

****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: Into Literature
Grade: G01H10

Reviewer	Section I	Section II	Section III	Overall
91	Pass	Pass	Pass	
80	Pass	Pass	Pass	
97	Pass	Pass	Pass	
99	Pass	Pass	Pass	
73	Pass	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:G01H10

Title Name:Into Literature

Original Reviews Submitted:5

ISBN:9781328474810

Publisher:Houghton Mifflin Harcourt

Reviewers:91, 80, 97, 99, 73

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.	91	Yes		0		
	80	Yes		0		
	97	Yes		0		
	99	Yes		0		
	73	Yes		0		
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	91	Yes		0		
	80	Yes	This indicator exceeds expectations as evidenced by the supportive knowledge-building activities that are present in multiple, varied instructional strategies.			
	97	Yes	The textbook exceeds expectations for this indicator because it includes explicit/direct and contextual/embedded vocabulary instruction often and effectively throughout each unit. The textbook includes questions around "Critical Vocabulary" as well as "Connotation," as seen on Page 58, ensuring that all students receive scaffolded support for both Tier 2 and 3 vocabulary.			
	99	Yes		0		
	73	Yes	The applying academic vocabulary sections are especially helpful to meet this shift in instruction. Asking students to write about and discuss vocabulary will enhance student learning. Sample evidence of activities requiring students to discuss vocabulary are in unit 1 pages 21, 53.; unit 4 lesson 1 page 229, lesson 3 page 261, lesson 4 page 272, lesson 5 page 288.			
	91	Yes		0		
	80	Yes		0		
	97	Yes		0		
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	99	Yes		0		
	73	Yes		0		
	91	Yes		0		
	80	Yes		0		
Text Complexity: Materials ensure students engage in regular practice with complex text and its academic vocabulary.	97	Yes		0		
	99	Yes		0		
	73	Yes		0		
	91	Yes		0		
	80	Yes		0		
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.	97	Yes		0		
	99	Yes		0		
	73	Yes		0		
	91	Yes		0		
	80	Yes		0		
e. Text plays a central role in the English class/block.	97	Yes		0		
	99	Yes		0		
	73	Yes		0		
	91	Yes		0		
	80	Yes		0		
f. Text selection should include a balanced representation of both literature and informational text across the year as indicated by the grade-level standards.	97	Yes		0		
	99	Yes		0		
	73	Yes		0		
	91	Yes		0		
	80	Yes		0		
Evidence: Materials ensure that reading and writing are grounded in evidence from both literary and informational text.	97	Yes	This indicator exceeds expectations as evidenced not only by the balanced selection of literature and texts within the units but also by the addition of "The Independent Reading" selections available in the eBook and listed as annotated bibliographies in the "Independent Reading" section at the end of every unit in both the student and teacher print editions.			
	99	Yes		0		
	73	Yes		0		
	91	Yes		0		
g. Text-dependent questions: <ul style="list-style-type: none">Most questions and tasks require students to draw on textual evidence to support	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
	91	Yes	The Check Your Understanding questions that precede the text analysis questions are a wonderful addition.			
	80	Yes		0		

