

**\*\*On initial review pass or fail determinations are made based on the majority of reviewers either passing or failing at the section level. Majority of reviewers must fail the same section in order for the title to fail.**

**Title:** SpringBoard English Language Arts  
**Grade:** G01H09

Reviewer	Section I	Section II	Section III	Overall
37	Fail	Fail	Pass	
110	Pass	Pass	Pass	
40	Pass	Pass	Pass	
42	Pass	Pass	Pass	
61	Fail	Pass	Pass	
Overall	Pass	Pass	Pass	PASS

**Publisher Notes:**

A 0 indicates N/A or no comment was provided by the reviewer.

If you decide to revise content and enter the title into re-review, select either "referenced" or revised" from the drop down menu.

Revised= you have made additions or changes to content in the textbook for review

Referenced=you are referencing additional pages in the textbook for review (be sure these are not the same pages as those listed in the correlations guide)

The additional components section is not scored this is feedback that you may or may not choose to revise in an effort to assist districts with their selections.

**Do not reformat these sheets** for re-review. Complete the orange columns as is and send this workbook back to us for re-review.

Only indicators that were marked "no" by a reviewer are required to have feedback provided to you.

Grade & Subject:G01H09ISBN:9781457313585

Title Name:SpringBoard English Language ArtsPublisher:College Board

Original Reviews Submitted:5Reviewers:37, 110, 40, 42, 61

SECTION I Alignment to Shifts Materials must meet 100% of the indicators in Section I.						
The instructional shifts are key to understanding the increased rigor of the standards. They reflect the skills and knowledge students need to be successful in the postsecondary or workforce arena. In an English language arts course, students should experience: building knowledge through content-rich literary and informational text; regular practice with complex text and its academic vocabulary; and reading and writing grounded in evidence from both literary and informational text.						
Knowledge: Materials are specifically chosen to build knowledge through content-rich literary and informational texts.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Text sets: Materials provide a strategic sequence of texts organized around a variety of concepts or topics. Students build knowledge systematically through interacting with the texts.	37	Yes		0		
	110	Yes		0		
	40	Yes		0		
	42	Yes		0		
	61	Yes	Tight organization of texts throughout the entire textbook; very strong scaffolding.			
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	37	No	The Vocabulary indicator (1b) is not met. Although the "Activity Features at a Glance", located in each unit, shows a good number of vocabulary instruction, the lessons identified as focusing on vocabulary are really centered on the study of literary devices, and not in acquiring new vocabulary, nor using the new vocabulary within the lesson activities. The instruction for several activities is to "circle unfamiliar words and define"; however, nothing is done with the unfamiliar words. A suggested idea for revision is to model lesson 4.27, as students are learning roots/affixes, acquiring new vocab, and integrating their new learning by doing enriching activities with the words. Moreover, evidence provided by SpringBoard on the screening instrument incorrectly defines Tier 2 words as academic words, and Tier 3 words as being literary words.			
	110	Yes	Accept with revision. Direct vocabulary instruction is limited and repetitive. Consider revising to include more words for each lesson.			
	40	Yes	Vocabulary instruction is extensive.			
	42	Yes		0		
	61	Yes	Pink vocabulary boxes at the beginning of most lessons give direct instruction while teacher-facing materials (as well as some student materials) have students working with word study contextually. Good blend of Tier 2 & Tier 3 words.			
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	37	Yes	While indicator 1c is met, as the end of unit tasks both offer a variety of activities for a student to show mastery, and do include scoring guides for each task, one suggested improvement is to include a model/sample writing with which a teacher can show his/her students, as this makes the assignment easier for students to digest if they have an example to follow.			
	110	Yes		0		
	40	Yes	Nice variety for culminating tasks.			
	42	Yes		0		
	61	Yes	This indicator is technically met because all Embedded Assessments, (two for each unit), include other literacy skills aside from writing; however, the major focus of each EA is construction. Ancillary materials allow for multiple-choice, teacher-created assessments for reading comprehension & other standards-based skills, but those were not observed. A suggestion to improve the opportunities for more reading-based skill demonstrations would be to include a greater variety of formats for culminating assessments, including multiple-choice, multiple-select, etc.			
Text Complexity: Materials ensure students engage in regular practice with complex text and its academic vocabulary.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
d. Anchor Texts are at grade level as determined by quantitative and qualitative measurements. See Appendix A of the Tennessee English Language Arts Standards for further guidance on text complexity metrics.	37	Yes	Indicator 1d is met despite very little of the texts included in the units meeting grade level lexile. The lexile number starts at 1040 for 9th grade; however, the majority of the texts fall within a band of 500-900. While not all of the texts must fit into the 9th grade lexile, a suggested idea for revision, as I anticipate that many districts will pass on this textbook solely on the lexile number, not taking into account the qualitative aspect, is to take out some of the texts that are of lower Lexile, and substitute with those that are appropriate for the grade level.			
	110	Yes		0		
	40	Yes		0		
	42	Yes		0		
	61	Yes	Although one story was labeled as a 610 Lexile, (far too low for high school), the qualitative properties of the text gave the necessary complexity structure.			
e. Text plays a central role in the English class/block.	37	Yes	Indicator 1e is met; however, there are improvements that can be made. The book does a good job of including lots of different types of texts: plays, poems, arguments, etc., but it would be nice to have the full versions, and not just excerpts.			
	110	Yes		0		
	40	Yes		0		
	42	Yes		0		
	61	Yes		0		
	37	Yes	While indicator 1g is met, one suggested improvement is to explicitly state within the questions for students to provide textual evidence. A student does have to consult the text to answer the questions; however, a student also has to be able to point to the exact place in the text where he/she came to his/her conclusion. Because end tasks require students to include textual evidence, this is not only good practice, but the students can reference their textual evidence later in the unit, too.			

