

****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: Mirrors & Windows: Connecting with Literature - Grade 9
Grade: G01H09

Reviewer	Section I	Section II	Section III	Overall
128	Pass	Fail	Pass	
118	Fail	Fail	Pass	
121	Pass	Pass	Pass	
122	Fail	Pass	Pass	
129	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:G01H09ISBN:9781533836663

Title Name:Mirrors & Wind Publisher:EMC School

Original Reviews Submitted:5 Reviewers:128, 118, 121, 122, 129

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.	128	Yes		0		
	118	Yes		0		
	121	Yes		0		
	122	Yes		0		
	129	Yes		0		
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	128	Yes		0		
	118	No	The demands of this indicator are not met because the materials do not provide high-quality direct instruction for vocabulary. While "preview vocabulary" lists are provided in the context of isolated sentences, explicit instructions are not provided for teachers, and students are not prompted or required to use vocabulary explored at the beginning of the lesson/unit as they answer text-dependent questions and writing prompts later in the lesson/unit. The vocabulary instruction included in preview sections lacks explicit direct instructions and overemphasizes exploring words in the context of one sentence at a time. A suggestion for improvement is to offer guides for students to explore the etymology of words in the first unit that carry into lessons and across units; for example, teacher instructions for "preview vocabulary" on p.12 ("Interloper" lesson) might explain the definition and uses of etymology and require students to investigate root words for tier 2 and 3 vocabularies as appropriate. Students should also be given opportunities throughout the lesson to use this vocabulary in speaking and writing contexts (as mentioned above).			
	121	Yes		0		
	122	Yes	While the indicator is met, the provided vocabulary instructional materials could include additional opportunities for explicit vocabulary instruction. For example, the lists of vocabulary words provided at the beginning of each unit do provide the tiered vocabulary words for the unit, but within the units, the inclusion of direct vocabulary instruction is limited and there is no clear sequencing of vocabulary tasks or increase in complexity over the course of the year. A suggested idea for improvement would be to provide more vocabulary support that embeds additional explicit instructional sequences for vocabulary (similar to that available on pg. 470), as well as a clear progression of instruction for before, during, and after instruction of a text, as well as consistent application of the vocabulary words designed to build knowledge. For example, Unit 5 includes a short task about context clues (pg. 507), but it does not demonstrate that this is a progression of understanding, as the explicit vocabulary instruction defines context clues and provides two words to define using context clues. By Unit 5, students should have a working knowledge of a context clue, and the vocabulary instruction should be more complex to reflect students' regular practice with academic vocabulary. This might be provided in the Language Arts Handbook referenced in the TE and SE of the texts, but it is not printed in either version, nor is it visible on the online access edition. There are also references to additional vocabulary instruction in the Program Planning Guide, but those Unit and Selection Resources are also not available for review.			
	129	Yes		0		
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	128	Yes		0		
	118	Yes		0		
	121	Yes		0		
	122	Yes	While these materials do provide students with multiple opportunities to demonstrate literacy skills and convey knowledge acquisition, they do not meet the expectations of the shift because they do not require deep analysis of texts, nor are they clearly aligned to state ELA standards. The provided reviewer document indicates that the Speaking & Listening Workshop, the Writing Workshop, and the Text Practice Workshop at the conclusion of each unit are to be considered culminating assessment tasks. None of these in any unit require students to engage in what can be called a deep analysis of text. Additionally, while the culminating assessment tasks available in the Assessment resource does provide text-based questions, they do not meet the expectations of the knowledge shift (e.g. question 20 "We hold these truths to be self-evident, that all men are created equal" is from which document?" does not meet the rigor expectations of the knowledge shift for Grade 9), nor do the constructed response options (write a paragraph about the four types of writing and provide the purpose of each OR what should a reader do to be a critical reader of nonfiction text). A suggested idea for improvement would be to revise the end-of-unit tasks to provide grade-level assessment tasks that are both rigorous and require a deep analysis of text(s). They should also be clearly aligned to the TN Academic Standards for ELA (9-10 grade band).			
	129	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	128	Yes	The teacher's edition of the textbook provides Text Complexity information for each selection. This shows Reading Level as determined by Lexia as well as qualitative considerations such as areas of difficulty and areas of ease for students. This will be a good guide for teachers as they plan to match text and tasks to their students.			