inferences and conclusions. <ul style="list-style-type: none">High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text.	97	Yes		0			
	99	Yes		0			
	73	Yes		0			
h. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.	91	Yes		0			
	80	Yes		0			
	97	Yes		0			
	99	Yes		0			
	73	Yes		0			
i. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	91	Yes		0			
	80	Yes		0			
	97	Yes	While ample opportunity for discussion grounded in evidence from the text is provided to students, not much guidance to assist teachers in holding students accountable for using that evidence are incorporated in the instructional materials. A suggestion for revision would be include sentence stems for students in the "collaborate and share" sections for Unit 3 on page 207 or in Unit 4 on page 305. Since this and similar sections repeat frequently throughout the materials, a transferable guide might also be included in the appendix and then referenced in these sections.				
	99	Yes		0			
	73	Yes		0			
				0			
Additional comments:	Reviewer	Evidence/Notes					
Additional comments on the three instructional shifts within the materials:	91			0		Total indicators to be re-reviewed:	0
	80			0			
	97			0			
	99			0			
	73			0			
Materials meet 100% alignment with Section I: Shifts in instruction? This means that all boxes in this section were marked "yes" and no boxes were marked "no". If any boxes are marked "No", then this program does not pass.	Reviewer	Aligned					
	91	Pass					
	80	Pass					
	97	Pass					
	99	Pass					
	73	Pass					
	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?
Standard 1 Category Key Ideas and Details Cornerstone 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.	Literature: 9-10.RL.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.	91	No	The standard explicitly states that the student should "cite the strongest, most compelling textual evidence" but there is no place where this is indicated in the textbook. For example,			
		80	Yes	0			
		97	Yes	0			
		99	Yes	0			
		73	Yes	0			
	Informational Text: 9-10.RI.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.	91	No	Once again, the full spectrum of this standard requires students to "cite the strongest, most compelling evidence" which is not present in the textbook. On page 524, students are asked,			
		80	Yes	0			
		97	Yes	0			
		99	Yes	0			
		73	Yes	0			
		91	Yes	0			
		80	Yes	0			
		97	Yes	0			
		99	Yes	0			
		73	Yes	0			
Standard 2 Category Key Ideas and Details Cornerstone Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Literature: 9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.	91	Yes	0			
		80	Yes	0			
		97	Yes	The textbook does an exemplary job of asking students			
		99	Yes	0			
		73	Yes	0			
	Informational Text: 9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.	91	Yes	Passed with Reservations: Only on pages 162 and 166 does the			
		80	Yes	0			
		97	Yes	While the textbook does meet this indicator, a number of the			
		99	Yes	0			
		73	Yes	0			
		91	Yes	passed with reservations: there is no clear connection to the standard on page 404. The instructions need to be clarified so that students can know for certain what they are doing.			
		80	Yes	0			
		97	Yes	0			
		99	Yes	0			
		73	Yes	0			
Standard 3 Category Key Ideas and Details Cornerstone Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Literature: 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.	91	Yes	0			
		80	Yes	0			
		97	Yes	0			
		99	Yes	0			
		73	Yes	0			
	Informational Text: 9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.	91	Yes	0			
		80	Yes	0			
		97	Yes	0			
		99	Yes	0			
		73	Yes	0			
Standard 4 Category Craft and Structure Cornerstone 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.	Literature: 9-10.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.	91	Yes	0			
		80	Yes	0			
		97	Yes	The "Analyze Language" section in each unit (e.g., pg. 450) provides an exemplar for meeting this indicator, as do the <i>Student Notice & Note</i> questions associated with <i>Language throughout</i>			
		99	Yes	0			
		73	Yes	0			
	Informational Text: 9-10.RI.CS.4 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.	91	Yes	0			
		80	Yes	0			
		97	Yes	The "Vocabulary Strategy: Figurative Meanings" section in each unit (e.g., pg. 450) provides an exemplar for meeting this indicator, as do the <i>Student Notice & Note</i> questions associated			
		99	Yes	0			
		73	Yes	0			
Standard 5 Category Craft and Structure Cornerstone Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a	Literature: 9-10.RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.	91	Yes	0			
		80	Yes	0			
		97	Yes	While some of the questions tagged with this standard requires students to consider the impact of the plot/structure on the audience, not all did. One question for improvement is,			
		99	Yes	0			
		73	Yes	0			
	Informational Text: 9-10.RI.CS.5 Analyze how an author's ideas	91	Yes	0			
		80	Yes	0			