f. Text selection should include a balanced representation of both literature and informational text across the year as indicated by the grade-level standards.	110	Yes	0			
	40	Yes	0			
	42	Yes	0			
	61	No	The indicator is not met. This textbook is too heavy in literature. Only one unit (3) focuses on informational text, and its emphasis is an argument. Based on the evidence given, it seems to be well-developed. But after looking at the Table of Contents from P. v - xiii, it's evident that literature is the primary mode for this book. Unit one & four both have some non-fiction mixed in with the novels & short stories, but it's not enough to qualify balanced. A suggestion for revision would be to spread the non-fiction texts more evenly throughout each unit so that students are not stuck with one mode for too long. Memoirs of authors that help develop the background for novel excerpts would be a good example.			
<b>Evidence:</b> Materials ensure that reading and writing are grounded in evidence from both literary and informational text.	<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
g. <b>Text-dependent questions:</b> <ul style="list-style-type: none"><li>Most questions and tasks require students to draw on textual evidence to support inferences and conclusions.</li><li>High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text.</li></ul>	37	Yes	0			
	110	Yes	0			
	40	Yes	These are even labeled as such so that the students can see that they are text-dependent.			
	42	Yes	0			
	61	Yes	Text-dependent. Scanning at the bottom of every "returning to the text" section exceeds the indicator's expectations. Most if not all questions draw on the text. For further clarification, each question has a <u>circle</u> for the teacher for material is that but not for the building relationship between questions. Most			
h. <b>Writing to sources:</b> The majority of writing tasks require students to respond to texts and/or include textual evidence.	37	Yes	0			
	110	Yes	0			
	40	Yes	0			
	42	Yes	0			
	61	Yes	All provided examples direct the students back to the text, and they require a response to the text that's grounded in evidence.			
i. <b>Evidence-based discussions:</b> Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	37	Yes	0			
	110	Yes	0			
	40	Yes	Many, many opportunities for students to engage in text-based discussions throughout the text.			
	42	Yes	0			
	61	Yes	Students use strategies like metacognitive markers and question generation (among a plethora of other strategies) based on the text that inform their discussions that surround the text. Text-based discussion is frequent.			
<b>Additional comments:</b>	<b>Reviewer</b>	<b>Evidence/Notes</b>				
<b>Additional comments on the three instructional shifts within the materials:</b>	37	0			<b>Total indicators to be re-reviewed:</b>	<b>0</b>
	110	0				
	40	0				
	42	0				
	61	As appropriate as it is to have a heavy increase on literature on the high school level, it is still necessary to blend more non-fiction into better, strategically placed areas that support our understanding of fiction with reality.				
<b>Materials meet 100% alignment with Section I: Shifts in instruction?</b>  This means that all boxes in this section were marked <b>"yes"</b> and no boxes were marked <b>"no"</b> . If any boxes are marked <b>"No"</b> , then this program does not pass.	<b>Reviewer</b>	<b>Aligned</b>				
	37	Fail				
	110	Pass				
	40	Pass				
	42	Pass				
	61	Fail				
Overall		Pass				

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## SECTION II

## Alignment to Tennessee English Language Arts Standards

Materials must meet at least **90%** of indicators in Section II.

The instructional materials represent alignment with the Tennessee English Language Arts Standards and explicitly focus teaching and learning on the grade-level standards, at the rigor necessary for students to reach mastery. Tennessee expects the **full breadth and depth** of the standards to be taught in an **integrated** and **spiraled** manner throughout the school year.

