-176	
○ analysis of analogous statements (ELA-1-H1)		
2. Analyze the significance of complex literary and rhetorical devices in American, British, or world texts, including:		
○ apostrophes		
○ rhetorical questions		
○ metaphysical conceits		
○ implicit metaphors (metonymy and synecdoche) (ELA-1-H2)		
3. Draw conclusions and make inferences about ideas and information in complex texts in oral and written responses, including:		

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GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the GLE..
○ fiction/nonfiction	Student Book: 269-275, 276-285 Teacher's Guide: 74-75	
○ drama/poetry	Student Book: 269-275, 276-285 Teacher's Guide: 74-75	
○ public documents		
○ film/visual texts	Student Book: 268 Teacher's Guide: 74	
○ debates/speeches (ELA-1-H3)		
4. Evaluate ways in which the main idea, rationale or thesis, and information in complex texts, including consumer, workplace, public, and historical documents, represent a view or comment on life (ELA-1-H4)	Student Book: 269-275, 276-285 Teacher's Guide: 74-75	
Standard 6		
5. Analyze and critique the impact of historical periods, diverse ethnic groups, and major influences (e.g., philosophical, political, religious, ethical, social) on American, British, or world literature in oral and written responses (ELA-6-H1)		
6. Analyze and explain the significance of literary forms, techniques, characteristics, and recurrent themes of major literary periods in ancient, American,		

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British, or world literature (ELA-6-H2)		
7. Analyze and synthesize in oral and written responses distinctive elements (e.g., structure) of a variety of literary forms and types, including:		
○ essays and memoirs by early and modern essay writers	Student Book: 269-375, 276-285, 401-405, 408 Teacher's Guide: 74-75, 95-96	
○ epic poetry such as Beowulf	Student Book: 269-275, 276-285, 401-406 Teacher's Guide: 74-75, 95-96	
○ forms of lyric and narrative poetry such as the ballad, sonnets, pastorals, elegies, and the dramatic monologue	Student Book: 269-275, 276-285, 401-406 Teacher's Guide: 74-75, 95-96	
○ drama, including ancient, Renaissance, and modern comedies and tragedies	Student Book: 269-275, 276-285 Teacher's Guide: 74-75, 95-96	
○ short stories, novellas, and novels	Student Book: 269-275, 276-285, 401-405, 407 Teacher's Guide: 74-75, 95-96	
○ biographies and autobiographies		
○ speeches (ELA-6-H3)		
8. Analyze in oral and written responses the ways in which works of ancient, American, British, or world literature represent views or comments on life, for example:		

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○ an autobiography/diary gives insight into a particular time and place		
○ the pastoral idealizes life in the country		
○ the parody mocks people and institutions		
○ an allegory uses fictional figures to express truths about human experiences (ELA-6-H4)		
Standard 7		
9. Demonstrate understanding of information in American, British, and world literature using a variety of strategies, for example:		
○ interpreting and evaluating presentation of events and information	Student Book: 269-275, 276-285, 401-408 Teacher's Guide: 74-75, 95-96	
○ evaluating the credibility of arguments in nonfiction works		
○ making inferences and drawing conclusions	Student Book: 269-275, 276-285 Teacher's Guide: 74-75	
○ evaluating the author's use of complex literary elements, (e.g., symbolism, themes, characterization, ideas)	Student Book: 269-275, 276-285 Teacher's Guide: 74-75	
○ comparing and contrasting major periods, themes, styles, and trends within and across texts	Student Book: 276-285 Teacher's Guide: 75	

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○ making predictions and generalizations about ideas and information	Student Book: 401-408 Teacher's Guide: 95	
○ critiquing the strengths and weaknesses of ideas and information		
○ synthesizing (ELA-7-H1)		
10. Identify, gather, and evaluate appropriate sources and relevant information to solve problems using multiple sources, including:		
○ school library catalogs	Student Book: 384 Teacher's Guide: 89-90	
○ online databases	Student Book: 396-397 Teacher's Guide: 91-92	
○ electronic resources	Student Book: 385-386 Teacher's Guide: 89-90	
○ Internet-based resources (ELA-7-H2)	Student Book: 396-397 Teacher's Guide: 91-92	
11. Analyze and evaluate the philosophical arguments presented in literary works, including American, British, or world literature (ELA-7-H2)	Student Book: 269-275 Teacher's Guide: 74	
12. Analyze and evaluate works of American, British, or world literature in terms of an author's life, culture, and philosophical assumptions (ELA-7-H3)		

