

**\*\*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:** Intro Literature  
**Grade:** G01H13

Reviewer	Section I	Section II	Section III	Overall
99	Pass	Pass	Pass	
80	Pass	Pass	Pass	
73	Pass	Pass	Pass	
97	Pass	Pass	Pass	
91	Pass	Pass	Pass	
Overall	Pass	Pass	Pass	<b>PASS</b>

**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:G01H13

Title Name:Intro Literat

Original Reviews Submitted:5

ISBN:9781328474834

Publisher:Houghton Mifflin Harcourt

Reviewers:99, 80, 73, 97, 91

SECTION I						
Alignment to Shifts						
Materials must meet <b>100%</b> 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. <b>Text sets:</b> Materials provide a strategic sequence of texts organized around a variety of concepts or topics. Students build knowledge systematically through interacting with the texts.	99	Yes	The organization/presentation of the texts supports the strategic sequencing. All units are organized around a theme and essential questions. Page 126 was helpful to see presented in this format. Suggest adding a page like this for all units			
	80	Yes		0		
	73	Yes		0		
	97	Yes	Important note: the textbook should indicate that, while the unit texts are organized chronologically, the independent and comparative texts are not.			
	91	Yes		0		
b. <b>Vocabulary:</b> Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	99	Yes	While there is evidence of materials providing direct and contextual instruction (pg. 380, pg. 399), the format in which the critical vocabulary is presented does not support the idea of the vocabulary being critical to the lesson. Suggest providing more direct instruction for the critical vocabulary portions of each lesson or a general framework for how teachers should approach critical vocabulary.			
	80	Yes		0		
	73	Yes		0		
	97	Yes	The "Critical Vocabulary" and "Vocabulary Strategy: Multiple Meaning Words" section for each text (i.g., pg. 62) does an exemplary job of pushing students to think about the complexity of vocabulary directly and in context.			
	91	Yes		0		
c. <b>End-of-unit/culminating tasks:</b> Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	99	Yes	pages 135, 578, 588			
	80	Yes		0		
	73	Yes		0		
	97	Yes		0		
	91	Yes		0		
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.	99	Yes	A text complexity chart is located at the beginning of each unit			
	80	Yes		0		
	73	Yes		0		
	97	Yes		0		
	91	Yes		0		
e. Text plays a central role in the English class/block.	99	Yes	Units are organized so that students will have a variety of interactions with the text. Examples on pages 92, 784 and 542			
	80	Yes		0		
	73	Yes		0		
	97	Yes		0		
	91	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.	99	Yes	A variety of literature and informational texts are included in the materials including poems, speeches, articles and others. Both reading and writing are grounded in these texts.			
	80	Yes		0		
	73	Yes		0		
	97	Yes		0		
	91	Yes		0		
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. <b>Text-dependent questions:</b> <ul style="list-style-type: none"><li>Most questions and tasks require students to draw on textual evidence to support inferences and conclusions.</li></ul>	99	Yes	Most all questions in the text are text-dependent			
	80	Yes		0		
	73	Yes		0		