READING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
<b>Standard 1</b>		37	Yes		0		
<b>Category</b>		110	Yes		0		
<b>Key Ideas and Details</b>		40	Yes	This is not present in Unit 3, but my assumption is that that is because it is primarily a non-fiction unit.	0		
<b>Cornerstone</b>		42	Yes		0		
Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		61	Yes	The indicator is technically met. There is mention in student activities or using strong evidence, but there is no model or evaluation in the teacher notes of what defines strong evidence. An example	0		
<b>Informational Text: 9-10.RI.KID.1</b>	Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.	37	Yes		0		
		110	Yes		0		
		40	Yes		0		
		42	Yes		0		
		61	Yes		0		
<b>Standard 2</b>		37	No	While the first part of standard 2 is met - determine a theme or	0		
<b>Category</b>		110	Yes		0		
<b>Key Ideas and Details</b>		40	Yes	Missing from Unit 3, but again, I assume that's because its focus is	0		
<b>Cornerstone</b>		42	Yes		0		
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		61	Yes	The indicator is technically met because objective summaries exist	0		
<b>Informational Text: 9-10.RI.KID.2</b>	Determine a central idea of a text and analyze its development; provide an objective or critical summary.	37	No	While the first part of standard 2 is met - determine a central idea of	0		
		110	Yes	The text meets the requirements for this standard. However,	0		
		40	Yes		0		
		42	Yes		0		
		61	Yes	There are critical reviews but no critical summaries. The language of	0		
<b>Standard 3</b>		37	Yes		0		
<b>Category</b>		110	Yes		0		
<b>Key Ideas and Details</b>		40	Yes		0		
<b>Cornerstone</b>		42	Yes		0		
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		61	Yes		0		
<b>Informational Text: 9-10.RI.KID.3</b>	Analyze how an author presents and develops key ideas and events to impact meaning.	37	Yes		0		
		110	Yes		0		
		40	Yes	Covered extensively in Unit 3	0		
		42	Yes		0		
		61	Yes		0		
<b>Standard 4</b>		37	Yes		0		
<b>Category</b>		110	Yes	Consider revising to include more examples of determining the meaning of words and phrases.	0		
<b>Craft and Structure</b>		40	Yes		0		
<b>Cornerstone</b>		42	Yes		0		
Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings; and analyze how specific word choices shape meaning or tone.		61	Yes		0		
<b>Informational Text: 9-10.RI.CS.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	37	Yes		0		
		110	Yes		0		
		40	Yes		0		
		42	Yes		0		
		61	Yes		0		
<b>Standard 5</b>		37	No	Standard 5 is not adequately addressed throughout the entirety of the 4 units, as Unit 4 is devoid of explicit based on this standard. One suggestion is to write questions for the literary texts that are in	0		
<b>Category</b>		110	Yes		0		
<b>Craft and Structure</b>		40	Yes	This would be stronger if you took some of the elements of the novel excerpts in Unit 4 and added a question or two for this standard	0		
<b>Cornerstone</b>		42	Yes		0		
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.		61	Yes		0		
<b>Informational Text: 9-10.RI.CS.5</b>	Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	37	Yes	This standard is met; however, the Springboard Standards Analysis report does not see any evidence from units 1 and 4 for this indicator, despite their being evidence of this standard in those units. For	0		
		110	Yes		0		
		40	Yes	Covered extensively in Unit 3	0		
		42	Yes		0		
		61	Yes	There was a struggle to see how an author unified his own ideas via the language & craft/structure, but other strong direct evidence was found. The language of the standard was harder to locate.	0		
<b>Standard 6</b>		37	No	Standard 6 is not adequately addressed throughout the entirety of the 4 units. This indicator is meant to have students consider the way that structure impacts on author's message. For instance, how	0		
<b>Category</b>		110	Yes		0		
<b>Craft and Structure</b>		40	Yes		0		
<b>Cornerstone</b>		42	Yes		0		
		61	Yes		0		