Appendix A of the Tennessee English Language Arts Standards for further guidance on text complexity metrics.	118	Yes	0			
	121	Yes	0			
	122	Yes	0			
	129	Yes	0			
e. Text plays a central role in the English class/block.	128	Yes	0			
	118	Yes	0			
	121	Yes	0			
	122	Yes	0			
	129	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.	128	Yes	<p>incorporating different types of texts that work together. Unit 1 is fiction. Unit 2 is nonfiction. Unit 3 is poetry. Unit 4 is drama (Romeo & Juliet). Unit 5 is Folk Literature. There are a few instances, however, where students work with pairings of texts from different types:</p> <p>Pg. 78 pairs a fiction piece with a newspaper article</p> <p>Pg. 230 pairs a poem and an informational piece</p> <p>Pg. 254 pairs a poem and a myth</p> <p>Pg. 265 pairs a poem and "how-to" writing</p> <p>Pg. 407 pairs drama and informational text</p> <p>Pg. 498 pairs myth and informational text</p> <p>The handling of this indicator could be strengthened by adding more opportunities to pair different types of texts that address the same topic. Also the table of contents show several text pairings that look like good lessons for students but they are available only as independent reading-accessing this requires additional access to e-text offered on the company's Passport program. It would strengthen this area of the curriculum to have at least some of these included in the textbook as well. Not all districts have enough electronic access for students to use these effectively.</p>			
	118	Yes	0			
	121	Yes	0			
	122	Yes	0			
	129	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. Text-dependent questions: <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. 	128	Yes	The Close Reading Workbook has support for reading not provided in the textbook itself. The workbook labels first read, second read, and third read questions in the margins to help keep students on track. I think this is a good idea.			
	118	Yes	0			
	121	Yes	0			
	122	Yes	This indicator is met because the majority of questions that are aligned to specific texts do require students to draw on textual evidence to support inferences and conclusions and are scaffolded and sequenced to help students develop a deeper understanding of a text (or text set for the text-to-text questions).			
	129	Yes	Consider requiring students to cite evidence in order to fully answer TDQs. For example on page 29, "...what can be inferred about General Zaroff? What lines from the text support that inference?"			
h. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.	128	Yes	0			
	118	No	<p>The demands of this indicator are not met because the materials focus approximately 50% of the writing tasks on creative writing, and most creative writing prompts do not require direct text evidence nor do they measure whether students have a firm understanding of the text(s). While the writing prompts listed in the correlation guide do require students to use knowledge of the text or direct evidence in their responses, each is paired with a creative writing option that does not require such knowledge or evidence.</p> <p>A suggestion for improvement is to rewrite creative prompts so that they demand an understanding of the particular text(s) in that lesson, not just an understanding of the genre of text presented. For example, the writing prompts that follow "American History" on p.77 include a creative assignment that students could complete without having read the texts. This prompt might be amended to an informative prompt that asks students to analyze how vivid imagery in the story helps describe the time and place of the setting and contribute to a particular mood. The creative prompt on p. 225 might also be amended to require students to draw on specific information and/or sentiments included in the ballad or article they have read as they write their letter.</p>			
	121	Yes	0			
	122	Yes	This indicator is met because the majority of questions that are aligned to specific texts do require students to draw on textual evidence to support inferences and conclusions and are scaffolded and sequenced to help students develop a deeper understanding of a text (or text set for the text-to-text questions).			
	129	Yes	0			
	128	Yes	0			
	118	No	The demands of this indicator are not met because, while some opportunities are presented to have partnered discussions, these are infrequent and do not build on each other throughout lessons and units to support developing speaking and listening skills. A suggestion for revision is to provide prompts for partner and large-group discussions, such as Socratic seminar discussions, based in text. These discussions should also require students to cite text evidence. Protocols for speaking and listening should support academic discussion.			
	121	Yes	0			

i. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	122	No	This indicator is not met because materials do not provide students with regular and frequent opportunities to engage in collaborative discussions that are GROUNDED in text. For example, while in Unit 1, the collaborative learning task on pg. 77 does require students to gather evidence and refer to the text, the vast majority of collaborative learning tasks in the text do not require the collaborative discussions to be grounded in text (pgs. 117, 135, 220, 231, 235, 241, 409, 435, 441, 451). While there are opportunities for students to answer teacher-directed questions about a text, these tasks do not meet the expectations of the shift. Suggestions for improvement would be to modify many of these collaborative activities/tasks so that they are discussions grounded in text and to provide discussion stems, protocols, etc for facilitating text-based discussions. Alternatively, a suggestion for improvement would be to extend other tasks (such as the Critical Literacy task on page 41 that is a panel discussion) so that they meet the expectations for evidence-based discussions.			
	129	Yes	Consider including more discussion guidance for teachers, with greater frequency. Fishbowl discussions, Socratic Seminars, Think/Pair/Share, etc., would all be valuable inclusions to better meet the standards.			
Additional comments:	Reviewer	Evidence/Notes				
Additional comments on the three instructional shifts within the materials:	128	0			Total indicators to be re-reviewed:	0
	118	0				
	121	0				
	122	0				
	129	0				
Materials meet 100% alignment with Section I: Shifts in instruction? This means that all boxes in this section were marked “yes” and no boxes were marked “no”. If any boxes are marked “No”, then this program does not pass.	Reviewer	Aligned				
	128	Pass				
	118	Fail				
	121	Pass				
	122	Fail				
	129	Pass				
	Overall	Pass				

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Original Reviews Submitted:

5 Reviewers:

128, 118, 121, 122, 129

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.	128	Yes	The spirit of the standard is clearly met as the majority of questions posed require students to either "refer to text" or "reason with text." The absence in question marks are used to label the text.			
		118	Yes		0		
		121	Yes		0		
		122	Yes		0		
		129	Yes		0		
	Informational Text: 9-10.RI.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.	128	Yes	The spirit of the standard is clearly met as the majority of questions posed require students to either "refer to text" or "reason with text." The absence in question marks are used to label the text.			
		118	Yes		0		
		121	Yes		0		
		122	Yes	While this standard is met, the inclusion of informational text selections WITH accompanying tasks is limited outside of Unit 3. A suggestion for revision is to provide additional questions and tasks with	0		
		129	Yes	Consider adding additional VOCE alongside all nonfiction pieces. Many examples given were strictly limited to the informational text selection, not the standard student edition.	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.	128	No	The full scope of this standard is not met because, although the			
		118	Yes	The indicator is met, but a suggestion for improvement is to			
		121	Yes		0		
		122	Yes		0		
		129	Yes		0		
	Informational Text: 9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.	128	No	This standard is not met because insufficient instruction is given to			
		118	Yes	The indicator is met, but a suggestion for improvement is to			
		121	Yes		0		
		122	Yes	While this standard is met, the inclusion of informational text			
		129	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.	128	Yes		0		
		118	Yes		0		
		121	Yes		0		
		122	Yes		0		
		129	Yes		0		
	Informational Text: 9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.	128	Yes		0		
		118	Yes		0		
		121	Yes		0		
		122	Yes	While this standard is met, students are not frequently asked to extend the presentation or development of ideas/details to an analysis of how it impacts meaning. For example, in Unit 3	0		
		129	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.	128	Yes		0		
		118	Yes		0		
		121	Yes		0		
		122	Yes		0		
		129	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.	128	Yes		0		
		118	Yes		0		
		121	Yes		0		
		122	Yes	While this standard is met, the inclusion of informational text selections WITH accompanying tasks is limited outside of Unit 3. A suggestion for revision is to provide additional questions and tasks with	0		
		129	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 section, chapter, scene, or stanza) relate to each other and the whole.	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.	128	Yes		0		
		118	No	The cognitive demands of the indicator are not met because the concepts or structure are not analyzed for their ability to affect secondary literary elements. A suggestion for revision is to include	0		
		121	Yes		0		
		122	Yes		0		
		129	Yes		0		
	Informational Text: 9-10.RI.CS.5 Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	128	Yes		0		
		118	Yes		0		
		121	Yes		0		
		122	Yes	While this standard is met, the inclusion of informational text selections WITH accompanying tasks is limited. A suggestion for revision is to provide additional questions and tasks with other information	0		
		129	Yes		0		
Standard 6 Category Craft and Structure Cornerstone	Literature: 9-10.RL.CS.6 Analyze how point of view and/or author purpose shapes the content and style of diverse texts.	128	Yes		0		
		118	Yes		0		
		121	Yes		0		
		122	Yes		0		
		129	Yes		0		

Standard 6 Category Assess how point of view or purpose shapes the content and style of a text.	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.	128	Yes		0			
		118	Yes		0			
		121	Yes		0			
		122	Yes	While this standard is met, the inclusion of informational text selections WITH accompanying tasks is limited outside of Unit 2. A suggestion for revision is to provide additional questions and tasks with				
		129	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.	128	Yes		0			
		118	Yes		0			
		121	Yes		0			
		122	Yes	While this standard is met, there is a limited number of examples that address the full breadth of the standard (expanding the question to evaluate the impact of format/media in its effectiveness or				
		129	Yes		0			
	Informational Text: 9-10.RI.IKI.7 Evaluate the topic or subject in two diverse formats or media.	128	Yes		0			
		118	Yes		0			
		121	Yes		0			
		122	Yes	While this standard is met, the inclusion of informational text selections WITH accompanying tasks is limited outside of Unit 2. A suggestion for revision is to provide additional text-to-text connections				
129	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.							
		128	No	The requirements of this standard are not met because 1) the materials present do not meet the full depth of the standard and 2)there are insufficient materials to teach this standard to mastery				
		118	Yes		0			
		121	Yes		0			
		122	Yes	While this standard is met, the inclusion of informational text selections WITH accompanying tasks is limited outside of Unit 2. A suggestion for revision is to provide additional questions and tasks with				
		129	Yes		0			
		128	No	This indicator is not met because the standard says students should read a "variety of related literary texts" at this time, only two text selections appear to address this standard ("The Gift of the Magi" and				
		118	Yes		0			
		121	Yes		0			
		122	Yes		0			
		129	Yes		0			
		128	No	This indicator is met because students are analyzing four texts: Carson "The Obligation to Endure," from Edgar Allan Poe's "The Fall of the House of Usher," "Bury my Heart at Wounded Knee," and "The Gift of the Magi"				
		118	Yes		0			
121	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.	122	Yes		0			
		129	Yes		0			
		128	No	This indicator is not met because the standard says students should read a "variety of related literary texts" at this time, only two text selections appear to address this standard ("The Gift of the Magi" and				
		118	Yes		0			
		121	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.	122	Yes	While this standard is met, the inclusion of informational text selections WITH accompanying tasks is limited outside of Unit 2. A suggestion for revision is to provide additional questions and text-to-text				
		129	Yes		0			
		128	Yes		0			
		118	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.	122	Yes		0			
		129	Yes		0			
		128	Yes		0			
		118	Yes		0			
		121	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.	122	Yes		0			
		129	Yes		0			
		128	Yes		0			
		118	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 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.	9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing one's own clearly and persuasively.	128	Yes		0			
		118	Yes		0			
		121	Yes		0			
		122	Yes		0			
		129	Yes	Consider including more discussion guidance for teachers, with greater frequency. Fishbowl discussions, Socratic Seminars, Think/Pair/Share, etc., would all be valuable inclusions to better meet the standards				
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.	128	Yes		0			
		118	Yes		0			
		121	No	This breadth and depth of this standard is not met. Though there are multiple examples of student research assignments, the tasks do not include opportunities to evaluate the credibility and accuracy of each source. To improve compliance for this standard, consider including specific instruction				
		122	No	This standard is not met, as there are no examples in the provided materials that involve students integrating and evaluating multiple sources of information in diverse media formats, nor are there any that have students evaluate the credibility and accuracy of sources. The closest example is when				
		129	Yes		0			
Standard 3		128	Yes		0			