	section, chapter, scene, or stanza) relate to each other and the whole.		97	Yes	0				
			99	Yes	0				
			73	Yes	0				
Standard 6 Category Craft and Structure Cornerstone Assess how point of view or purpose shapes the content and style of a text.	Literature: 9-10.RL.CS.6 Analyze how point of view and/or author purpose shapes the content and style of diverse texts.		91	Yes	Passed with Reservations: There is a very weak connection to the standard on pages 7 and 257. There need to be clarified so that students can connect the lesson/task to the standard.	0			
			80	Yes		0			
			97	Yes		0			
			99	Yes		0			
			73	Yes		0			
	Informational Text: 9-10.RI.CS.6 Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.		91	Yes	Passed with Reservations: Rhetoric is not specifically mentioned on pages 19, 27, 28, 60, 333, and 340. This is a fairly new concept for students, so there needs to be more clarification in	0			
			80	Yes		0			
			97	Yes		0			
			99	Yes		0			
			73	Yes		0			
Standard 7 Category Integration of Knowledge and Ideas Cornerstone Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	Literature: 9-10.RL.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media.		91	Yes		0			
			80	Yes		0			
			97	Yes		0			
			99	Yes		0			
			73	Yes		0			
	Informational Text: 9-10.RI.IKI.7 Evaluate the topic or subject in two diverse formats or media.		91	Yes		0			
			80	Yes		0			
			97	Yes		0			
			99	Yes		0			
			73	Yes		0			
Standard 8 Category Integration of Knowledge and Ideas Cornerstone 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.	Literature: Not applicable								
	Informational Text: 9-10.RI.IKI.8 Evaluate how reasoning and evidence affects the argument and specific claims in a text.		91	Yes		0			
			80	Yes		0			
			97	Yes		0			
			99	Yes		0			
			73	Yes		0			
Standard 9 Category Integration of Knowledge and Ideas Cornerstone Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.	Literature: 9-10.RL.IKI.9 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.		91	Yes		0			
			80	Yes		0			
			97	Yes		0			
			99	Yes		0			
			73	Yes		0			
	Informational Text: 9-10.RI.IKI.9 Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.		91	Yes		0			
			80	Yes		0			
			97	Yes		0			
			99	Yes		0			
			73	Yes		0			
Standard 10 Category Range of Reading and Level of Text Complexity Cornerstone Read and comprehend complex literary and informational texts independently and proficiently.	Literature: 10.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.		91	Yes		0			
			80	Yes		0			
			97	Yes		0			
			99	Yes		0			
			73	Yes		0			
	Informational Text: 10.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.		91	Yes		0			
			80	Yes		0			
			97	Yes		0			
			99	Yes		0			
			73	Yes		0			
SPEAKING AND LISTENING STANDARDS			Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?	
Standard 1 Category Comprehension and Collaboration Cornerstone	9-10.SL.CC.1 Initiate and participate effectively with varied		91	Yes	0				
			80	Yes	0				

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.	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.	97	Yes	The textbook provides exemplary support for this indicator by providing leveled discussion scaffolds in the Speaking sub-sections of the "Text X-Ray" precursors to each unit text.			
		99	Yes		0		
		73	Yes		0		
Standard 2 Category Comprehension and Collaboration Cornerstone Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.	9-10.SL.CC.2 Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.	91	Yes		0		
		80	Yes		0		
		97	No	While the textbook repeatedly offers students opportunities to evaluate information presented in "diverse media formats," it does not truly support student in evaluating a source's credibility or accuracy. For example, the chart on page 56 has a place for students to			
		99	Yes		0		
		73	Yes		0		
Standard 3 Category Comprehension and Collaboration Cornerstone Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	9-10.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.	91	Yes		0		
		80	Yes		0		
		97	Yes		0		
		99	Yes		0		
		73	Yes	This standard is met through the online tools available from this publisher. The tasks listed as evidence for this standard focus on the speakers enunciation, voice, volume, eye contact, etc. They do not focus on the speaker's point of view, reasoning, or evidence. While eye contact,			
Standard 4 Category Presentation of Knowledge and Ideas Cornerstone Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to	9-10.SL.PKI.4 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.	91	Yes		0		
		80	Yes		0		
		97	Yes		0		
		99	Yes		0		
		73	Yes		0		
Standard 5 Category Presentation of Knowledge and Ideas Cornerstone Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	9-10.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	91	Yes		0		
		80	Yes		0		
		97	No	some of the pages tagged with this indicator do not, in fact, provide opportunities for students to use digital media/visual displays to enhance their understanding/reasoning/interest. For example, pg. 293 is marked as supporting this			
		99	Yes		0		
		73	Yes		0		
Standard 6 Category Presentation of Knowledge and Ideas Cornerstone Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.	9-10.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	91	Yes		0		
		80	Yes		0		
		97	Yes		0		
		99	Yes		0		
		73	Yes		0		
WRITING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
	9-10.W.TTP.1 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)	91	No	According to the lessons that listed this standard, three were letters, one was an essay, and one was a literary analysis. The only actual exercise that meets this standard is the essay on pages 308-312. The letters on pages 57, 173, and 281 do not call for a counterclaim and rebuttal which is			