<b>Cornerstone</b> Assess how point of view or purpose shapes the content and style of a text.	<b>Informational Text: 9-10.RI.CS.6</b> Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.	37	Yes		0			
		110	Yes		0			
		40	Yes		0			
		42	Yes		0			
		61	Yes		0			
<b>Standard 7</b> <b>Category</b> Integration of Knowledge and Ideas <b>Cornerstone</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	<b>Literature: 9-10.RL.IKI.7</b> Evaluate the topic, subject, and/or theme in two diverse formats or media.	37	No	Standard 7 is not met, for this standard is not addressed in every unit. This standard is concentrated in Unit 3; however, there are many cues for this standard to be easily integrated into the lessons.				
		110	Yes		0			
		40	Yes		0			
		42	Yes		0			
		61	Yes		0			
	<b>Informational Text: 9-10.RI.IKI.7</b> Evaluate the topic or subject in two diverse formats or media.	37	Yes		0			
		110	Yes		0			
		40	Yes		0			
		42	Yes		0			
		61	Yes		0			
<b>Standard 8</b> <b>Category</b> Integration of Knowledge and Ideas <b>Cornerstone</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<b>Literature:</b> Not applicable							
		37	Yes		0			
		110	Yes		0			
		40	Yes	Very well scaffolded in Unit 3				
		42	Yes		0			
	<b>Informational Text: 9-10.RI.IKI.8</b> Evaluate how reasoning and evidence affects the argument and specific claims in a text.	61	Yes		0			
		37	No	Standard 9 is not met, for this standard is not addressed throughout the textbook. However, this is a very open environment to make in order to fulfill the standard, and it would only require questions to...				
		110	Yes		0			
		40	Yes		0			
		42	Yes		0			
<b>Standard 9</b> <b>Category</b> Integration of Knowledge and Ideas <b>Cornerstone</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.	<b>Literature: 9-10.RL.IKI.9</b> Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.	61	Yes		0			
		37	No	Standard 9 is not met. This standard requires that the materials provide paired texts with reciprocal questions that guide students in this analysis. While the evidence provided by...				
		110	Yes		0			
		40	Yes		0			
		42	Yes		0			
	<b>Informational Text: 9-10.RI.IKI.9</b> Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.	61	Yes		0			
		37	No					
		110	Yes		0			
		40	Yes		0			
		42	Yes		0			
<b>Standard 10</b> <b>Category</b> Range of Reading and Level of Text Complexity <b>Cornerstone</b> Read and comprehend complex literary and informational texts independently and proficiently.	<b>Literature: 10.RL.RRTC.10</b> Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.	61	Yes		0			
		37	Yes		0			
		110	Yes		0			
		40	Yes		0			
		42	Yes		0			
	<b>Informational Text: 10.RI.RRTC.10</b> Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.	61	Yes		0			
		37	Yes		0			
		110	Yes		0			
		40	Yes		0			
		42	Yes		0			
<b>SPEAKING AND LISTENING STANDARDS</b>		<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>		<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
<b>Standard 1</b> <b>Category</b> Comprehension and Collaboration <b>Cornerstone</b> Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.	<b>9-10.SL.CC.1</b> Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing one's own clearly and persuasively.	37	No	This standard is not met. While there are numerous opportunities for students to interact in collaborative groups, the activities lack models and examples for students to use to guide them during their discussion. There must be instructions for the instructor to hold each student accountable for...				
		110	Yes		0			
		40	Yes		0			
		42	Yes		0			
		61	Yes		0			
<b>Standard 2</b> <b>Category</b> Comprehension and Collaboration <b>Cornerstone</b> Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.	<b>9-10.SL.CC.2</b> Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.	37	Yes		0			
		110	Yes		0			
		40	Yes		0			
		42	Yes		0			
		61	Yes		0			
<b>Standard 3</b>		37	Yes		0			

<b>Category</b> Comprehension and Collaboration <b>Cornerstone</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	<b>9-10.SL.CC.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.	110	Yes		0			
		40	Yes		0			
		42	Yes		0			
		61	Yes		0			
<b>Standard 4</b> <b>Category</b> Presentation of Knowledge and Ideas <b>Cornerstone</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to	<b>9-10.SL.PK1.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task.	37	No	This standard is not met. While there are numerous opportunities for students to interact in collaborative groups, the activities lack models and examples for students to use to guide them during their discussion. There must be instructions for the instructor to hold each student accountable for				
		110	Yes		0			
		40	Yes		0			
		42	Yes		0			
		61	Yes		0			
<b>Standard 5</b> <b>Category</b> Presentation of Knowledge and Ideas <b>Cornerstone</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	<b>9-10.SL.PK1.5</b> Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	37	Yes		0			
		110	Yes		0			
		40	Yes	I like that you have "and/or" between visual displays and multimedia on page 452 in Unit 3, acknowledging that not all schools have access for students to do digital presentations.				
		42	Yes		0			
		61	Yes		0			
<b>Standard 6</b> <b>Category</b> Presentation of Knowledge and Ideas <b>Cornerstone</b> Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.	<b>9-10.SL.PK1.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	37	Yes		0			
		110	Yes		0			
		40	Yes		0			
		42	Yes		0			
		61	Yes		0			
<b>WRITING STANDARDS</b>		<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>		<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
<b>Standard 1</b> <b>Category</b> Text Types and Protocols <b>Cornerstone</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<b>9-10.W.TTP.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.  a. Introduce precise claim(s). b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. d. Provide a concluding statement or section that follows from and supports the argument presented. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	37	No	Standard 1 is not met. While there are many opportunities in units 3 and 4 for students to write arguments, I did not find sufficient evidence of the textbook addressing counterclaims, which is essential to the art of learning argumentative writing. Furthermore, the standard needs to be evenly spread out over all of the units; the components are too heavily taught in the last two units. One				
		110	Yes		0			
		40	Yes		0			
		42	Yes		0			
		61	No	The standard was not met in spirit or language. Domain-specific vocabulary and objective tone were both non-existent in the textbook for the argument mode. The text mentions on P. 312 that students will acquire and use domain-specific vocabulary in discussions and writing, but no Embedded Assessment or student work asks for domain-specific vocabulary in their writing. A suggestion for				
<b>Standard 2</b> <b>Category</b> Text Types and Protocols <b>Cornerstone</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<b>9-10.W.TTP.2</b> Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.  a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience. b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Provide a concluding statement or section that follows from and supports the information or explanation presented.	37	Yes		0			
		110	Yes		0			
		40	Yes		0			
		42	Yes		0			