<div><div><div>High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text.</div></div></div>	97	Yes		0			
	91	Yes		0			
h. <b>Writing to sources:</b> The majority of writing tasks require students to respond to texts and/or include textual evidence.	99	Yes	pages 291, 543, 664-665				
	80	Yes		0			
	73	Yes		0			
	97	Yes		0			
	91	Yes		0			
i. <b>Evidence-based discussions:</b> Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	99	Yes	Multiple units/lessons contain a "Collaborate and compare" section. Examples on pages 105, 403, 651				
	80	Yes		0			
	73	Yes		0			
	97	Yes		0			
	91	Yes		0			
<b>Additional comments:</b>	<b>Reviewer</b>	<b>Evidence/Notes</b>					
<b>Additional comments on the three instructional shifts within the materials:</b>	99			0		<b>Total indicators to be re-reviewed:</b>	<b>0</b>
	80			0			
	73			0			
	97			0			
	91			0			
<b>Materials meet 100% alignment with Section I: Shifts in instruction?</b>  This means that all boxes in this section were marked <b>"yes"</b> and no boxes were marked <b>"no"</b> . If any boxes are marked <b>"No"</b> , then this program does not pass.	<b>Reviewer</b>	<b>Aligned</b>					
	99	Pass					
	80	Pass					
	73	Pass					
	97	Pass					
	91	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?
<b>Standard 1</b> <b>Category</b> Key Ideas and Details <b>Cornerstone</b> 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.	<b>Literature: 11-12.RL.KID.1</b> Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.	99	Yes		0		
		80	Yes		0		
		73	Yes		0		
		97	Yes		0		
		91	Yes		0		
		99	Yes		0		
	<b>Informational Text: 11-12.RI.KID.1</b> Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.	80	Yes		0		
		73	Yes		0		
		97	Yes		0		
		91	Yes		0		
		99	Yes		0		
		80	Yes		0		
<b>Standard 2</b> <b>Category</b> Key Ideas and Details <b>Cornerstone</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<b>Literature: 11-12.RL.KID.2</b> Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.	99	No	While the materials presented opportunities for			
		80	Yes		0		
		73	Yes		0		
		97	Yes		0		
		91	Yes		0		
		99	Yes		0		
	<b>Informational Text: 11-12.RI.KID.2</b> Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.	80	Yes	A partial summary of text is required on page 442. This			
		73	Yes		0		
		97	Yes		0		
		91	Yes		0		
		99	Yes		0		
		80	Yes		0		
<b>Standard 3</b> <b>Category</b> Key Ideas and Details <b>Cornerstone</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<b>Literature: 11-12.RL.KID.3</b> Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.	99	Yes		0		
		80	Yes		0		
		73	Yes		0		
		97	Yes		0		
		91	Yes		0		
		99	Yes		0		
	<b>Informational Text: 11-12.RI.KID.3</b> Analyze how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.	80	Yes	Analyzing and supporting arguments, pg. 281 Evaluation an answer pg. 626			
		73	Yes		0		
		97	Yes		0		
		91	Yes		0		
		99	Yes		0		
		80	Yes		0		
<b>Standard 4</b> <b>Category</b> Craft and Structure <b>Cornerstone</b> 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.	<b>Literature: 11-12.RL.CS.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.	99	Yes		0		
		80	Yes		0		
		73	Yes		0		
		97	Yes		0		
		91	Yes		0		
		99	Yes		0		
	<b>Informational Text: 11-12.RI.CS.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.	80	Yes		0		
		73	Yes		0		
		97	Yes		0		
		91	Yes		0		
		99	Yes		0		
		80	Yes	Mock Epic- exaggerated language, pg. 369			
<b>Standard 5</b> <b>Category</b> Craft and Structure <b>Cornerstone</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<b>Literature: 11-12.RL.CS.5</b> Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.	99	Yes		0		
		80	Yes		0		
		73	Yes		0		
		97	Yes		0		
		91	Yes		0		
		99	Yes	Analyzing Satirical Devices, pg.379			
	<b>Informational Text: 11-12.RI.CS.5</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.	80	Yes		0		
		73	Yes		0		
		97	Yes		0		
		91	Yes		0		
		99	Yes	pg. 318-Analyzing speeches pg. 616-Analyzing style			
		80	Yes		0		