Standard 1 Category Text Types and Protocols Cornerstone Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	a. Analyze issues, precise claims, and counterclaims. 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.	80	Yes	0			
		97	Yes	0			
		99	Yes	0			
		73	Yes	0			
Standard 2 Category Text Types and Protocols Cornerstone Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	9-10.W.TTP.2 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. 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.	91	Yes	Passed with Reservations: The "personal essay" on pages 66-70 is more narrative than informative/explanatory. It does not meet the requirements set out in this standard. A personal essay is a narrative of a person's life and not explanatory writing; to remedy this problem, the assignment on pages 66-70 needs to be realigned to 10.W.TTP.3.			
		80	Yes	0			
		97	Yes	0			
		99	Yes	0			
		73	Yes	0			
Standard 3 Category Text Types and Protocols Cornerstone 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.	91	Yes	Passed with Reservations: The assignment discussed for 10.W.TTP.2 is also listed for this standard. The personal essay required on those pages does truly fit into this standard, but the alignment to the previous standard needs to be erased.			
		80	Yes	0			
		97	Yes	Materials provided in this textbook are exemplary for this indicator because they provide multiple mentor texts for students to analyze and model their writing after (e.g., the "Use the Mentor Text" section on pg. 67).			
		99	Yes	0			
		73	Yes	0			
Standard 4 Category Production and Distribution of Writing Cornerstone Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	9-10.W.PDW.4 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.)	91	Yes	0			
		80	Yes	0			
		97	Yes	0			
		99	Yes	0			
		73	Yes	0			
Standard 5 Category Production and Distribution of Writing Cornerstone Develop and strengthen	9-10.W.PDW.5 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	91	Yes	0			
		80	Yes	0			
		97	Yes	0			

writing as needed by planning, revising, editing, rewriting, or trying a new approach.	demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 9-10.)	99	Yes	0			
		73	Yes	The evidence for this standard exceeds expectations. Each writing task is given to students in four steps: Plan, Develop a Draft, Revise, Edit, and Publish. Students are guided through each step with a clear purpose.			
Standard 6 Category Production and Distribution of Writing Cornerstone Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	9-10.W.PDW.6 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.	91	Yes	0			
		80	Yes	0			
		97	Yes	0			
		99	Yes	0			
		73	Yes	0			
Standard 7 Category Research to Build and Present Knowledge Cornerstone Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.	9-10.W.RBPK.7 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.	91	Yes	0			
		80	Yes	0			
		97	Yes	0			
		99	Yes	0			
		73	Yes	0			
Standard 8 Category Research to Build and Present Knowledge Cornerstone Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.	9-10.W.RBPK.8 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.	91	Yes	0			
		80	Yes	This indicator exceeds expectations with the addition of an online plagiarism checker that gives both student and teacher reports containing the percentage of online matches, complete with links to those matches for teacher review.			
		97	No	In order to meet this indicator, more supports should be placed in the hardcopy textbook for helping students determine quality sources. While the textbook "Writing Studio" provides support for helping students determine which type of source to use, little to no attention is			
		99	Yes	0			
		73	Yes	This standard is met in the text by asking students to conduct further research. However, not all tasks require students to use a standard format for citation. Some charts do require that students include citation information; however, not all charts require this information. Unit 1			
Standard 9 Category Research to Build and Present Knowledge Cornerstone Draw evidence from literary or informational texts to support analysis, reflection, and research.	9-10.W.RBPK.9 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.	91	Yes	0			
		80	Yes	0			
		97	Yes	0			
		99	Yes	0			
		73	Yes	0			
Standard 10 Category Range of Writing Cornerstone 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.	9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	91	Yes	Passed with Reservations: With the shortcomings of so many of the 10.W.TTP.1 assignments, there is only one argumentative writing in the textbook. This needs to be remedied by requiring a counterclaim and rebuttal within the student writing.			
		80	Yes	0			
		97	Yes	0			
		99	Yes	0			
		73	Yes	0			
LANGUAGE STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Conventions of Standard English Cornerstone Demonstrate command of the conventions of standard	9-10.L.CSE.1 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.	91	Yes	Grammar Studios are amazing!			
		80	Yes	0			
		97	Yes	0			
		99	Yes	0			