	e. Use appropriate formatting, graphics, and multimedia to aid comprehension. f. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	61	No	The standard was not met in spirit or language. Domain-specific vocabulary was non-existent in the textbook for the informative/explanatory mode. The text mentions on P. 312 that students will acquire and use domain-specific vocabulary in discussions and writing, but no Embedded Assessment or student work asks for domain-specific vocabulary in student writing. Standard letter C is also vaguely reinterpreted. The examples ask for textual evidence but do not include extended definitions or			
<b>Standard 3</b> <b>Category</b> Text Types and Protocols <b>Cornerstone</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters. b. Sequence events so that they build on one another to create a coherent whole. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. g. Establish and maintain an appropriate style and tone.	37	Yes		0		
		110	Yes		0		
		40	Yes		0		
		42	Yes		0		
		61	No	This standard is not met because neither a smoother progression of experiences/events nor multiple plots lines are taught in the book. The latter is mentioned in one prompt without any instruction given on it, and the former does not exist in any specific context. A suggestion for revision would be to give the qualities of a smooth progression in creative writing (or identify those progressions in reading as a			
<b>Standard 4</b> <b>Category</b> Production and Distribution of Writing <b>Cornerstone</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	<b>9-10.W.PDW.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	37	Yes		0		
		110	Yes		0		
		40	Yes		0		
		42	Yes		0		
		61	Yes		0		
<b>Standard 5</b> <b>Category</b> Production and Distribution of Writing <b>Cornerstone</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<b>9-10.W.PDW.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 9-10.)	37	Yes		0		
		110	Yes		0		
		40	Yes		0		
		42	Yes		0		
		61	Yes		0		
<b>Standard 6</b> <b>Category</b> Production and Distribution of Writing <b>Cornerstone</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<b>9-10.W.PDW.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	37	Yes		0		
		110	Yes		0		
		40	Yes		0		
		42	Yes		0		
		61	No	The standard is not satisfied because the language or the standard is not used, and there is no evidence that students are asked to update their published work using technology. Final drafts are mentioned, but there is no specific notice that give students the opportunity to update. It seems			
<b>Standard 7</b> <b>Category</b> Research to Build and Present Knowledge <b>Cornerstone</b> Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.	<b>9-10.W.RBPK.7</b> Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.	37	Yes		0		
		110	Yes		0		
		40	Yes		0		
		42	Yes		0		
		61	Yes		0		
<b>Standard 8</b> <b>Category</b> Research to Build and Present Knowledge <b>Cornerstone</b> Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.	<b>9-10.W.RBPK.8</b> Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	37	Yes		0		
		110	Yes		0		
		40	Yes		0		
		42	Yes		0		
		61	Yes		0		

<b>Standard 9</b> <b>Category</b> Research to Build and Present Knowledge <b>Cornerstone</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	<b>9-10.W.RBPK.9</b> Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.	37	Yes	0			
		110	Yes	0			
		40	Yes	0			
		42	Yes	0			
		61	Yes	0			
<b>Standard 10</b> <b>Category</b> Range of Writing <b>Cornerstone</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<b>9-10.W.RW.10</b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	37	Yes	0			
		110	Yes	0			
		40	Yes	0			
		42	Yes	0			
		61	Yes	0			
<b>LANGUAGE STANDARDS</b>		<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
<b>Standard 1</b> <b>Category</b> Conventions of Standard English <b>Cornerstone</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>9-10.L.CSE.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.	37	Yes	0			
		110	Yes	0			
		40	Yes	Parallel structure instruction in particular is strong.			
		42	Yes	0			
		61	Yes	0			
<b>Standard 2</b> <b>Category</b> Conventions of Standard English <b>Cornerstone</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>9-10.L.CSE.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.	37	Yes	0			
		110	Yes	0			
		40	Yes	0			
		42	Yes	0			
		61	Yes	0			
<b>Standard 3</b> <b>Category</b> Knowledge of Language <b>Cornerstone</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<b>9-10.L.KL.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	37	Yes	0			
		110	Yes	0			
		40	Yes	All throughout book.			
		42	Yes	0			
		61	Yes	0			
<b>Standard 4</b> <b>Category</b> Vocabulary Acquisition and Use <b>Cornerstone</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	<b>9-10.L.VAU.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.	37	Yes	0			
		110	Yes	Consider revising to include more direct practice with context clues and etymology.			
		40	Yes	0			
		42	Yes	0			
		61	Yes	0			
<b>Standard 5</b> <b>Category</b> Vocabulary Acquisition and Use <b>Cornerstone</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>9-10.L.VAU.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.	37	Yes	0			
		110	Yes	0			
		40	Yes	0			
		42	Yes	0			
		61	Yes	0			
<b>Standard 6</b> <b>Category</b> Vocabulary Acquisition and Use		37	No	This standard is not met. Although the "Activity Features at a Glance", located in each unit, shows a good number of vocabulary instruction, the lessons identified as focusing on vocabulary are			