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.	118	Yes		0				
		121	No	This breadth and depth of this standard is not met. Though there are multiple assignments that require students to evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric, the tasks do not include opportunities to specifically identify fallacious reasoning and/or exaggerated evidence. While this standard is met, more instructional materials related to fallacious reasoning and/or exaggerated or distorted evidence could be present in tasks associated with the appropriate informational texts within the materials.					
		122	Yes						
		129	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; ensure the organization, development, and style are appropriate to purpose, audience, and task.	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.	128	Yes		0				
		118	Yes		0				
		121	No	This breadth and depth of this standard is not met. Though there are multiple assignments that require students to present information, the materials provided for review do not include lessons/support materials to specifically teach students to create presentations that include					
		122	Yes		0				
		129	Yes		0				
		128	Yes		0				
		118	No	The demands of the standard are not met because, while some activities prompt students to use the Internet for research purposes, most do not require (ask) students to use digital media to display and organize content. Additional options such as decision weblogs or creative multimedia presentations					
		121	Yes		0				
		122	Yes		0				
		129	Yes		0				
		128	Yes		0				
		118	No	The demands of the standard are not met because no prompt or instruction is provided on altering the structure, word choice, etc. to meet different speaking scenarios. For example, the speaking and listening workshop on p. 97 does not require a student to consider necessary adaptations for various					
121	Yes		0						
122	Yes		0						
		129	Yes		0				
		WRITING STANDARDS							
		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments		Re-Review?	
		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.	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). 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.	128	Yes	This indicator is met. In fact argumentative writing instruction is a strength for this set of materials. Instructional support and modeling are done very well. A few suggestions for minor revisions to improve:			
118	No			The demands of the indicator are not met because students are not introduced to writing claims and counterclaims through direct instruction or in the context of writing prompts and assignments. Materials also lack instruction on maintaining style and time.					
121	Yes				0				
122	Yes			While this standard is met, the introduction of counterarguments and rebuttals is a noteworthy part of the 9-10 grade-band, and these elements are addressed in a limited way in the instructional materials. A suggestion for improvement would be to provide clear instructions on the inclusion of counterarguments and rebuttals in argumentative writing and to explicitly use the TN ELA Academic					
129	Yes				0				
Standard 2 Category Text Types and Protocols Cornerstone Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience. b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Provide a concluding statement or section that follows from and supports the information or explanation presented.	128	No	This indicator is not met specifically because there is no direct instruction related to part b of the standard and there is no direct instruction in relationship to part g: maintaining an objective tone. In regard to part b:					
		118	No	The demands of the indicator are not met because students are not introduced to establish and maintain an objective tone through direct instruction or in the context of writing prompts and assignments. Materials should offer instruction and prompt students in developing and maintaining appropriate					
		121	Yes		0				
		122	Yes		0				

	e. Use appropriate formatting, graphics, and multimedia to aid comprehension. f. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	129	Yes	0			
Standard 3 Category Text Types and Protocols Cornerstone Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters. b. Sequence events so that they build on one another to create a coherent whole. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. g. Establish and maintain an appropriate style and tone.	128	No		This indicator is not met because, although there are great writing tasks/prompts provided, there is not enough instructional support for students to adequately be taught and learn the specific writing skills. The writing workshop sections are done very well with excellent modeling, (and the lessons in the supplemental writing workbook) but there needs to be more instructional guidance for teachers		
		118	No		The demands of the standard are not met because no explicit instruction is offered with regard to establishing and maintaining tone. A suggestion for revision is to include direct instruction on narrative structure during the "Defining Moments" unit that includes information on vocabulary and tone. For example, while the prompt on p. 117 asks students to use "words and phrases that capture the mood," no direct instruction is offered as to using sensory language to achieve this result. This		
		121	Yes	0			
		122	Yes	0			
		129	Yes	0			
Standard 4 Category Production and Distribution of Writing Cornerstone Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	9-10.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	128	Yes		The tasks are well-designed and the materials do a good job of setting a task, purpose, and audience for students. Revisions do, however, need to be made to instructional support for teachers per comments on Writing Standards 1-3 and 3.		
		118	Yes	0			
		121	Yes	0			
		122	Yes	0			
		129	Yes	0			
Standard 5 Category Production and Distribution of Writing Cornerstone Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	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 demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 9-10.)	128	Yes	0			
		118	Yes	0			
		121	Yes	0			
		122	Yes	0			
		129	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.	128	No		This indicator is not met because although several tasks instruct students to make use of the Internet for research, technology is not adequately used to meet the depth of this standard.		
		118	No		<u>Suggestion for improvement:</u> The demands of the standard are not met because assignments do not prompt students to produce original work using technology or the Internet. As written, students are only required to use technology (including the Internet) in order to conduct research. A suggestion for improvement is to		
		121	Yes	0			
		122	Yes	0			
		129	Yes		Rather than say, "create a poster" (pg. 231), consider instruction students/teachers to create a "digital poster" or "digital presentation" instead.		
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.	128	Yes	0			
		118	No		The demands of the indicator are not met because none of the instruction prompts students to generate a question for research.		
		121	Yes	0			
		122	Yes	0			
		129	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.	128	Yes	0			
		118	No		The demands of the indicator are not met because none of the materials provide instruction for using multiple search terms to generate sources. Materials also lack adequate instruction about text selection. A suggestion for improvement is to include guidelines for keyword searches in the		
		121	No		This breadth and depth of this standard is not met. Though there are multiple examples of student research assignments, the tasks do not include a lesson on using "multiple search terms". To improve compliance for this standard, consider including specific instruction on narrowing search terms and		
		122	Yes	0			
		129	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.BPK.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.	128	Yes	0			
		118	Yes	0			
		121	Yes	0			
		122	Yes	0			
		129	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.	128	Yes	A definite strength of these materials is the number and variety of writing tasks.			
		118	Yes	0			
		121	Yes	0			
		122	Yes	0			
		129	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 English grammar and usage when writing or speaking.	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.	128	No	This standard specifically says "use effective parallel structure" and that isn't covered in the textbook or the ancillary Writing & Grammar.			
		118	No	The demands of the standard are not met because materials provided do not emphasize or explicitly teach parallel structure, which is a new			
		121	Yes	0			
		122	Yes	0			
		129	Yes	while a large amount of instruction of this indicator is only met in ancillary materials, some is still met in the SE/TE			
Standard 2 Category Conventions of Standard English Cornerstone Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.	128	No	This indicator is not met because the materials supplied to not reach the depth of the standard. The Writing Skills Workshops tells tudents			
		118	Yes	0			
		121	Yes	0			
		122	Yes	0			
		129	Yes	0			
Standard 3 Category Knowledge of Language Cornerstone Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	9-10.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	128	Yes	0			
		118	Yes	0			
		121	Yes	0			
		122	Yes	0			
		129	Yes	0			
Standard 4 Category Vocabulary Acquisition and Use Cornerstone Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.	128	Yes	0			
		118	Yes	0			
		121	Yes	0			
		122	Yes	0			
		129	Yes	0			
Standard 5 Category Vocabulary Acquisition and Use Cornerstone Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	9-10.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.	128	Yes	0			
		118	Yes	0			
		121	Yes	0			
		122	Yes	0			
		129	Yes	0			
Standard 6 Category Vocabulary Acquisition and Use		128	Yes	0			