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13. Analyze information within and across grade-appropriate print and nonprint texts using various reasoning skills, including:		
○ identifying cause-effect relationships		
○ raising questions	Student Book: 401-408 Teacher's Guide: 95-96	
○ reasoning inductively and deductively	Student Book: 86, 134, 135 Teacher's Guide: 33-34, 43-44	
○ generating a theory or hypothesis		
○ skimming/scanning	Student Book: 401-408 Teacher's Guide: 95-96	
○ distinguishing facts from opinions and probability (ELA-7-H4)	Student Book: 82 Teacher's Guide: 33-34	
Writing - Standard 2		
14. Develop complex compositions, essays, and reports that include the following:		
○ a clearly stated central idea/thesis statement	Student Book: 5, 30, 44, 94, 320-321, 468 Teacher's Guide: 15-16, 23-24, 35-36, 81-82, 109-110	
○ a clear, overall structure (e.g., introduction, body, appropriate conclusion)	Student Book: 6-7, 31-38, 98-101, 146-150, 152-155, 158-159, 164, 166-169, 171-175, 177-	

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body, appropriate conclusion)	181, 183-185, 190-192, 194-197, 199-202, 204-206, 208-211, 213-218, 220-225, 300, 302, 304-306, 311, 313, 325, 352-360, 372-382, 448, 470 Teacher’s Guide: 15-16, 21-22, 35-36, 45-78, 81-85, 85-86, 87-88, 103-104, 109-110	
○ supporting paragraphs organized in a logical sequence (e.g., spatial order, order of importance, ascending/descending order, chronological order, parallel construction)	Student Book: 6-7, 17, 34-35, 45, 84-87, 95-96, 100, 300, 302, 411 Teacher’s Guide: 15-16, 17-18, 21-22, 23-24, 33-34, 35-36, 77-78, 97-98, 188-191	
○ transitional words, phrases, and devices that unify throughout (ELA-2-H1)	Student Book: 45, 78-79, 87, 88-89 Teacher’s Guide: 23-24, 33-34	
15. Develop complex compositions on student- or teacher-selected topics that are suited to an identified audience and purpose and that include the following:		
○ word choices appropriate to the identified audience and/or purpose	Student Book: 18, 47, 118-119, 231-232, 300 Teacher’s Guide: 17-18, 23-24, 39-40, 65, 77-78, 197-201	
○ vocabulary selected to clarify meaning, create images, and set a tone	Student Book: 18, 117, 251, 300 Teacher’s Guide: 17-18, 39-40, 77-78	
○ information/ideas selected to engage the interest of the reader	Student Book: 17, 44, 82-83, 251 Teacher’s Guide: 17-18, 23-24, 33-34, 181-184	
○ clear voice (individual personality) (ELA-2-H2)	Student Book: 18, 46, 144, 188, 230, 256, 300	

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	Teacher’s Guide: 17-18, 23-24, 47-48, 65, 77-78, 193-196	
16. Develop complex compositions using writing processes such as the following:		
<ul style="list-style-type: none"> ○ selecting topic and form (e.g., determining a purpose and audience) 	Student Book: 5, 22-25, 29, 93, 115, 144, 145, 151, 156, 162, 163, 165, 170, 176, 182, 188-189, 193, 198, 203, 207, 212, 219, 230, 233, 236, 239, 244, 256-257, 263, 269, 276, 310, 312, 319-320, 460, 462 Teacher’s Guide: 15-16, 19-20, 35-36, 39-40, 45-78, 81-82, 105-106, 181-184, 227-228	
<ul style="list-style-type: none"> ○ prewriting (e.g., brainstorming, clustering, outlining, generating main idea/thesis statements) 	Student Book: 5, 26-30, 97, 145, 151, 156, 163, 165, 170, 176, 182, 189, 193, 198, 203, 207, 212, 219, 226-227, 233, 236, 239, 244, 252, 263, 269, 276, 310, 312, 322-323, 460, 468 Teacher’s Guide: 15-16, 19-20, 35-36, 45-78, 81-82, 105-106, 109-110, 126, 228	
<ul style="list-style-type: none"> ○ drafting 	Student Book: 6-7, 31-38, 98-101, 145-150, 151-155, 157-159, 163-164, 165-169, 170-175, 176-181, 182-185, 189-192, 193-197, 198-202, 203-206, 207-211, 212-218, 219-225, 233-235, 239-243, 244-250, 257, 259-262, 263-268, 269-275, 276-285, 303-306, 309, 310-311, 312-313, 324-325, 351-360, 371-382, 447-448, 460, 462,	

