

****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: G01H10

Reviewer	Section I	Section II	Section III	Overall
37	Pass	Pass	Pass	
42	Pass	Pass	Pass	
110	Pass	Pass	Pass	
40	Pass	Pass	Pass	
61	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:G01H10ISBN:9781457313592

Title Name:SpringBoard EnglishPublisher:College Board

Original Reviews Submitted:5Reviewers:37, 42, 110, 40, 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		
	42	Yes		0		
	110	Yes		0		
	40	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	Yes		0		
	42	Yes	Direct and contextual instruction is provided throughout the textbook. However, vocabulary words are provided on pages 82 and 83 with no direct or contextual instruction. Consider revising /improving by adding more vocabulary instruction for words used in context throughout the textbook.			
	110	Yes	The vocabulary activities are repetitive. Students define one or two terms in their own words. Vocabulary lessons should include more words and involve students at a deeper level.			
	40	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		0		
	42	Yes		0		
	110	Yes		0		
	40	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		0		
	42	Yes		0		
	110	Yes		0		
	40	Yes		0		
	61	Yes		0		
e. Text plays a central role in the English class/block.	37	Yes		0		
	42	Yes		0		
	110	Yes		0		
	40	Yes		0		
	61	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.	37	Yes		0		
	42	Yes		0		
	110	Yes		0		
	40	Yes		0		
	61	Yes	Unit 1 details speech & other non-fiction formats. Unit 2 goes into literature. Unit 3 is opinion & information. Unit 4 goes to a Greek play. Although these units should be more integrated with each other instead of sectioned off, they are seemingly balanced in that progression.			
Evidence: Materials ensure that reading and writing are grounded in evidence from both literary and informational text.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
g. Text-dependent questions:	37	Yes		0		

<ul style="list-style-type: none">Most questions and tasks require students to draw on textual evidence to support inferences and conclusions.High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text.	42	Yes		0			
	110	Yes		0			
	40	Yes		0			
	61	Yes	Text-dependent scaffolding 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 "If the text says..." prompt that leads to the question. Most				
h. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.	37	Yes		0			
	42	Yes		0			
	110	Yes		0			
	40	Yes		0			
i. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	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.				
	37	Yes		0			
	42	Yes		0			
	110	Yes		0			
	40	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.				
Additional comments:		Reviewer	Evidence/Notes				
Additional comments on the three instructional shifts within the materials:	37			0		Total indicators to be re-reviewed:	0
	42			0			
	110			0			
	40			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.	61		This textbook is fairly balanced and follows the shifts pretty closely.				
	Reviewer	Aligned					
	37	Pass					
	42	Pass					
	110	Pass					
	40	Pass					
	61	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.	37	Yes	0			
		42	Yes	0			
		110	Yes	0			
		40	Yes	0			
		61	No	The demands of the standard are not met in this textbook. There are no questions that ask for the strongest evidence in support of an analysis drawn from a piece of literature. 4			
	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.	37	Yes	0			
		42	Yes	0			
		110	Yes	0			
		40	Yes	0			
		61	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.	37	No	While the first part of standard 2 is met - determine a theme			
		42	Yes	0			
		110	Yes	0			
		40	Yes	0			
		61	No	This standard's demands are not met. There are no literary			
	Informational Text: 9-10.RI.KID.2 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			
		42	Yes	0			
		110	Yes	Activities need to be more specific in asking for summaries.			
		40	Yes	0			
		61	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.	37	Yes	0			
		42	Yes	0			
		110	Yes	0			
		40	Yes	0			
		61	Yes	0			
	Informational Text: 9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.	37	Yes	0			
		42	Yes	0			
		110	Yes	0			
		40	Yes	0			
		61	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.	37	Yes	0			
		42	Yes	0			
		110	Yes	0			
		40	Yes	0			
		61	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.	37	Yes	0			
		42	Yes	0			
		110	Yes	0			
		40	Yes	0			
		61	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.	37	Yes	0			
		42	Yes	0			
		110	Yes	0			
		40	Yes	0			
		61	Yes	0			
	Informational Text: 9-10.RI.CS.5 Analyze how an author's ideas	37	Yes	0			
		42	Yes	0			