Cornerstone Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	9-10.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.	118	No	The demands of this standard are not met because materials do not meet the vocabulary standards of the instructional shifts. For this specific standard, a suggestion for revision is to add think-alouds in			
		121	Yes	0			
		122	Yes	0			
		129	Yes	0			
		Additional Comments		Reviewer	Evidence/Notes		
Additional Comments on Section II Standards		128	0			Total indicators to be re-reviewed:	0
		118	0				
		121	0				
		122	0				
		129	0				
Alignment with Section II: ELA Standards.		Reviewer	Aligned				
This means that no more than 4 boxes were marked "No." If more than 4 "No" boxes are marked, then this program does not pass. (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.)		128	Fail				
		118	Fail				
		121	Pass				
		122	Pass				
		129	Pass				
Overall		Pass					

Grade & Subject:		G01H09	ISBN:	9781533836663		
Title Name:		Mirrors & Windows		EMC School		
Original Reviews Submitted:		5	Reviewers:	128, 118, 121, 122, 129		
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.	128	No	Units are built by genre (Unit 1 Fiction; Unit 2 Nonfiction; Unit 3 Poetry; Unit 4 Drama; Unit 5 Myth; Unit 6 Independent Reading). Each unit has a theme and a overarching question, but it is not identified as the essential question and is difficult to find unless you look closely. Suggestion for improvement: label the essential question (example from unit 2: As you read the selections in this unit, consider what challenges the central figures face. How can facing challenges make us stronger?) and make it easily distinguishable. Also, you might carry the essential question "how can facing challenges make us stronger" throughout the unit by posting it with the objectives already listed for each selection.			
	118	Yes	0			
	121	Yes	0			
	122	Yes	While units are built around a concept, a suggestion for improvement for this indicator would be to explicitly indicate essential questions and enduring understandings, as they are buried in the language of the unit opener pages and are not consistently or explicitly identified throughout the units/lessons. For example, Unit 1 discusses "Defining Moments" and does include the question, "What makes an experience a defining moment?" but this is not explicitly identified as an essential question and is not explicitly referred to within the unit lessons or tasks.			
	129	Yes	0			
b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.	128	Yes	0			
	118	Yes	0			
	121	Yes	0			
	122	Yes	0			
	129	Yes	0			
c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.	128	Yes	0			
	118	Yes	0			
	121	Yes	0			
	122	Yes	0			
	129	Yes	0			
d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	128	Yes	0			
	118	Yes	0			
	121	Yes	0			
	122	Yes	0			
	129	Yes	0			
e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.	128	Yes	0			
	118	Yes	0			
	121	Yes	0			
	122	Yes	0			
	129	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.	128	Yes	0			
	118	Yes	0			
	121	Yes	0			
	122	Yes	0			
	129	Yes	0			
	128	Yes	0			