<b>Standard 6</b> <b>Category</b> Craft and Structure <b>Cornerstone</b> Assess how point of view or purpose shapes the content and style of a text.	<b>Literature: 11-12.RL.CS.6</b> Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.	80	Yes		0			
		73	Yes		0			
		97	Yes		0			
		91	Yes		0			
		99	Yes	Addressed in multiple places throughout the material, pgs. 100, 328, 379, 478				
	<b>Informational Text: 11-12.RI.CS.6</b> Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.	80	Yes		0			
		73	Yes		0			
		97	Yes		0			
		91	Yes		0			
		99	Yes	With suggestions, the materials provide limited opportunities for students to address this standard. More tasks and activities should be included to address				
<b>Standard 7</b> <b>Category</b> Integration of Knowledge and Ideas <b>Cornerstone</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	<b>Literature: 11-12.RL.IK.I.7</b> Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.	80	Yes		0			
		73	Yes		0			
		97	Yes		0			
		91	Yes		0			
		99	Yes	Letter v. Diary, pgs. 108-109 Argument v. Article pgs. 446-447				
	<b>Informational Text: 11-12.RI.IK.I.7</b> Evaluate the topic or subject in multiple diverse formats and media.	80	Yes		0			
		73	Yes		0			
		97	No	Many of the "Conduct Research" questions tagged with the standard don't visually explicitly require students to analyze form or the impact of medium on				
		91	Yes		0			
<b>Standard 8</b> <b>Category</b> Integration of Knowledge and Ideas <b>Cornerstone</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<b>Literature:</b> Not applicable							
	<b>Informational Text: 11-12.RI.IK.I.8</b> Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.	99	Yes	Page 447: Examining claims and evidence. Addressed in multiple places throughout the material				
		80	Yes		0			
		73	Yes		0			
		97	Yes		0			
		91	Yes		0			
	<b>Standard 9</b> <b>Category</b> Integration of Knowledge and Ideas <b>Cornerstone</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.	<b>Literature: 11-12.RL.IK.I.9</b> Demonstrate knowledge of and analyze thematically-related, texts of literary significance, considering how two or more texts treat similar themes or topics.	99	Yes	including pgs.110-125, 448-446			
			80	Yes		0		
			73	Yes		0		
97			Yes		0			
91			Yes		0			
<b>Informational Text: 11-12.RI.IK.I.9</b> Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.		99	Yes	Addressed in multiple places throughout the material, including Speech v. Editorial, pgs. 374-378 and Speech v. Article, pgs. 769-788				
		80	Yes		0			
		73	Yes		0			
		97	Yes		0			
		91	Yes		0			
<b>Standard 10</b> <b>Category</b> Range of Reading and Level of Text Complexity <b>Cornerstone</b> Read and comprehend complex literary and informational texts independently and proficiently.	<b>Literature: 11.RL.RRTC.10</b> Read and comprehend a variety of literature throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.	99	Yes	Addressed in multiple places throughout the material, including Drama pgs. 148-275, Poems pgs. 712-721, Memoir pgs. 448-461				
		80	Yes		0			
		73	Yes		0			
		97	Yes		0			
		91	Yes		0			
	<b>Informational Text: 11.RI.RRTC.10</b> Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.	99	Yes	Addressed in multiple places throughout the material including pgs. 420-433, and 723-727				
		80	Yes		0			
		73	Yes		0			
		97	Yes		0			
		91	Yes		0			
<b>SPEAKING AND LISTENING STANDARDS</b>		<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>	
<b>Standard 1</b> <b>Category</b> Comprehension and Collaboration <b>Cornerstone</b> Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.	<b>11-12.SL.CC.1</b> Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.	99	Yes	This standard is addressed in multiple places throughout the material, including pages 124-125, 651, 766-767				
		80	Yes		0			
		73	Yes		0			
		97	Yes		0			
		91	Yes		0			
<b>Standard 2</b> <b>Category</b>		99	Yes	This standard is addressed in multiple places throughout the material, including pages 348-349 and 687-688 The Speaking and Listening Studio: Analyzing and Evaluating Presentations:				