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	469-470 Teacher's Guide: 15-16, 21-22, 35-36, 45-78, 81-82, 130-104, 105-106, 109-110, 126-127, 228	
○ conferencing with peers and teachers	Student Book: 10-11, 49-52 Teacher's Guide: 15-16, 23-24	
○ revising for content and structure based on feedback	Student Book: 8-9, 39-52, 102, 145, 151, 157, 163, 165, 170, 176, 182, 189, 193, 198, 203, 207, 212, 219, 233, 236, 239, 244, 257, 263, 269, 276, 310, 312, 326, 460, 462, 471 Teacher's Guide: 15-16, 23-24, 35-36, 45-78, 81-82, 105-106, 109-110, 127, 229	
○ proofreading/editing to improve conventions of language	Student Book: 12-13, 19, 53-56, 102, 145, 151, 157, 163, 165, 170, 176, 182, 189, 193, 198, 203, 207, 212, 219, 233, 236, 239, 244, 257, 263, 269, 276, 310, 312, 326, 460, 462, 471, 509-593 Teacher's Guide: 15-16, 17-18, 25-26, 35-36, 45-78, 81-82, 105-106, 109-110, 117-118, 127, 207, 217, 229	
○ publishing using available technology (ELA-2-H3)	Student Book: 57-61, 125-132, 145, 151, 157, 163, 165, 170, 176, 182, 189, 193, 198, 203, 207, 212, 219, 233, 236, 239, 244, 257, 263,	

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	269, 276, 310, 326, 460, 462 Teacher's Guide: 27-28, 41-42, 45-78, 81-82, 105-106, 127, 229	
17. Use the various modes to write complex compositions, including:		
○ definition essay	Student Book: 203-206 Teacher's Guide: 61, 235	
○ problem/solution essay	Student Book: 212-218 Teacher's Guide: 63-236	
○ a research project	Student Book: 317-326, 351-360, 371-382 Teacher's Guide: 81-82, 85-86, 87-88, 238	
○ literary analyses that incorporate research	Student Book: 269-275, 276-285 Teacher's Guide: 74-75, 237	
○ cause-effect essay	Student Book: 207-211 Teacher's Guide: 62, 235	
○ process analyses	Student Book: 189-192 Teacher's Guide: 58, 235	
○ persuasive essays (ELA-2-H4)	Student Book: 239-243, 244-250 Teacher's Guide: 68-69, 236	
18. Develop writing/compositions using a variety of complex literary and rhetorical devices (ELA-2-H5)	Student Book: 231-232 Teacher's Guide: 65	

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19. Extend development of individual style to include the following:		
○ avoidance of overused words, clichés, and jargon	Student Book: 47, 69, 124 Teacher’s Guide: 23-24, 31-32, 39-40	
○ a variety of sentence structures and patterns	Student Book: 19, 48, 63-74, 121, 122, 300, 580-587 Teacher’s Guide: 17-18, 23-24, 31-32, 39-40, 77-78, 117-118, 202-206, 230	
○ diction that sets tone and mood	Student Book: 47, 70, 288 Teacher’s Guide: 23-24, 31-32, 195	
○ vocabulary and phrasing that reflect the character and temperament (voice) of the writer (ELA-2-H5)	Student Book: 18, 46, 144, 188, 230, 256, 300 Teacher’s Guide: 17-18, 23-24, 47-48, 65, 193-196	
20. Write for various purposes, including:		
○ interpretations/explanations that connect life experiences to works of American, British, and world literature		
○ functional documents (e.g., resumes, memos, proposals) (ELA-2-H6)	Student Book: 301-309, 310-111, 312-313 Teacher’s Guide: 77-78, 237	

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Writing/Proofreading - Standard 3		
21. Apply standard rules of sentence formation, including parallel structure (ELA-3-H2)	Student Book: 63-74, 121, 456, 580-587 Teacher's Guide: 31-32, 39-40, 103-104, 117-118	
22. Apply standard rules of usage, for example:		
○ avoid splitting infinitives		
○ use the subjunctive mood appropriately (ELA-3-H2)	Student Book: 573 Teacher's Guide: 117-118	
23. Apply standard rules of mechanics and punctuation, including:		
○ parentheses	Student Book: 525-526 Teacher's Guide: 117-118	
○ brackets	Student Book: 528 Teacher's Guide: 117-118	
○ dashes	Student Book: 526-527 Teacher's Guide: 117-118	
○ commas after introductory adverb clauses and long introductory phrases	Student Book: 512-513 Teacher's Guide: 117-118	
○ quotation marks for secondary quotations	Student Book: 523-524 Teacher's Guide: 117-118	