g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.	118	Yes		0			
	121	Yes		0			
	122	Yes		0			
	129	No	TE should provide direct and explicit instruction on how a teacher should foster various opportunities of reading, such as independent, small group, whole group, etc.				
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).	128	Yes	This is a strong point for these materials. The reading models for each genre-based unit outline a first reading, second reading, and third reading approach. In the Close Reading workbook, each level of questioning first				
	118	Yes		0			
	121	Yes		0			
	122	Yes		0			
i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	129	No	Consider adding more guidance on teacher-look fors regarding close-read.				
	128	Yes		0			
	118	Yes		0			
	121	No	This breadth and depth of this standard is not met. Though there are independent reading tasks included in the materials, and program resources (see p 582, for example) refer to accountability structures, they are not included in the materials being reviewed. To improve compliance for this standard, consider including examples of those structures.				
j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.	122	Yes		0			
	129	Yes		0			
	128	Yes		0			
	118	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.	121	Yes		0			
	122	Yes		0			
	129	Yes		0			
	128	Yes		0			
l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	121	Yes		0			
	122	Yes		0			
	129	Yes		0			
	128	Yes		0			
m. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.	118	No	The indicator is not met because the materials do not provide explicit instructions for organization and structure, such as graphic organizers for student planning. A suggestion for improvement is to add teacher think-alouds to specific writing lessons that guide students in completing graphic organizers, outlines, etc. as well as think-alouds that guide students in applying these organizational tools to their drafts and final written pieces.				
	121	Yes	Evidence of this instruction is in the support materials provided, specifically in the Writing and Grammar Workbook.				
	122	Yes		0			
	129	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.	128	No	There is not enough instructional support for teachers in teaching the writing elements. See comments in section 2 for suggestions for improvement.				
	118	Yes	There is not enough instructional support for language instruction-especially as it relates to writing. Most of the writing-related language study is related to proofreading. See comments in section 2 for suggestions for improvement. The indicator is met, but a suggestion for improvement is to change the language provided in sections with mentor texts. The current instruction ask students to "notice" conventions as used in mentor text, but could be				
	121	Yes		0			
	122	Yes		0			
o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	129	Yes		0			
	128	Yes		0			
	118	Yes	The indicator is met, but these areas of vocabulary instruction are infrequent. A suggestion for improvement is to include instruction on morphology and/or Latin or Greek roots before each unit of study.				
	121	Yes		0			
p. Materials provide instruction in specific academic language and structures associated with	122	Yes	While the text does meet the expectations of this indicator, a suggestion for improving this indicator would be to increase the frequency of explicit vocabulary instruction. The Program Guide references additional				
	129	Yes		0			
	128	Yes		0			
	118	Yes	The indicator is met, but a suggestion for improvement is to change the language of the instruction accompanying mentor texts from "notice" to "compare" or "evaluate."				

different modes of writing (e.g., use of flashback in narrative, chronological vs. descriptive techniques in informative/explanatory, and rhetoric in opinion/argumentative).	121	Yes		0			
	122	Yes		0			
	129	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.	128	Yes		0			
	118	Yes		0			
	121	Yes		0			
	122	No	While there are many lessons that promote academic discussions around a variety of grade-level concepts and texts, they do not include listening prompts or evaluation tools to strengthen students ability to listen to and respond in increasingly sophisticated ways with relevant evidence. A suggestion for improvement would be to				
	129	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.	128	Yes		0			
	118	No	The indicator is not met because most materials that offer consideration of learning differences are based on vocabulary instruction, and are not focused on an accessible classroom environment. A suggestion for improvement is to include considerations in each unit for how lesson design might impact learning.				
	121	Yes		0			
	122	Yes		0			
	129	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.	128	Yes		0			
	118	Yes		0			
	121	Yes		0			
	122	Yes		0			
	129	Yes	Make it clear to districts whether or not the ancillary materials are required for formative or summative assessments.				
t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	128	No	The publisher provided a copy of the evaluation instrument with page numbers indicating where each standard/indicator was addressed which was extremely helpful for review, but standards need to be listed in the teacher-facing materials. It is suggested at the start of each selection with the text information and objectives as				
	118	No	The indicator is not met because this alignment is not provided in the teacher edition. A suggestion for improvement is to label specific questions, tasks, and assessment items with TN ELA standards.				
	121	Yes		0			
	122	No	While there is a reviewer's alignment document that came with the publisher materials that does clearly indicate standards that are aligned to a few specific pages, there is no guarantee that this document will be provided to those who adopt the materials; it is inconclusive at best and does not clearly indicate which standards are being				
	129	Yes		0			
Additional Comments:	Reviewer	Evidence/Notes					
Additional comments about high-quality instruction within the materials:	128				Total indicators to be re-reviewed:		0
	118						
	121						
	122						
	129						
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 reviewer does not pass	128		Pass				
	118		Pass				
	121		Pass				
	122		Pass				

are marked, then this program does not pass.	129	Pass
	Overall	Pass

Grade & Subject:G01H09ISBN:9781533836663

Title Name:Mirrors & Win Publisher:EMC School

Original Reviews Submitted:5 Reviewers:128, 118, 121, 122, 129

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.	128	Yes	0			
	118	Yes	0			
	121	Yes	0			
	122	Yes	0			
	129	Yes	0			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	128	Yes	0			
	118	Yes	While the annotations provided reflect the Tennessee ELA standards, teachers using these materials would have to determine which standards are addressed by which annotations. A suggestion for improvement is to add Tennessee ELA standard labels alongside close-reading annotations.			
	121	No	The breadth and depth of this standard is not met. Though each text included in the textbook includes annotations and references the Program Planning Guide, the materials provided for review do not include specific standards being covered in each lesson.			
	122	No	While there are multiple close reading passages that include extensive annotations, the language of this indicator is not met because these are not aligned to TN ELA Standards. A suggestion for improvement would be to align the close-reading passage annotations to specific state ELA standards (e.g. align the Close Reading annotations in the Close Reading supplemental text to the appropriate TN ELA standards).			
	129	Yes	0			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	128	No	The publisher provided a copy of the evaluation instrument with page numbers indicating where each standard/indicator was addressed which was extremely helpful for review, but standards need to be listed in the teacher facing materials. I suggested at the start of each selection with the text information and objectives-as well as in the scope and sequence guide at the start of each unit.			
	118	No	The demands of the indicator are not met because, while learning objectives are identified, no standards are labeled or identified in the teacher edition. A suggested improvement is to label the Tennessee state standards that are addressed by each learning objective and in each lesson.			
	121	No	The breadth and depth of this standard is not met. Though teacher-facing materials include learning objectives, the materials provided for review do not include specific standards being covered in each lesson.			
	122	No	This indicator is not met; though learning objectives are explicitly and readily available, Tennessee Academic Standards are not. A suggestion for improvement would be to explicitly align teacher-facing materials with TN ELA Standards, most likely within the scope-and-sequence guide.			