<b>Comprehension and Collaboration</b> <b>Cornerstone</b> Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.	<b>11-12.SL.CC.2</b> Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.	80	Yes		0		
		73	Yes		0		
		97	No	In order to meet this indicator, the textbook should provide a greater diversity of sources (including information presented in quantitative and oral formats).			
		91	Yes		0		
<b>Standard 3</b> <b>Category</b> Comprehension and Collaboration <b>Cornerstone</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	<b>11-12.SL.CC.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	99	Yes	This standard is addressed in multiple places throughout the material, including in unit 6 pages 799-800 where students will engage in a debate.			
		80	Yes		0		
		73	Yes		0		
		97	Yes		0		
<b>Standard 4</b> <b>Category</b> Presentation of Knowledge and Ideas <b>Cornerstone</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to	<b>11-12.SL.PKI.4</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.	91	Yes		0		
		99	Yes		0		
		80	Yes		0		
		73	Yes		0		
<b>Standard 5</b> <b>Category</b> Presentation of Knowledge and Ideas <b>Cornerstone</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	<b>11-12.SL.PKI.5</b> Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	97	Yes		0		
		91	Yes		0		
		99	Yes	This standard is addressed in multiple places throughout the material, including pages 687-688 where students are required to create a multimodal presentation.			
		80	Yes		0		
<b>Standard 6</b> <b>Category</b> Presentation of Knowledge and Ideas <b>Cornerstone</b> Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.	<b>11-12.SL.PKI.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	73	Yes		0		
		97	Yes		0		
		91	Yes		0		
		99	Yes	This standard is addressed in multiple places throughout the material, including in Unit One, pages135-136, where students are directed to create Podcasts.			
<b>WRITING STANDARDS</b>		<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
<b>Standard 1</b> <b>Category</b> Text Types and Protocols <b>Cornerstone</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<b>11-12.W.TTP.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. a. Introduce precise claim(s). b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. d. Provide a concluding statement or section that follows from and supports the argument presented. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone.	99	Yes	Unit 6 pages 792-793 Writing Studio- Interactive. Excellent in meeting the intent of the standard. Would require computer access for all students. Would be helpful if the studio lessons could be printed off. Subpart e of this standard is addressed in a very			
		80	Yes		0		
		73	Yes		0		
		97	Yes		0		
		91	Yes	With Reservations: On pages 291 and 651, there is no mention of counterarguments. This is a vital part of the standard and must be included in the instructions in order for students to practice its inclusion. This additional instruction needs to be added as bulleted requirement for the assignment.			

<b>Standard 2</b> <b>Category</b> Text Types and Protocols <b>Cornerstone</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<b>11-12.W.TTP.2</b> Write informative/explanatory texts to analyze, synthesize, 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 thoroughly by selecting the most significant and relevant 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, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. g. Establish and maintain a formal style and objective tone.	99	Yes	Addressed in multiple places throughout the material, including Unit 4 pgs. 582-584. Subpart e is addressed on page 687 with multimodal presentations. Subpart f is limited as few opportunities are presented for students to utilize domain specific vocabulary.			
		80	Yes				
		73	Yes				
		97	Yes				
		91	Yes				
<b>Standard 3</b> <b>Category</b> Text Types and Protocols <b>Cornerstone</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	<b>11-12.W.TTP.3</b> Write narrative fiction or literary nonfiction to 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 and its significance, 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 and build toward a particular tone and outcome. 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. Use appropriate language and techniques, such as metaphor, simile, and analogy.	99	Yes	Addressed in multiple places throughout the material, including unit 1 pages 128a-134, where students are asked to write a short story. This standard is also addressed via the digital writing studios.			
		80	Yes				
		73	Yes				
		97	Yes				
		91	Yes				
<b>Standard 4</b> <b>Category</b> Production and Distribution of Writing <b>Cornerstone</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	<b>11-12.W.PDW.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	99	Yes	All writing tasks presented in the materials are aligned to this standard.			
		80	Yes				
		73	Yes				
		97	Yes				
		91	Yes				
<b>Standard 5</b> <b>Category</b> Production and Distribution of Writing <b>Cornerstone</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<b>11-12.W.PDW.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 11-12.)	99	Yes	Most writing tasks presented in the materials are aligned to this standard.			
		80	Yes				
		73	Yes	The evidence for this standard exceeds expectations as evidenced in each unit task. Students are provided with guidance for planning, drafting with a mentor text, revising, editing, and publishing. As an example, the unit 1 writing task on			
		97	Yes				
		91	Yes				
<b>Standard 6</b> <b>Category</b> Production and Distribution of Writing <b>Cornerstone</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<b>11-12.W.PDW.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.	99	Yes	Writing Studio: Producing and publishing with technology Addressed in multiple places throughout the material, including pages 353-358, 792-798			
		80	Yes				
		73	Yes				
		97	Yes				
		91	Yes				
<b>Standard 7</b> <b>Category</b>		99	Yes	Students are presented with multiple opportunities to conduct short and sustained research. This standard is addressed in multiple places throughout the material, including pages 3, 310, 530, 638, and 793.			