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○ internal capitalization		
○ manuscript form (ELA-3-H2)		
24. Use a variety of resources (e.g., dictionaries, thesauruses, glossaries, technology) and textual features, (e.g., definitional footnotes, sidebars) to verify word spellings (ELA-3-H3)	Student Book: 390-391, 538-544 Teacher’s Guide: 89-90, 117-118	
Speaking and Listening - Standard 4		
25. Use standard English grammar, diction, and syntax when speaking in formal presentations and informal group discussions (ELA-4-H1)	Student Book: 70, 288, 445-456 Teacher’s Guide: 31-32, 103-104	
26. Select language appropriate to specific purposes and audiences for speaking, including:		
○ delivering informational/book reports in class	Student Book: 445-456 Teacher’s Guide: 103-104	
○ conducting interviews/surveys of classmates or the general public	Student Book: 457-458 Teacher’s Guide: 103-104	
○ participating in class discussions (ELA-4-H1)		
27. Listen to detailed oral instructions and presentations and carry out complex procedures, including:		

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○ reading and questioning	Student Book: 401-408 Teacher’s Guide: 95-96	
○ writing responses	Student Book: 422-423 Teacher’s Guide: 99-100	
○ forming groups		
○ taking accurate, detailed notes (ELA-4-H2)	Student Book: 413-419 Teacher’s Guide: 97-98	
28. Organize and use precise language to deliver complex oral directions or instructions about general, technical, or scientific topics (ELA-4-H2)		
29. Deliver presentations that include the following:		
○ language, diction, and syntax selected to suit a purpose and impact an audience	Student Book: 70, 288, 445-456 Teacher’s Guide: 23-24, 31-32	
○ delivery techniques including repetition, eye contact, and appeal to emotion suited to a purpose and audience	Student Book: 445-456 Teacher’s Guide: 103-104	
○ an organization that includes an introduction, relevant examples, and/or anecdotes, and a conclusion arranged to impact an audience (ELA-4-H3)	Student Book: 445-456 Teacher’s Guide: 103-104	

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30. Use active listening strategies, including:		
○ monitoring messages for clarity	Student Book: 410-412 Teacher's Guide: 97-98	
○ selecting and organizing information	Student Book: 410-419 Teacher's Guide: 97-98	
○ noting cues such as changes in pace (ELA-4-H4)	Student Book: 410 Teacher's Guide: 97-98	
31. Deliver oral presentations, including:		
○ speeches that use appropriate rhetorical strategies	Student Book: 445-456 Teacher's Guide: 103-104	
○ responses that analyze information in texts and media	Student Book: 445-456 Teacher's Guide: 103-104	
○ persuasive arguments that clarify or defend positions (ELA-4-H4)	Student Book: 251-253, 445-456 Teacher's Guide: 103-104	
32. Give oral and written analyses of media information, including		
○ identifying logical fallacies (e.g., attack <i>ad hominem</i> , false causality, overgeneralization,	Student Book: 252-253	

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bandwagon effect) used in oral addresses		
<ul style="list-style-type: none"> ○ analyzing the techniques used in media messages for a particular audience 		
<ul style="list-style-type: none"> ○ critiquing a speaker's diction and syntax in relation to the purpose of an oral presentation 		
<ul style="list-style-type: none"> ○ critiquing strategies (e.g., advertisements, propaganda techniques, visual representations, special effects) used by the media to inform, persuade, entertain, and transmit culture (ELA-4-H5) 		
33. Participate in group and panel discussions, including:		
<ul style="list-style-type: none"> ○ identifying the strengths and talents of other participants 		
<ul style="list-style-type: none"> ○ acting as facilitator, recorder, leader, listener, or mediator 		
<ul style="list-style-type: none"> ○ evaluating the effectiveness of participants' performance (ELA-4-H6) 		

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Information Resources - Standard 5		
34. Select and critique relevant information for a research project using the organizational features of a variety of resources, including:		
<ul style="list-style-type: none"> ○ print texts (e.g., prefaces, appendices, annotations, citations, bibliographic references) 	Student Book: 384, 388, 392 Teacher’s Guide: 89-90, 240	
<ul style="list-style-type: none"> ○ electronic texts (e.g., database keyword searches, search engines, e-mail addresses) (ELA-5-H1) 	Student Book: 385-386, 396-397 Teacher’s Guide: 89-90, 91-92, 240	
35. Locate, analyze, and synthesize information from a variety of complex resources, including:		
<ul style="list-style-type: none"> ○ multiple print texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias, and periodicals) 	Student Book: 322-323, 384, 388, 392 Teacher’s Guide: 82-83, 89-90	
<ul style="list-style-type: none"> ○ electronic sources (e.g., Web sites or databases) 	Student Book: 322-323, 385-386, 396-397 Teacher’s Guide: 82-83, 89-90, 91-92	
<ul style="list-style-type: none"> ○ other media (e.g., community and government data, television and radio resources, and audio and visual materials) (ELA-5-H2) 		
36. Analyze the usefulness and accuracy of sources by determining their validity (e.g., authority, accuracy, objectivity, publication date, coverage) (ELA-5-H2)	Student Book: 394-395 Teacher’s Guide: 91-92, 239	