English grammar and usage when writing or speaking		73	Yes	0			
Standard 2 Category Conventions of Standard English Cornerstone Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	9-10.L.CSE.2 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.	91	Yes	Grammar Studios are amazing!			
		80	Yes	0			
		97	Yes	0			
		99	Yes	0			
		73	Yes	0			
Standard 3 Category Knowledge of Language Cornerstone 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.	9-10.L.KL.3 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.	91	Yes	0			
		80	Yes	0			
		97	Yes	0			
		99	Yes	0			
		73	Yes	0			
Standard 4 Category Vocabulary Acquisition and Use Cornerstone 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.	9-10.L.VAU.4 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.	91	Yes	0			
		80	Yes	0			
		97	Yes	0			
		99	Yes	0			
		73	Yes	0			
Standard 5 Category Vocabulary Acquisition and Use Cornerstone Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	9-10.L.VAU.5 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.	91	Yes	0			
		80	Yes	0			
		97	Yes	0			
		99	Yes	0			
		73	Yes	0			
Standard 6 Category Vocabulary Acquisition and Use Cornerstone 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.	9-10.L.VAU.6 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.	91	Yes	0			
		80	Yes	0			
		97	Yes	0			
		99	Yes	0			
		73	Yes	0			
Additional Comments		Reviewer	Evidence/Notes				
Additional Comments on Section II Standards		91	The shortage of argumentative writing exercises that meet the full breadth of			Total indicators to be re-reviewed:	0
		80	0				
		97	0				
		99	0				
		73	0				
Alignment with Section II: ELA Standards.		Reviewer	Aligned				
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.		91	Pass				
		80	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.)