<b>Research to Build and Present Knowledge</b> <b>Cornerstone</b> Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.	<b>11-12.W.RBP.7</b> Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.	80	Yes		0			
		73	Yes	The evidence for this standard exceeds expectations as evidenced in many selections. Students have the opportunity to conduct research after each selection. In unit one students are encouraged to research a variety of topics to				
		97	Yes		0			
		91	Yes		0			
<b>Standard 8</b> <b>Category</b> Research to Build and Present Knowledge <b>Cornerstone</b> Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.	<b>11-12.W.RBP.8</b> Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.	99	Yes	Addressed in multiple places throughout the material, including several of the writing studios such as Conducting Research and Using Textual Evidence.				
		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.				
		73	Yes		0			
		97	Yes	This standard is only fully met when considering the digital writing studio component. Textbook authors/editors might consider incorporating these elements in the print text as well to support teachers/schools not fully equipped				
		91	Yes		0			
<b>Standard 9</b> <b>Category</b> Research to Build and Present Knowledge <b>Cornerstone</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	<b>11-12.W.RBP.9</b> Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.	99	Yes		0			
		80	Yes		0			
		73	Yes		0			
		97	Yes		0			
		91	Yes		0			
<b>Standard 10</b> <b>Category</b> Range of Writing <b>Cornerstone</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<b>11-12.W.RW.10</b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	99	Yes	This standard is addressed in multiple places throughout the material, including pages 108-109, 291, and 676-677.				
		80	Yes		0			
		73	Yes		0			
		97	Yes		0			
		91	Yes		0			
LANGUAGE STANDARDS		Reviewer	Meets Expectations	Evidence/Notes		Revised or Referenced?	Publisher Comments	Re-Review?
<b>Standard 1</b> <b>Category</b> Conventions of Standard English <b>Cornerstone</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>11-12.L.CSE.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.	99	Yes	This standard is addressed in multiple places throughout the material, including in multiple writing				
		80	Yes		0			
		73	Yes		0			
		97	Yes		0			
		91	Yes		0			
<b>Category</b> Conventions of Standard English <b>Cornerstone</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>11-12.L.CSE.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.	99	Yes	This standard is addressed in several places throughout the material, including the Grammar				
		80	Yes		0			
		73	Yes		0			
		97	Yes		0			
		91	Yes		0			
<b>Standard 3</b> <b>Category</b> Knowledge of Language <b>Cornerstone</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to	<b>11-12.L.KL.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance; and apply an understanding of syntax to the study of complex texts.	99	Yes		0			
		80	Yes		0			
		73	Yes		0			
		97	Yes		0			



comprehend more fully when reading or listening.		91	Yes	0			
<b>Standard 4</b>		99	Yes	Most of the subparts of this standard are addressed in the materials via the digital studio lessons (Vocabulary Studies).			
<b>Category</b> Vocabulary Acquisition and Use	<b>11-12.L.VAU.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th 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.	80	Yes	0			
<b>Cornerstone</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		73	Yes	0			
		97	Yes	0			
		91	Yes	0			
<b>Standard 5</b>			99	Yes	This standard is addressed at various points throughout the material, including pages 306, 418 and 419.		
<b>Category</b> Vocabulary Acquisition and Use	<b>11-12.L.VAU.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 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.	80	Yes	0			
<b>Cornerstone</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		73	Yes	0			
		97	Yes	0			
		91	Yes	0			
<b>Standard 6</b>			99	Yes	This standard is addressed in multiple places throughout the material.		
<b>Category</b> Vocabulary Acquisition and Use	<b>11-12.L.VAU.6</b> Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.	80	Yes	0			
<b>Cornerstone</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		73	Yes	0			
		97	Yes	0			
		91	Yes	0			
<b>Additional Comments</b>		<b>Reviewer</b>	<b>Evidence/Notes</b>				
<b>Additional Comments on Section II Standards</b>	99	0			Total indicators to be re-reviewed:	0	
	80	0					
	73	0					
	97	0					
	91	0					
<b>Alignment with Section II: ELA Standards.</b>	<b>Reviewer</b>	<b>Aligned</b>					
This means that no more than 4 boxes were marked "No." If more than 4 "No" boxes are marked, then this program does not pass.  (Note: Reading Literature and Reading Informational Text count as separate standards. If the screening instrument was checked "no" for 2 Reading Literature standards and 3 Informational Text standards, then it would NOT pass the screening instrument.)	99	Pass					
	80	Pass					
	73	Pass					
	97	Pass					
	91	Pass					
	Overall	Pass					