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37. Access information and conduct research using various grade-appropriate data-gathering strategies/tools, including:		
○ formulating clear research questions	Student Book: 26, 320 Teacher's Guide: 82-83	
○ evaluating the validity and/or reliability of primary and/or secondary sources	Student Book: 394-395 Teacher's Guide: 91-92, 239	
○ using graphic organizers (e.g., outlining, charts, timelines, webs)	Student Book: 27-28, 322-323 Teacher's Guide: 19-20, 82-83	
○ compiling and organizing information to support the central ideas, concepts, and themes of a formal paper or presentation	Student Book: 324-325 Teacher's Guide: 82-83	
○ preparing annotated bibliographies and anecdotal scripts (ELA-5-H3)	Student Book: 333-350, 361-370 Teacher's Guide: 85-86, 87-88	
38. Write extended research reports (e.g., historical investigations, reports about high interest and library subjects) which include the following:		
○ researched information that supports main ideas	Student Book: 317-326 Teacher's Guide: 81-82	
○ facts, details, examples, and explanations from sources	Student Book: 317-326 Teacher's Guide: 81-82	
○ graphics when appropriate	Student Book: 129 Teacher's Guide: 41-42	

Book Title: Write For College

Grade Level: 11-12

Publisher: Great Source Education Group, a division of Houghton Mifflin Harcourt Publishing Company

Subject/Course: English Language Arts/Writing, Composition and Grammar

Grade 11 & 12 Correlation

*Publishers: You may expand rows, but do not delete any.

	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS	✓ if the content of the text material is sufficient to allow students to adequately meet the GLE..
<ul style="list-style-type: none"> ○ complete documentation (e.g., endnotes or parenthetical citations, works cited lists or bibliographies) consistent with a specified style guide (ELA-5-H3) 	<p>Student Book: 333-350, 361-370 Teacher’s Guide: 85-86, 87-88</p>	
39. Use word processing and/or technology to draft, revise, and publish various works, including:		
<ul style="list-style-type: none"> ○ functional documents (e.g., requests for information, resumes, letters of complaint, memos, proposals), using formatting techniques that make the document user friendly 	<p>Student Book: 125-132, 299-313 Teacher’s Guide: 41-42, 77-78</p>	
<ul style="list-style-type: none"> ○ analytical reports that include databases, graphics, and spreadsheets 	<p>Student Book: 125-132, 187-227 Teacher’s Guide: 41-42, 57-64</p>	
<ul style="list-style-type: none"> ○ research reports on high-interest and literary topics (ELA-5-H4) 	<p>Student Book: 125-132, 317-326, 351-360, 371-382 Teacher’s Guide: 41-42, 81-82, 85-86, 87-88</p>	
40. Use selected style guides to produce complex reports that include the following		
<ul style="list-style-type: none"> ○ credit for sources (e.g., appropriate parenthetical documentation and notes) 	<p>Student Book: 333-350, 361-370 Teacher’s Guide: 85-86, 87-88</p>	
<ul style="list-style-type: none"> ○ standard formatting for source acknowledgment (ELA-5-H5) 	<p>Student Book: 333-350, 361-370 Teacher’s Guide: 85-86, 87-88</p>	

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	TO BE COMPLETED BY PUBLISHER	FOR COMMITTEE MEMBER USE ONLY
GRADE LEVEL EXPECTATIONS	CORRELATION NOTATIONS	<input checked="" type="checkbox"/> if the content of the text material is sufficient to allow students to adequately meet the GLE..
41. Analyze and synthesize information found in various complex graphic organizers, including detailed maps, comparative charts, extended tables, graphs, diagrams, cutaways, overlays, and sidebars (ELA-5-H6)		

Committee Member Use only—Independent Review
(to be completed before deliberations begin)

Percentage of GLEs for which content of the text material is sufficient to allow students to adequately meet the GLE:

$$\frac{\text{number of GLEs met}}{\text{total number of GLEs for grade or course}} \times 100 = \text{_____}\%$$

Committee Member Use only—Committee Review
(to be completed as deliberations occur)

Percentage of GLEs for which content of the text material is sufficient to allow students to adequately meet the GLE:

$$\frac{\text{number of GLEs met}}{\text{total number of GLEs for grade or course}} \times 100 = \text{_____}\%$$

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