	129	No	The Program Planning Guide contains clear learning objectives, but it would be helpful for the addressed standards to also be included in this guide.			
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.	128	No	The publisher provided a copy of the evaluation instrument with page numbers indicating where each standard/indicator was addressed which was extremely helpful for review, but standards need to be listed in the teacher facing materials. I suggested at the start of each selection with the text information and objectives-as well as in the scope and sequence guide at the start of each unit.			
	118	Yes	0			
	121	Yes	0			
	122	No	This indicator is not met because, while there are alignments to other content areas throughout the materials, the Tennessee Academic Standards are not clearly aligned/documented within these materials because there are not TN Academic Standards explicitly aligned within them. A suggestion for improvement would be to align cross-curricular selections and tasks with the appropriate specific content standard (e.g. align the Biology Connection on pg. 150 or the History Connection on pg. 480 with the appropriate TN Academic standard).			
	129	Yes	0			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	128	Yes	0			
	118	Yes	0			
	121	Yes	0			
	122	Yes	0			
	129	No	To improve, more clearly stated teacher-instruction should be included in the Program Planning Guide at the least, and in the TE, at best.			
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.	128	Yes	0			
	118	Yes	Offered selectively; not present in every lesson or unit.			
	121	No	This standard is not met. Though the textbook does include Beware of Distractors sections, these do not meet the requirement of offering teachers support in identifying student misconceptions that may prevent student mastery of the Tennessee English Language Arts Standards.			
	122	No	While the provided alignment document references several pages in the TE, this indicator is not met because these materials do not include Tennessee Academic Standards, nor is the language of the teacher-facing materials aligned to them. For example, the Teaching Note on page 198 broadly references distractors without providing any specific guidance or referencing any specific state standards/examples, and the Program Reference Guide on page 199 references Test Prep for the SAT, not the TN ELA Standards. A suggestion for improvement would be to explicitly align these materials to the TN ELA Standards, rather than reference any test prep task as one that is aligned to this indicator.			
	129	Yes	Yes, however more clearly stated teacher-instruction should be included in the Program Planning Guide at the least, and in the TE, at best.			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	128	Yes	0			
	118	Yes	A suggestion for improvement is to challenge students by introducing them to new skills at the next level. For example, the enrichment activity on p. 335 could be improved by asking students to compose a Petrarchian sonnet of their own or to research other variations on the sonnet form.			
	121	Yes	0			

	122	Yes	0			
	129	Yes	0			
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	128	Yes	0			
	118	Yes	0			
	121	Yes	0			
	122	Yes	0			
	129	Yes	0			
	128	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.	118	Yes	0			
	121	No	This standard is not met. Though the textbook does refer to a Planning and Assessment resource, it is not included in the materials available for review. To meet compliance, publishers should consider including the resource.			
	122	Yes	0			
	129	Yes	0			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	128	No	The materials provide opportunities for text-based discussions with planned activities, but the materials do not provide actual protocols for teachers to follow to help insure that these discussions are productive as learning tools for students.			
	118	No	The indicator is not met because these protocols are not provided. A suggestion for improvement would be to add transition prompts and speaking stems for cooperative talk in Speaking and Listening workshops.			
	121	No	This standard is not met. Though the textbook does include multiple collaborative, critical, and media literacy activities, it does not include said protocols in the materials available for review. To meet compliance, publishers should consider including the resource.			
	122	No	This indicator is not met because, while the materials do provide prompts for text-based discussions, they do not provide protocols for these discussions. A suggestion for improvement would be to provide instructional protocols for text-based discussion tasks (like the panel discussion on pg. 293 or the debate teams on pg. 51).			
	129	No	To improve, more clearly stated teacher-instruction should be included in the Program Planning Guide at the least, and in the TE, at best.			
k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards.	128	Yes	0			
	118	No	The indicator is not met because materials are not included. "Technology Tools" section referenced as appearing on several pages in Teacher Edition (correlation guide) was missing from materials.			
	121	Yes	0			
	122	Yes	0			
	129	Yes	0			
Monitoring Student Progress	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
	128	Yes	0			

l. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.	118	Yes	A suggestion for improvement is to provide rubrics for major writing assignments with point breakdown. Current materials only provide a basic checklist for students to use when drafting and editing their writing.			
	121	No	While the text does include what the publishers refer to as rubrics, see p 97 for example, they are very basic checklists and contain no reference to scoring, so the breadth and depth of this standard is not met. Publishers should consider including more specifically designed rubrics to meet compliance criteria for this standard.			
	122	Yes	0			
	129	No	To improve, rubrics, at the least, and anchor papers, at best, should be included with all writing assignments within the TE.			
m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	128	Yes	0			
	118	Yes	0			
	121	Yes	0			
	122	Yes	0			
	129	No	To improve, charts for students progress should be included with the TE or within the Program Planning Guide.			
n. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	128	No	The materials point to the following end of unit test practice workshops as opportunities for benchmarking. These test practice resources are not developed enough to truly serve as benchmark tools. Pgs. 104-107: end of unit 1 Test Practice Workshop Making Inferences, Reflective Essay, Revising/Editing skills Pgs. 198-201 End of Unit 2 Test Practice Workshop: Identify the Author's Purpose, Argumentative Writing, Revising and Editing Skills Pgs. 276-279 End of Unit 3 Test Practice Workshop: Compare and Contrast, Descriptive Writing, Revising and Editing Skills Pgs. 422-425 End of Unit 4 Test Practice Workshop: Evaluate Cause and Effect, Informative Writing, Revising and Editing Skills Pgs. 558-561 End of Unit 5 Test Practice Workshop: Identifying the Main Idea, Narrative Writing, Revising and Editing Skills			
	118	No	The demands of this indicator are not met because the materials provide opportunities for "test prep" but do not include comprehensive benchmark assessments that measure proficiency on all standards taught or addressed by a specific unit.			
	121	No	This standard is not met. Though the textbook does refer to a Planning and Assessment resource, it is not included in the materials available for review. To meet compliance, publishers should consider including the resource.			
	122	No	This indicator is not met because the Tennessee Academic Standards are not clearly aligned/documented within these materials, nor are quarterly benchmark assessments provided within the Assessment materials. The reviewer alignment document indicates the Test Practice Workshop task suffice as quarterly benchmark assessments, but these tasks are not aligned to the rigor of the TN ELA standards. For example, the "Main Idea" test prep selection on pages 558-561 is not aligned to the rigor of 9-10.RL.KID.2. A suggestion for improvement would be to develop or include quarterly benchmark assessments that are aligned to TN Academic Standards for Grade 9. I would also suggest that the standards assessed on these quarterly benchmarks be aligned to the focus standards of each unit.			
	129	Yes	0			
	128	Yes	0			

o. Materials include suggestions and tools to keep students and parents informed about students' progress.	118	Yes	0			
	121	No	This standard is not met. Though the textbook does refer to a Planning and Assessment resource, it is not included in the materials available for review. To meet compliance, publishers should consider including the resource.			
	122	No	While the EMC correlation reviewer guide references the Program Guide on multiple pages, there is nothing provided within that list of references to indicate that the language of this indicator is met. A suggestion for improvement would be to clearly and explicitly include suggestions and tools to keep parents and students informed about students' progress.			
	129	No	To improve, charts for students progress should be included with the TE or within the Program Planning Guide.			
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.	128	Yes	0			
	118	Yes	0			
	121	Yes	0			
	122	Yes	0			
	129	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.	128	Yes	0			
	118	Yes	0			
	121	Yes	0			
	122	Yes	0			
	129	Yes	0			
r. Program components, lesson plans, and the relationships among the parts are clear.	128	Yes	0			
	118	Yes	0			
	121	No	This standard is not met. Though the textbook does refer to a Planning resource, it is not included in the materials available for review. To meet compliance, publishers should consider including the resource.			
	122	Yes	0			
	129	Yes	To improve, a correlation between the Program Planning Guide and the TE should be mentioned within the TE.			
s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	128	No	Scope and sequence does not list TN standards.			
	118	Yes	0			
	121	Yes	0			
	122	No	The language of this indicator is not met because the Tennessee Academic Standards are not clearly aligned/documented within the published scope-and-sequence program materials. A suggestion for improvement would be to align the Unit Scope and Sequence guides (e.g. Unit 1 on pgs. 1G-1L) to the state ELA standards.			
	129	Yes	0			
t. Each lesson contains a list of required materials.	128	Yes	0			
	118	Yes	The indicator is met, but teachers must refer to a selection lesson plan in "Program Resources" which is not printed in the textbook, and no instructions are provided for accessing this resource. A suggestion for improvement is to offer planning documents (including materials lists) at the beginning of lessons in the teacher's edition of the textbook as printed.			
	121	Yes	0			
	122	Yes	0			
	129	Yes	0			
	128	Yes	0			
	118	Yes	0			

u. Lessons, chapters, and units contain estimated instructional times.	121	No	This standard is not met. Though the textbook does refer to a Planning resource, it is not included in the materials available for review. To meet compliance, publishers should consider including the resource.			
	122	Yes	0			
	129	Yes	0			
	128	Yes	0			
v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	118	Yes	0			
	121	Yes	0			
	122	Yes	0			
	129	Yes	Yes, although this isn't entirely clear, based on the differences between the paper SE/TE and the online/linked titles.			
	128	Yes	0			
w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	118	Yes	0			
	121	Yes	0			
	122	Yes	0			
	129	Yes	0			
	128	Yes	0			
x. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	118	Yes	0			
	121	Yes	0			
	122	Yes	0			
	129	Yes	0			
	128	No	The publisher provided a copy of the evaluation instrument with page numbers indicating the demand of this indicator is not met because these materials are not			
y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	118	No	This standard is not met. Though the textbook does refer to a Planning resource, while there is a teacher book online provided that references the standards and resources that are aligned to each, this indicator is not met because Tennessee			
	121	No	0			
	122	No	0			
	129	Yes	0			
	128	No	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional Comments about Section V: Additional Components	128	0			Total indicators to be re-reviewed:	0
	118	0				
	121	0				
	122	The focus standards and strands for units and lessons and individual questions/tasks should be expl				
	129	0				

[illegible]

[illegible]