Grade & Subject:G01H13ISBN:9781328474834

Title Name:Intro LiteraturePublisher:Houghton Mifflin Harcourt

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

SECTION III						
High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks						
Materials meet <b>at least 80%</b> of indicators in Section III.						
Standards are taught in an integrated fashion to support students in developing proficiency as readers and writers as they make meaning of texts through reading, writing, speaking and listening. Instructional decisions for standards instruction centers on the texts that have been selected to strategically build students' knowledge, and the standards are spiraled throughout the year to promote continued practice and application with ever increasing text complexity.						
Indicator	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Units are built around a concept or topic and include essential questions and enduring understandings.	99	Yes	Enduring understandings could be presented in a clearer or more expanded fashion.			
	80	Yes		0		
	73	Yes		0		
	97	Yes		0		
	91	Yes		0		
b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.	99	Yes	Lesson standards are clearly identified at the beginning of each unit and lesson.			
	80	Yes		0		
	73	Yes		0		
	97	Yes		0		
	91	Yes		0		
c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.	99	Yes	A list of each text used in a unit/lesson is provided at its start.			
	80	Yes		0		
	73	Yes		0		
	97	Yes		0		
	91	Yes		0		
d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	99	Yes		0		
	80	Yes	This indicator exceeds expectations in the wide array of texts excerpts, and genres; most notably, the inclusion of classic and contemporary texts throughout the units and the incorporation of many works that fall within college curricula (A Doll's House, Great Expectations, Hamlet, and even an excerpt from Frankenstein) exceed this indicator's requirements.			
	73	Yes		0		
	97	Yes		0		
	91	Yes		0		
e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.	99	Yes	Multiple units include texts that would appeal to the target audience, including texts on pages 337-342 and 537-540.			
	80	Yes		0		
	73	Yes		0		
	97	Yes		0		
	91	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.	99	Yes	This indicator is addressed in multiple places throughout the material, including pages 99-103 and 465-470.			
	80	Yes		0		
	73	Yes		0		
	97	Yes		0		
	91	Yes		0		
g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.	99	Yes	Several featured sections in the text address this indicator, including 'Collaborate and Compare', and 'Create and Discuss'. Examples can be found on pages 87, 511 and 678-679.			
	80	Yes		0		
	73	Yes		0		
	97	Yes		0		
	91	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).	99	No	While the materials provide guided questions within the selections, there was no evidence of the Close reading protocols or Close Reading activities within the lessons or units.			
	80	Yes		0		
	73	Yes		0		
	97	Yes		0		
	91	Yes		0		
	99	Yes	This indicator is addressed in each unit of the text in the Independent Reading section. Pages 126-127, 350-351.			
	80	Yes		0		