97	Pass
99	Pass
73	Pass
Overall	Pass

Grade & Subject:G01H10

ISBN:9781328474810

Title Name:Into Literature

Publisher:Houghton Mifflin Harcourt

Original Reviews Submitted:5

Reviewers:91, 80, 97, 99, 73

SECTION III						
High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks						
Materials meet at least 80% 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.	91	Yes	0			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
	73	Yes	The evidence for this indicator exceeds expectations as each lesson reminds students of the essential question and asks that students consider this at the beginning and end of each lesson. Students consider the essential question before reading, and then reflect on how the text relates to the essential question after reading.			
b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.	91	Yes	0			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
	73	Yes	0			
c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.	91	Yes	0			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
	73	Yes	0			
d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	91	Yes	0			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
	73	Yes	0			
e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.	91	Yes	0			
	80	Yes	0			
	97	Yes	While it might be argued that this highly subjective indicator is met, some consideration should go into adding some supplemental texts that more directly address the adolescent experience. Few, if any, of the texts present in the textbook address coming of age. Unit 1, "Ourselves and Others," might be a particularly relevant place to insert one or more of these texts.			
	99	Yes	0			
	73	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.	91	Yes	0			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
	73	Yes	0			
g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.	91	Yes	0			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
	73	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 reading).	91	Yes	The inclusion of Notice and Note is very helpful for close reading and multiple reads.			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
	73	Yes	0			
i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	91	Yes	0			
	80	Yes	0			
	97	Yes	This indicator would be better met if the textbook list of suggested novel connections also included suggested reading schedules/logs/systems for supporting students in persisting through extended texts like novels. Because the suggested novels are optional and their inclusion in the curricula not fully fleshed out in the materials, they aren't helpful to teachers trying to determine how to support reader stamina via novel-reading.			
	99	Yes	0			
	73	Yes	The evidence for this standard exceeds expectations. The textbook provides teacher assistance for ELL, differentiated instruction based on student achievement levels, and additional reading sources with a monitoring system for independent reading.			
j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.	91	Yes	0			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
	73	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.	91	Yes	0			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
	73	Yes	0			
l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	91	No	There is a shortage of truly argumentative writing because only one of the tasks requires a counterclaim and rebuttal.			
	80	Yes	This indicator exceeds expectations as evidenced by the inclusion of not only narrative, informative/explanatory, and argument writing but also short story and literary analysis-further explored through the units' coupling of writing with appropriate presentation tasks, such as writing a short story and a podcast, preparing a multi-media presentation for explanatory writing, and presenting a speech that begins with argument writing. The logical pairing of these tasks with appropriately selected writing modes not only gives students exceptional writing experiences that allow deeper understanding but also increases the likelihood for success in the			
	97	Yes	0			
	99	Yes	0			
	73	Yes	0			
m. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.	91	Yes	0			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
	73	Yes	The evidence for this standard exceeds expectations. Each unit task prompts students to plan, organize, use a mentor text, draft, revise, edit, and publish work. The grading rubric is provided as well as support for each of these writing stages.			
n. Instruction in conventions, syntax, and style is direct and contextual (mentor texts), increases in sophistication, and is applied to authentic writing experiences.	91	Yes	0			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
	73	Yes	0			
o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	91	Yes	0			
	80	Yes	0			
	97	Yes	While the indicator is technically met because of the three instances of explicit instruction around Greek/Latin roots and morphology in the textbook, a more regular cadence of instruction in the textbook /not simply via the			
	99	Yes	0			
	73	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	91	Yes	0			
	80	Yes	0			
	97	Yes	0			

in informative/explanatory, and rhetoric in opinion/argumentative).	99	Yes	0			
	73	Yes	0			
q. Lessons promote academic discussions around appropriate grade-level concepts and texts and include listening prompts, questions, and evaluation tools to strengthen students' ability to listen to and respond in increasingly sophisticated ways with relevant evidence.	91	Yes	0			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
	73	No	This standard is not met. While lessons do prompt academic discussions and include some questions to guide these discussions, evaluation tools to strengthen students' ability to listen and to respond in sophisticated ways with evidence are missing. A suggested idea for revision is: provide instructions that prompt students to ask			
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.	91	Yes	0			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
	73	Yes	The evidence for this standard exceeds expectations. In the planning section for each text (Text X-Ray) English learner support is given for multiple strands of standards. Supports for students at varying proficiency levels are given for questioning to include substantial, moderate, and light levels of questioning. English Learner			
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.	91	Yes	Checks for Understanding appear to be very helpful to meet this criteria. Diagnostic tests for different genres and skills are also available on the site.			
	80	Yes	Although these materials meet expectations for this indicator in that assessments provide varied assessment methods and formats, including all possible formats listed in the indicator except multiple select. For further clarification, multiple choice is present, but multiple select is not present. Although this indicator suggests			
	97	Yes	0			
	99	Yes	0			
	73	Yes	0			
t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	91	Yes	0			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
	73	Yes	This standard is not met because the publisher does not provide the standards alignment for student assessments within the student or teacher editions of the text. This should be provided for all assessments, questions, and tasks. The guide notes that teachers can understand skills after students take test, but the ability to			
Additional Comments:	Reviewer	Evidence/Notes				
Additional comments about high-quality instruction within the materials:	91				Total indicators to be re-reviewed:	0
	80					
	97					
	99					
	73					
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.	91		Pass			
	80		Pass			
	97		Pass			
	99		Pass			
	73		Pass			

Overall	Pass
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Grade & Subject:G01H10ISBN:9781328474810