<b>Cornerstone</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>9-10.L.VAU.6</b> Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.	110	Yes		0			
		40	Yes		0			
		42	Yes		0			
		61	Yes		0			
<b>Additional Comments</b>		<b>Reviewer</b>	<b>Evidence/Notes</b>					
<b>Additional Comments on Section II Standards</b>		37	0				<b>Total indicators to be re-reviewed:</b>	0
		110	0					
		40	0					
		42	0					
		61	The standards are mostly physically presented in activities, but not always thoroughly					
<b>Alignment with Section II: ELA Standards.</b>		<b>Reviewer</b>	<b>Aligned</b>					
This means that no more than 4 boxes were marked "No." If more than 4 "No" boxes are marked, then this program does not pass. (Note: Reading Literature and Reading Informational Text count as separate standards. If the screening instrument was checked "no" for 2 Reading Literature standards and 3 Informational Text standards, then it would NOT pass the screening instrument.)		37	Fail					
		110	Pass					
		40	Pass					
		42	Pass					
		61	Pass					
Overall		Pass						

Grade & Subject:G01H09ISBN:9781457313585

Title Name:SpringBoard E Publisher:College Board

Original Reviews Submitted:5 Reviewers:37, 110, 40, 42, 61

SECTION III						
High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks						
Materials meet <b>at least 80%</b> of indicators in Section III.						
Standards are taught in an integrated fashion to support students in developing proficiency as readers and writers as they make meaning of texts through reading, writing, speaking and listening. Instructional decisions for standards instruction centers on the texts that have been selected to strategically build students’ knowledge, and the standards are spiraled throughout the year to promote continued practice and application with ever increasing text complexity.						
Indicator	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Units are built around a concept or topic and include essential questions and enduring understandings.	37	Yes		0		
	110	Yes		0		
	40	Yes		0		
	42	Yes		0		
	61	Yes		0		
b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.	37	Yes		0		
	110	Yes		0		
	40	Yes	The addition of the standards boxes in the lessons is helpful for both students and teachers.			
	42	Yes		0		
	61	Yes		0		
c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.	37	Yes		0		
	110	Yes		0		
	40	Yes		0		
	42	Yes		0		
	61	Yes		0		
d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	37	Yes		0		
	110	Yes		0		
	40	Yes		0		
	42	Yes		0		
	61	Yes		0		
e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.	37	Yes		0		
	110	Yes		0		
	40	Yes		0		
	42	Yes		0		
	61	Yes		0		
f. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical, time period) while appealing to students’ interests.	37	Yes		0		
	110	Yes		0		
	40	Yes		0		
	42	Yes		0		
	61	Yes		0		
g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.	37	Yes		0		
	110	Yes		0		
	40	Yes		0		
	42	Yes		0		
	61	Yes		0		
h. Materials include multiple opportunities for students to engage in repeated reads of a text with varying purposes for each reading (i.e., close	37	No	This indicator is not met, for the students do not consistently engage in repeated reads of texts throughout the 4 units. This indicator is concentrated in unit 1 with regards to multiple reads. One suggestion for improvement	0		
	110	Yes		0		
	40	Yes		0		

varying purposes for each reading (i.e., close reading).	42	Yes		0			
	61	Yes		0			
i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	37	Yes		0			
	110	Yes		0			
	40	Yes	Though this meets this indicator, additional accountability structures would be helpful.				
	42	Yes		0			
	61	Yes		0			
j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.	37	Yes		0			
	110	Yes		0			
	40	Yes		0			
	42	Yes		0			
	61	Yes		0			
k. Within and across units, writing assignments, including both shorter on-demand writing, and lengthier, recursive, process-based writing, progress in breadth, depth, and development.	37	Yes		0			
	110	Yes		0			
	40	Yes	All writing is scaffolded throughout the book.				
	42	Yes		0			
	61	Yes		0			
l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	37	Yes		0			
	110	Yes		0			
	40	Yes		0			
	42	Yes		0			
	61	No	The indicator is not met because the textbook is imbalanced towards literature. There are essays and non-fiction texts from which to write, but they are far fewer in number than the literature portions, and the major writing emphasis outside of literary analysis, poetry, & drama is argument with little emphasis on informational. A suggestion for revision would be to include both extended as well as more frequent short informative prompts that would provide more balance to the modes of writing.				
m. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.	37	Yes		0			
	110	Yes		0			
	40	Yes		0			
	42	No	In lesson 1.10, the expectation of the indicator is not met because it does not provide detailed instructions for the teacher in regards to the writing process. A suggested idea for revision is to expand the Teach Steps 3-6 to provide additional instructions to the teacher for how to model the writing process.				
	61	Yes		0			
n. Instruction in conventions, syntax, and style is direct and contextual (mentor texts), increases in sophistication, and is applied to authentic writing experiences.	37	Yes		0			
	110	Yes		0			
	40	Yes	It is very helpful for both teachers and students that the concepts are taught in context before being explicitly taught through exercises.				
	42	Yes		0			
	61	Yes		0			
o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	37	Yes		0			
	110	Yes		0			
	40	Yes	The graphic organizer is particularly helpful.				
	42	No	In lesson 1.19, page 129, the expectation of the indicator is not met because it does not incorporate explicit teacher instruction on how to provide vocabulary instruction to the students. A suggested idea for revision is to				
	61	Yes		0			
p. Materials provide instruction in specific academic language and structures associated with different modes of writing (e.g., use of flashback in narrative, chronological vs. descriptive techniques in informative/explanatory, and rhetoric in opinion/argumentative).	37	Yes		0			
	110	Yes		0			
	40	Yes		0			
	42	Yes		0			
	61	Yes		0			
q. Lessons promote academic discussions around appropriate grade-level concepts and texts	37	Yes		0			
	110	Yes		0			