section, chapter, scene, or stanza) relate to each other and the whole.	or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	110	Yes		0			
		40	Yes		0			
		61	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.	37	Yes		0			
		42	Yes		0			
		110	Yes		0			
		40	Yes		0			
		61	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.	37	Yes		0			
		42	Yes		0			
		110	Yes		0			
		40	Yes		0			
		61	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.	37	Yes		0			
		42	Yes		0			
		110	Yes		0			
		40	Yes		0			
		61	Yes		0			
	Informational Text: 9-10.RI.IKI.7 Evaluate the topic or subject in two diverse formats or media.	37	Yes		0			
		42	Yes		0			
		110	Yes		0			
		40	Yes		0			
		61	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.	37	Yes		0			
		42	Yes		0			
		110	Yes		0			
		40	Yes		0			
		61	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.	37	Yes		0			
		42	Yes		0			
		110	Yes		0			
		40	Yes		0			
		61	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.	37	Yes		0			
		42	Yes		0			
		110	Yes		0			
		40	Yes		0			
		61	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.	37	Yes		0			
		42	Yes		0			
		110	Yes		0			
		40	Yes		0			
		61	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.	37	Yes		0			
		42	Yes		0			
		110	Yes		0			
		40	Yes		0			
		61	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	37	No	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				
		42	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.	110	Yes	0			
		40	Yes	0			
		61	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.	37	Yes	0			
		42	Yes	0			
		110	Yes	0			
		40	Yes	0			
		61	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.	37	Yes	0			
		42	Yes	0			
		110	No	To fully meet the standard, discussion questions should include specific instructions for evaluating fallacious reasoning and distorted evidence.			
		40	Yes	0			
		61	Yes	0			
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.	37	No	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			
		42	Yes	0			
		110	Yes	0			
		40	Yes	0			
		61	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.	37	Yes	0			
		42	Yes	0			
		110	Yes	0			
		40	Yes	0			
		61	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.	37	Yes	0			
		42	Yes	0			
		110	Yes	0			
		40	Yes	0			
		61	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)	37	Yes	0			

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. Use precise language. 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.	42	Yes	0			
		110	Yes	0			
		40	Yes	0			
		61	No		The demands of this standard are not present in a couple of ways. Precise language and domain-specific vocabulary both only relate to informational text and not an argument (precise language is also present in narrative). Additionally, the absence of these skills disallows students to manage the complexity of the topic. A suggestion for revision would be		
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.	37	Yes	0			
		42	Yes	0			
		110	Yes		Writing assignments should include more opportunities to add graphics and multimedia.		
		40	Yes	0			
		61	Yes		Although the indicator is met, the language of this standard is not strongly represented. Consider revising rubrics & student work with the language of the standard in mind (specifically, extended definitions, well-chosen facts, sufficient facts, etc).		
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.	37	Yes	0			
		42	Yes	0			
		110	Yes	0			
		40	Yes	0			
		61	Yes		Although the standard is met, there is room for some revision. Students are not taught about the art of crafting multiple plot lines within a story (they are often encouraged to focus on the one main plot line from which they write). This is a complex idea that requires serious devotion of instruction in order for them to be able to complete the skill (as it is listed in a student assignment). Below is listed in the student assignment, but there is a disconnect		
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.)	37	Yes	0			
		42	Yes	0			
		110	Yes	0			
		40	Yes	0			
		61	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	37	Yes	0			
		42	Yes	0			
		110	Yes	0			