Title Name:Into LiteraturePublisher:Houghton Mifflin Harcourt

Original Reviews Submitted:5Reviewers:91, 80, 97, 99, 73

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.	91	Yes	0			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
	73	Yes	0			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	91	Yes	Notice and Note are extremely helpful for close reading.			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
	73	Yes	Close reading strategies are included and are show alignment to the standards; however, the specific standard is not included in the task. Please consider adding the standard to the close reading strategy used.			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	91	Yes	0			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
	73	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.	91	Yes	0			
	80	No	These materials do not meet this expectation. Although opportunities for connections to grade-level content from other TN Academic Standards are present in multiple lessons throughout the units, the standards connections are NOT clearly documents. A suggested improvement would be to add those standard connections.			
	97	Yes	0			
	99	Yes	0			
	73	Yes	0			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	91	No	There are several areas of close reading with teacher assistance, but there are no instructions for think-alouds for teachers to complete in order to demonstrate metacognition skills.			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
	73	Yes	0			
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.	91	Yes	0			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
	73	Yes	0			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	91	Yes	0			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
	73	Yes	0			

h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	91	Yes	0			
	80	Yes	0			
	97	Yes	In order to improve meeting this indicator, authors should consider including exemplar responses for homework and more clearly identify the connection between the work and what has been learned in the unit.			
	99	Yes	0			
	73	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.	91	Yes	0			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
	73	Yes	0			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	91	Yes	0			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
	73	Yes	0			
k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards.	91	Yes	0			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
	73	Yes	0			
Monitoring Student Progress	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
l. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.	91	Yes	0			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
	73	Yes	0			
m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	91	Yes	There is data analysis on the site for tests that are available in digital format.			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
	73	Yes	0			
n. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	91	No	There are unit tests and selection tests, but there are no assessments labeled as benchmarks which could be given at the end of grading period for diagnostic purposes.			
	80	No	These materials do not meet this expectation. Although unit assessments along with selection assessments are provided, it is up to the teacher to align teaching in such a way as to administer those tests on a quarterly basis. A suggested improvement would be to add a "suggested timeline" for instruction that places Unit assessments as quarterly assessments.			
	97	Yes	0			
	99	Yes	0			
	73	Yes	0			
o. Materials include suggestions and tools to keep students and parents informed about students' progress.	91	Yes	0			
	80	No	These materials do not meet this expectation. Although suggestions and tools for students and teachers are in place, none directly address parents or directly facilitate informing parents of students' progress. A suggested improvement would be to add a template for parental contact designed to indicate student progress towards TNReady Standards and achievement of learning goals.			
	97	Yes	0			
	99	Yes	0			
	73	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.	91	Yes	0			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
	73	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.	91	Yes	0			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
	73	Yes	0			
r. Program components, lesson plans, and the relationships among the parts are clear.	91	Yes	0			
	80	Yes	0			
	97	No	The textbook does not clearly delineate the order in which various aspects of the lesson should be executed.			
	99	Yes	0			
	73	Yes	0			
s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	91	Yes	0			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
	73	Yes	0			
t. Each lesson contains a list of required materials.	91	Yes	0			
	80	No	There does not exist a required material list.			
	97	No	According to the "Correlation Guide to the Tennessee English Language Arts Materials Screening Instrument," only the digital materials are listed.			
	99	Yes	0			
	73	Yes	0			
u. Lessons, chapters, and units contain estimated instructional times.	91	Yes	0			
	80	No	Lesson, chapters and units do not include estimated instructional times.			
	97	No	Individual lessons should include estimated instructional times if this indicator is to be fully met. Texts are given certain day allocations at the start of each unit but this guidance is too general.			
	99	Yes	0			
	73	Yes	0			
v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	91	Yes	0			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
	73	Yes	0			
w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	91	Yes	0			
	80	No	There are no ELA glossaries.			
	97	Yes	0			
	99	Yes	0			
	73	Yes	0			
x. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	91	Yes	0			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
	73	Yes	0			
y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	91	Yes	0			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
	73	Yes	0			

Additional Comments:	Reviewer	Evidence/Notes			
Additional Comments about Section V: Additional Components	91	0		Total indicators to be re-reviewed:	0
	80	0			
	97	0			
	99	0			
	73	0			

[illegible]