and include listening prompts, questions, and evaluation tools to strengthen students' ability to listen to and respond in increasingly sophisticated ways with relevant evidence.	40	Yes		0			
	42	Yes		0			
	61	Yes		0			
r. Units and lessons clearly consider student learning differences in the design of instruction, activities, and the classroom environment to provide access for all students, including English Learners, students with disabilities, and students performing below grade level.	37	Yes		0			
	110	Yes		0			
	40	Yes	The teacher's edition very clearly spells out how to differentiate the lessons for different learners.				
	42	Yes		0			
	61	Yes		0			
s. Formative and summative assessments are embedded throughout instructional materials and include multiple methods to measure what students know and are able to do. Possible formats include, but are not limited to, checks for understanding, pre-assessments, student self-assessments, selected response (multiple choice, multiple select), constructed responses (short and extended), performance tasks, open-ended questions, etc.	37	Yes		0			
	110	Yes		0			
	40	Yes		0			
	42	Yes		0			
	61	No	The indicator is not fully met. Although there are multiple methods of assessments in both the formative & summative veins, there are not any listed exhaustive pre-assessments or selected response on P. xxiv. The curriculum states selected response questions are in ancillary materials, but I was unable to observe those. Considering all types of questions listed have to be correct, this is why the indicator fails. A suggestion for				
t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	37	Yes		0			
	110	Yes		0			
	40	Yes	This was extremely helpful.				
	42	Yes		0			
	61	Yes		0			
Additional Comments:	Reviewer	Evidence/Notes					
Additional comments about high-quality instruction within the materials:	37					Total indicators to be re-reviewed:	0
	110						
	40						
	42						
	61						
Alignment with Section III	Reviewer		Aligned				
Materials meet at least 80% alignment with Section III: High-Quality instruction?  This means no more than 4 indicators were marked no in Section III. If more than 4 "No" boxes are marked, then this program does not pass.	37		Pass				
	110		Pass				
	40		Pass				
	42		Pass				
	61		Pass				
	Overall		Pass				

Grade & Subject:G01H09ISBN:9781457313585

Title Name:SpringBoard E Publisher:College Board

Original Reviews Submitted:5 Reviewers:37, 110, 40, 42, 61

SECTION IV: Additional Components						
These components are areas that districts consider when making purchasing decisions to meet the unique needs of their districts. Although these additional components do not prevent publishers from being on the state-approved adoption list, they do provide districts with additional information to use during their decision-making process.						
Teacher Support	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Teacher-facing materials provide background information about previously published texts, including author, content, context, and information about illustrations, if any, to support teacher delivery of lessons.	37	Yes	0			
	110	Yes	0			
	40	Yes	0			
	42	Yes	0			
	61	Yes	0			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	37	Yes	0			
	110	Yes	0			
	40	Yes	0			
	42	Yes	0			
	61	No	The indicator is not met. Although the close reading techniques are excellent, there is no annotation model of a text present. The only listed annotations on the passages are vocabulary boxes, author information, captions, and questions. The note boxes in the margins are well-done, but there are no annotation models for the passages themselves - no master example of marking up a text. Without showing a student what the text-based annotations look like before directing them to make annotations, it is difficult to gage success. A suggestion for improvement would be to add a page with extensive annotations on a mentor text excerpt to show what it looks like to dig in, generate questions as you read, model the actual think aloud, & text-marking, etc.			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	37	Yes	0			
	110	Yes	0			
	40	Yes	0			
	42	Yes	0			
	61	Yes	0			
d. When appropriate, topics and/or enduring understandings are connected to grade-level content from other Tennessee Academic Standards (e.g., science, social studies, health, and fine arts). Standards connections are clearly documented.	37	No	While the English standards are readily identifiable, there are several lessons where cross-curricular instruction is evident; however, the standards for those particular subjects are not included. For example, activity 3.8, on page 360, fulfills particular math standards, though the text does not explicitly state this. One suggestion is to add the cross-curricular standards where applicable.			
	110	Yes	0			
	40	Yes	0			
	42	No	Other Tennessee Academic Standard connections are not labeled in the text.			
	61	Yes	0			
	37	Yes	0			
	110	Yes	0			
	40	Yes	0			
	42	No	Teacher instructions are provided, but actual scripted "think alouds" are not provided for the teacher.			