	writing as needed by planning, revising, editing, rewriting, or trying a new approach.		40	Yes		0			
			61	Yes		0			
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.		37	Yes		0			
			42	Yes		0			
			110	Yes		0			
			40	Yes		0			
			61	Yes	The demands of the standard are technically met, but the language of the standard is weakly represented. Students are encouraged to fix areas that need improvement, but a process is not explicitly given for how to update already digitally published information. There are				
			37	Yes		0			
			42	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.		110	Yes		0			
			40	Yes		0			
			61	Yes		0			
			37	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.		42	Yes		0			
			110	Yes		0			
			40	Yes		0			
			61	Yes		0			
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.		37	Yes		0			
			42	Yes		0			
			110	Yes		0			
			40	Yes		0			
			61	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.		37	Yes		0			
			42	Yes		0			
			110	Yes		0			
			40	Yes		0			
			61	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.		37	Yes		0			
			42	Yes		0			
			110	Yes		0			
			40	Yes		0			

English grammar and usage when writing or speaking		61	Yes	0			
Standard 2		37	Yes	0			
Category		42	Yes	0			
Conventions of Standard English		110	Yes	0			
Cornerstone		40	Yes	0			
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.	61	Yes	0			
Standard 3		37	Yes	0			
Category		42	Yes	0			
Knowledge of Language		110	Yes	0			
Cornerstone		40	Yes	0			
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.	61	Yes	0			
Standard 4		37	Yes	0			
Category		42	Yes	0			
Vocabulary Acquisition and Use		110	Yes	0			
Cornerstone		40	Yes	0			
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.	61	Yes	0			
Standard 5		37	Yes	0			
Category		42	Yes	0			
Vocabulary Acquisition and Use		110	Yes	0			
Cornerstone		40	Yes	0			
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.	61	Yes	0			
Standard 6		37	Yes	0			
Category		42	Yes	0			
Vocabulary Acquisition and Use		110	Yes	0			
Cornerstone		40	Yes	0			
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.	61	Yes	0			
Additional Comments		Reviewer	Evidence/Notes				
Additional Comments on Section II Standards		37	0			Total indicators to be re-reviewed:	0
		42	0				
		110	0				
		40	0				
		61	The standards are well-represented in this textbook.				
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.		37	Pass				
		42	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.)

110	Pass
40	Pass
61	Pass
Overall	Pass

Grade & Subject:G01H10ISBN:9781457313592

Title Name:SpringBoard E Publisher:College Board

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

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.	37	Yes	0			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.	37	Yes	0			
	42	Yes	0			
	110	Yes	0			
	40	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			
	42	Yes	0			
	110	Yes	0			
	40	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			
	42	Yes	0			
	110	Yes	0			
	40	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			
	42	Yes	0			
	110	Yes	0			
	40	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			
	42	Yes	0			
	110	Yes	0			
	40	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			
	42	Yes	0			
	110	Yes	0			
	40	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	Yes	0			
	42	Yes	0			
	110	Yes	0			

writing purposes for each reading (i.e., close reading).	40	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			
	42	Yes	0			
	110	Yes	0			
	40	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			
	42	Yes	0			
	110	Yes	0			
	40	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			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	37	Yes	0			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
m. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.	37	Yes	0			
	42	No	In lesson 2.6, page 144 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 Step #8 to provide additional instructions to the teacher for how to conduct the mini-lesson and model the writing process.			
	110	Yes	0			
	40	Yes	0			
	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			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	37	No	No, this indicator is not met. The proof provided in SpringBoard's analysis does not fit this indicator. The majority of the given examples only include a vocabulary box. The lessons fail to address Latin/Greek roots, and in lesson 2.15 page 184, 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			
	42	No				
	110	Yes	0			
	40	Yes	0			
	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			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	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	37	Yes	0			
	42	Yes	0			
	110	Yes	0			

listen to and respond in increasingly sophisticated ways with relevant evidence.	40	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			
	42	Yes	0			
	110	Yes	0			
	40	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			
	42	Yes	0			
	110	Yes	0			
	40	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. xxi. The curriculum states selected response questions are in ancillary materials, but I was unable to observe those.			
t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	37	Yes	Yes. While this indicator is met, and both questions and assessments are clearly marked with the standards, the textbook is missing a document that indicates which lessons provide the opportunity to study which standards. The teacher only sees this as he/she comes to that part in the lesson. One question, which allows for better			
	42	Yes	0			
	110	Yes	0			
	40	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
	42					
	110					
	40					
	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				
	42	Pass				
	110	Pass				
	40	Pass				
	61	Pass				
	Overall	Pass				