i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	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.			
	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.			
	91	Yes	0			
j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.	99	Yes	This indicator is addressed in multiple places throughout the material, including pages 273, 321, 511 and 765.			
	80	Yes	0			
	73	Yes	0			
	97	Yes	0			
	91	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.	99	Yes	0			
	80	Yes	0			
	73	Yes	0			
	97	Yes	0			
	91	Yes	0			
l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	99	Yes	Each unit addresses a different mode of writing. Unit One: Compare and Contrast Unit Three: Satirical Essay Unit Six: Argument			
	80	Yes	0			
	73	Yes	0			
	97	Yes	0			
	91	Yes	0			
m. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.	99	Yes	This indicator is addressed in multiple places throughout the material, including pages 480-486 and 680-686. The Writing Studio provides multiple lessons addressing this indicator.			
	80	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.			
	97	Yes	0			
	91	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.	99	Yes	This indicator is addressed in multiple places throughout the material, including pages 26, 382 and 602			
	80	Yes	0			
	73	Yes	0			
	97	Yes	0			
	91	Yes	0			
o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	99	Yes	This indicator is addressed in multiple places throughout the material, including pages 444 and The Vocabulary Studio Digital lessons			
	80	Yes	0			
	73	Yes	0			
	97	Yes	While the indicator is technically met because of the three instances of explicit instruction around Greek/Latin roots and morphology, a more regular cadence of instruction would be helpful to teachers working to build a			
	91	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).	99	Yes	0			
	80	Yes	0			
	73	Yes	0			
	97	Yes	0			
	91	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.	99	Yes	0			
	80	Yes	0			
	73	Yes	0			
	97	Yes	The in-print and on-line resources for speaking and listening do not include evaluation tools. One suggestion for improvement would be to include a rubric for the prompts provided in the on-line assessment section of the virtual textbook tool.			
	91	Yes	0			
r. Units and lessons clearly consider student learning differences in the design of instruction,	99	Yes	This indicator is addressed in multiple places throughout the material, including the 'When Students Struggle' section.			
	80	Yes	0			

activities, and the classroom environment to provide access for all students, including English Learners, students with disabilities, and students performing below grade level.	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 questions to include substantial, moderate, and light levels of questioning. English learner supports			
	97	Yes		0		
	91	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.	99	Yes		0		
	80	Yes		0		
	73	Yes		0		
	97	Yes		0		
	91	Yes		0		
t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	99	Yes	The PDF answer documents of publisher made tests provide the standard assessed for each question/item.			
	80	Yes		0		
	73	No	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 view standards after students take test, but the ability to			
	97	Yes	The digital tools demonstrate an exemplary alignment to this indicator as teachers are able to access standard-aligned proficiency reports to support teachers in standards and data-driven instruction.			
	91	Yes		0		
Additional Comments:	Reviewer	Evidence/Notes				
Additional comments about high-quality instruction within the materials:	99				Total indicators to be re-reviewed:	0
	80					
	73					
	97					
	91					
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.	99	Pass				
	80	Pass				
	73	Pass				
	97	Pass				
	91	Pass				
	Overall	Pass				

Grade & Subject:G01H13ISBN:9781328474834

Title Name:Intro Literature Publisher:Houghton Mifflin Harcourt

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

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.	99	Yes	0			
	80	Yes	0			
	73	Yes	0			
	97	Yes	0			
	91	Yes	0			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	99	No	While multiple passages include extensive annotations, these passages are not identified as Close Reading passages.			
	80	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.			
	97	Yes	0			
	91	Yes	0			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	99	Yes	0			
	80	Yes	0			
	73	Yes	0			
	97	Yes	0			
	91	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.	99	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 documented. A suggested improvement would be to document those standard connections by adding the specific standards addressed.			
	73	Yes	0			
	97	Yes	0			
	91	Yes	0			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	99	Yes	0			
	80	Yes	0			
	73	Yes	0			
	97	Yes	0			
	91	No	There are no clear think-alouds for teachers to model metacognition. There are read-alouds and modeling, but no think-alouds.			
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.	99	Yes	A Text X-Ray is provided for each selection which addresses multiple aspects of the text, including the misconceptions students may have.			
	80	Yes	0			
	73	Yes	The expectations for this indicator are exceeded in that each text is preceded by a "text-X-Ray" which includes an introduction to the selection clarifying misconceptions along with potentially unfamiliar cultural references to be addressed by the teacher.			
	97	Yes	0			
	91	Yes	0			
g. The program includes extensions for	99	Yes	0			
	80	Yes	0			