e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	61	Yes	This indicator is met because the think alouds are a given practice in the teacher facing materials that ask for a modeled process for the desired demonstration of skill. However, one note of improvement would be to give a more thorough script for beginning think alouds for teachers who need that support structure (to make sure they are modeling correctly). There is little direct instruction to go off of to create self-driven content.			
f. Teacher-facing materials provide guidance to support teachers in identifying student misconceptions that may prevent student mastery of the Tennessee English Language Arts Standards.	37	Yes	0			
	110	Yes	0			
	40	Yes	0			
	42	No	Possible misconceptions are not provided for any standards other than Language Standards.			
	61	Yes	0			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	37	Yes	0			
	110	Yes	0			
	40	Yes	This is a well-differentiated program.			
	42	Yes	0			
	61	Yes	0			
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	37	Yes	0			
	110	Yes	0			
	40	Yes	Independent reading selections are appropriate for the age of the students, and they reinforce the skills/topics of the unit in which they are placed.			
	42	Yes	0			
	61	Yes	0			
i. Teacher-facing materials provide suggestions in daily lessons or units of instruction on appropriate opportunities for formative assessments and adjusting lessons if necessary.	37	Yes	0			
	110	Yes	0			
	40	Yes	0			
	42	Yes	0			
	61	Yes	0			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	37	Yes	0			
	110	Yes	0			
	40	Yes	0			
	42	Yes	0			
	61	Yes	0			
k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards.	37	Yes	0			
	110	Yes	0			
	40	Yes	0			
	42	Yes	0			
	61	Yes	0			
<b>Monitoring Student Progress</b>	<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
l. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.	37	Yes	0			
	110	Yes	0			
	40	Yes	I hope that the digital accounts are included in the price of the book; otherwise, this would be a no. What is in the book is not sufficient for a first-year teacher.			
	42	Yes	Anchor papers and student digital portfolio provided in digital resources if textbook is purchased			
	61	Yes	0			
m. Materials include tools, routines, and	37	Yes	0			
	110	Yes	0			

m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	40	Yes	Again, assuming that the digital materials are included with purchase of book.			
	42	Yes	0			
	61	Yes	0			
	37	Yes	0			
n. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	110	Yes	0			
	40	Yes	Again, assuming that the digital materials are included with purchase of book.			
	42	Yes	Only provided digitally			
	61	Yes	0			
o. Materials include suggestions and tools to keep students and parents informed about students' progress.	37	No	The publisher's comments explain that the feature of progress reports and family letters are only available through the purchase of SpringBoard Digital.			
	110	Yes	0			
	40	Yes	Again, assuming that the digital materials are included with purchase of book.			
	42	Yes	Only provided digitally			
	61	Yes	0			
Organization	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
p. Content is sufficient to provide instruction across the school year and includes daily lessons organized into coherent units of study.	37	Yes	0			
	110	Yes	0			
	40	Yes	0			
	42	Yes	0			
	61	Yes	0			
q. Units and instructional sequences are coherent and organized in a logical manner that build upon knowledge and skills learned in prior grade levels or earlier in the grade.	37	Yes	0			
	110	Yes	0			
	40	Yes	0			
	42	Yes	0			
	61	Yes	0			
r. Program components, lesson plans, and the relationships among the parts are clear.	37	Yes	0			
	110	Yes	0			
	40	Yes	0			
	42	Yes	0			
	61	Yes	0			
s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	37	Yes	0			
	110	Yes	0			
	40	Yes	0			
	42	Yes	0			
	61	Yes	0			
t. Each lesson contains a list of required materials.	37	Yes	0			
	110	Yes	0			
	40	Yes	Included in teacher's edition			
	42	Yes	0			
	61	Yes	0			
u. Lessons, chapters, and units contain estimated instructional times.	37	Yes	0			
	110	Yes	0			
	40	No	0			
	42	Yes	0			
	61	Yes	0			
v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	37	Yes	While this component is met, the digital platform may be an additional charge to districts, and not necessarily included with the purchase of the textbooks.			
	110	Yes	0			
	40	Yes	0			

	42	Yes	0			
	61	Yes	0			
w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	37	Yes	0			
	110	Yes	0			
	40	Yes	0			
	42	Yes	0			
	61	Yes	0			
x. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	37	Yes	0			
	110	Yes	0			
	40	Yes	0			
	42	Yes	0			
	61	Yes	0			
y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	37	No	0			
	110	Yes	0			
	40	Yes	0			
	42	Yes	0			
	61	No	Tennessee Academic standards are not provided.			
Additional Comments:	Reviewer	Evidence/Notes				
Additional Comments about Section V: Additional Components	37	0			Total indicators to be re-reviewed:	0
	110	0				
	40	Extensive program that will be wonderful for systems that adopt it.				
	42	0				
	61	0				



[illegible]

[illegible]