Grade & Subject:G01H10ISBN:9781457313592

Title Name:SpringBoard En Publisher:College Board

Original Reviews Submitted:5 Reviewers:37, 42, 110, 40, 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			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	37	Yes	0			
	42	Yes	0			
	110	Yes	0			
	40	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 gauge 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			
	42	Yes	0			
	110	Yes	0			
	40	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	No. While this component is addressed (i.e. p.66 - reference/questions on childhood hunger), the standard's connections are not clearly documented. One suggestion is to make sure to incorporate the state standards for applicable subjects.			
	42	No	Many connections to science and social studies content. However, other Tennessee Academic Standard connections are not labeled in the text.			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	37	Yes	0			
	42	No	Some examples of "think alouds are provided, but teacher "think aloud" models/examples are not included each time a "think aloud" is mentioned in teacher instrcutons. A suggested revision would be to expand teacher instructions to included models of the think alouds such as on page 308, step #7 and page 436, step #17.			
	110	Yes	0			
	40	Yes	0			

	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			
	42	No	Possible student misconceptions are only provided for a few lesson such as page 387, Teacher to Teacher and page 159, Adapt. A suggested revision would be to add possible student misconceptions for each lesson.			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	37	Yes	0			
	42	Yes	0			
	110	Yes	0			
	40	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			
	42	Yes	0			
	110	Yes	0			
	40	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			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	37	Yes	0			
	42	Yes	0			
	110	Yes	0			
	40	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			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	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.	37	Yes	0			
	42	Yes	Anchor papers and student digital portfolio provided in digital resources if textbook is purchased			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	37	Yes	0			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
n. Materials include quarterly benchmark assessments aligned to the Tennessee English	37	Yes	0			
	42	Yes	Only provided digitally			
	110	Yes	0			

Language Arts Standards.	40	Yes	*Electronic only*			
	61	Yes	0			
o. Materials include suggestions and tools to keep students and parents informed about students' progress.	37	No	No, the publisher's comments explain that the feature of progress reports and family letters are only available through the purchase of SpringBoard Digital.			
	42	Yes	Only provided digitally			
	110	Yes	0			
	40	Yes	*Electronic only*			
	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			
	42	Yes	0			
	110	Yes	0			
	40	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			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
r. Program components, lesson plans, and the relationships among the parts are clear.	37	Yes	0			
	42	Yes	0			
	110	Yes	0			
	40	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			
	42	Yes	Scope and Sequence provided digitally			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
t. Each lesson contains a list of required materials.	37	Yes	0			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
u. Lessons, chapters, and units contain estimated instructional times.	37	Yes	0			
	42	Yes	0			
	110	Yes	0			
	40	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	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.			
	42	Yes	0			
	110	Yes	0			
	40	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			
	42	Yes	0			
	110	Yes	0			
	40	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			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
	37	No	0			

y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	42	Yes	0			
	110	No	While standard numbers are listed for each lesson, inclusion of a complete set of standards is not provided in the standards-based materials.			
	40	Yes	0			
	61	No	The Tennessee Academic Standards are not present.			
Additional Comments:	Reviewer	Evidence/Notes				
Additional Comments about Section V: Additional Components	37	This textbook is a very solid product that is a good representation of how to implement ELA			Total indicators to be re-reviewed:	0
	42	0				
	110	0				
	40	0				
	61	0				

[illegible]

[illegible]