advanced students already meeting mastery and/or students with high interest.	73	Yes	0			
	97	Yes	0			
	91	Yes	0			
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	99	Yes	0			
	80	Yes	0			
	73	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.			
	91	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.	99	Yes	The check for understanding section can be a starting point but more should be included to address this indicator.			
	80	Yes	0			
	73	Yes	0			
	97	Yes	0			
	91	Yes	0			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	99	Yes	0			
	80	Yes	0			
	73	Yes	0			
	97	Yes	0			
	91	Yes	0			
k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards.	99	Yes	0			
	80	Yes	0			
	73	Yes	0			
	97	Yes	0			
	91	Yes	0			
<b>Monitoring Student Progress</b>	<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
l. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.	99	Yes	0			
	80	Yes	0			
	73	Yes	0			
	97	Yes	0			
	91	Yes	0			
m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	99	Yes	This indicator is addressed throughout the material, but the materials lack clear procedures for the teacher.			
	80	Yes	0			
	73	Yes	0			
	97	Yes	0			
	91	Yes	0			
n. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	99	Yes	0			
	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.			
	73	Yes	0			
	97	Yes	0			
	91	No	There are no benchmarks set aside for quarterly assessment by grading period. There are unit tests that measure standards after completing each unit, but no named test set up as a benchmark.			
	99	Yes	Only addressed via digital resources. Should include tools to monitor progress in the print version.			

o. Materials include suggestions and tools to keep students and parents informed about students' progress.	80	No	These materials do not meet this expectation. Although suggestions and online tools for students and teachers are in place, none directly address parents or directly facilitate informing parents of students' progress in the TN Teacher's Edition. 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.			
	73	Yes		0		
	97	Yes		0		
	91	Yes		0		
<b>Organization</b>	<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
p. Content is sufficient to provide instruction across the school year and includes daily lessons organized into coherent units of study.	99	Yes	This indicator is addressed in multiple places throughout the material, including pages 1A-1B, 360A-360B and 690A-690B			
	80	Yes		0		
	73	Yes		0		
	97	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		
	99	Yes		0		
	80	Yes		0		
	73	Yes		0		
r. Program components, lesson plans, and the relationships among the parts are clear.	97	Yes		0		
	91	Yes		0		
	80	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.	97	No	The textbook does not clearly delineate the order in which various aspects of the lesson should be executed.			
	91	Yes		0		
	99	Yes	A curriculum map provides the scope and sequence aligned to TN standards for the year.			
	80	Yes		0		
t. Each lesson contains a list of required materials.	73	Yes		0		
	97	No	According to the "Correlation Guide to the Tennessee English Language Arts Materials Screening Instrument," only the digital materials are listed.			
	91	Yes		0		
	80	No	Although each lesson lists digital resources relevant to the selection instruction, there does not exist a required material list.			
u. Lessons, chapters, and units contain estimated instructional times.	99	Yes	This indicator is addressed in multiple places throughout the material, including pages 6B, 366B and 610B.			
	73	Yes		0		
	80	No	A suggested timeline is provided only as an overview.			
	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.			
v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	91	Yes		0		
	99	Yes	Student materials provided in print format were paperback. This could present some challenges for maintaining the book itself for use as part of a class set.			
	80	Yes		0		
	73	Yes		0		
w. Teacher and student materials include an overview of chapters, table of contents, indexes,	97	Yes		0		
	80	No	There are no ELA glossaries.			
	73	Yes		0		

and glossaries that contain important ELA terms.	97	Yes	0			
	91	Yes	0			
	99	Yes	0			
x. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	80	Yes	0			
	73	Yes	0			
	97	Yes	0			
	91	Yes	0			
	99	Yes	0			
y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	80	Yes	0			
	73	Yes	0			
	97	Yes	0			
	91	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional Comments about Section V: Additional Components	99		0		Total indicators to be re-reviewed:	0
	80		0			
	73		0			
	97		0			
	91		0			



[illegible]

[illegible]