

# ENGLISH LANGUAGE ARTS INSTRUCTIONAL MATERIALS SCREENING INSTRUMENT

## English I

### SECTION I

#### Alignment to Shifts



Materials must meet **100%** of 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.*

<b>Knowledge:</b> Materials are specifically chosen to build knowledge through content-rich literary and informational texts.	Yes	No	Evidence/Notes
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.			
b. <b>Vocabulary:</b> Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that support knowledge building.			
c. <b>End-of-unit/culminating tasks:</b> Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.			
<b>Text Complexity:</b> Materials ensure students engage in regular practice with complex text and its academic vocabulary.	Yes	No	Evidence/Notes
d. Anchor Texts are at grade level as determined by quantitative and qualitative measurements. See Appendix A of the <i>Tennessee English Language Arts Standards</i> for further guidance on text complexity metrics.			
e. Text plays a central role in the English class/block.			
f. Text selection should include a balanced representation of both literature and informational text across the year as indicated by the grade-level standards.			
<b>Evidence:</b> Materials ensure that reading and writing are grounded in evidence from both literary and informational text.	Yes	No	
g. <b>Text-dependent questions:</b> <ul style="list-style-type: none"> <li>Most questions and tasks require students to draw on textual evidence to support inferences and conclusions.</li> <li>High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text.</li> </ul>			

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h. <b>Writing to sources:</b> The majority of writing tasks require students to respond to texts and/or include textual evidence.			
i. <b>Evidence-based discussions:</b> Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.			
<b>Additional comments on the three instructional shifts within the materials:</b>			
<b>Materials meet 100% alignment with Section I: Shifts in instruction?</b>  This means that <b>all boxes</b> in this section were marked <b><u>"Yes"</u></b> and no boxes are marked <b><u>"No"</u></b> in Section I. <u>If any "No" boxes</u> are marked, then this program does <u>not</u> pass.	Yes  	No  	

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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		Meets Expectations?		Evidence/Notes
		Yes	No	
<b>Standard 1 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: 9-10.RL.KID.1</b> Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.			
	<b>Informational Text: 9-10.RI.KID.1</b> Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.			
<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: 9-10.RL.KID.2</b> Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.			
	<b>Informational Text: 9-10.RI.KID.2</b> Determine a central idea of a text and analyze its development; provide an objective or critical summary			

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<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: 9-10.RL.KID.3</b> Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.			
	<b>Informational Text: 9-10.RI.KID.3</b> Analyze how an author presents and develops key ideas and events to impact meaning.			
<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: 9-10.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 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.			
	<b>Informational Text: 9-10.RI.CS.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.			
<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: 9-10.RL.CS.5</b> Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.			
	<b>Informational Text: 9-10.RI.CS.5</b> Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.			

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<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: 9-10.RL.CS.6</b> Analyze how point of view and/or author purpose shapes the content and style of diverse texts.			
	<b>Informational Text: 9-10.RI.CS.6</b> Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.			
<b>Standard 7</b>  <b>Category</b> Integration of Knowledge and Ideas  <b>Cornerstone</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	<b>Literature: 9-10.RL.IKI.7</b> Evaluate the topic, subject, and/or theme in two diverse formats or media.			
	<b>Informational Text: 9-10.RI.IKI.7</b> Evaluate the topic or subject in two diverse formats or media.			
<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: Not applicable</b>			
	<b>Informational Text: 9-10.RI.IKI.8</b> Evaluate how reasoning and evidence affects the argument and specific claims in a text.			

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<b>Standard 9</b>  <b>Category</b> Integration of Knowledge and Ideas  <b>Cornerstone</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.	<b>Literature: 9-10.RL.IKI.9</b> Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.			
	<b>Informational Text: 9-10.RI.IKI.9</b> Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.			
<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: 9.RL.RRTC.10</b> Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.			
	<b>Informational Text: 9.RI.RRTC.10</b> Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.			
WRITING STANDARDS		Meets Expectations?		Evidence/Notes
		Yes	No	
<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 sufficient evidence.	<b>9-10.W.TTP.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. <ul style="list-style-type: none"> <li>a. Introduce precise claim(s).</li> <li>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.</li> </ul>			

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	<ul style="list-style-type: none"> <li>c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.</li> <li>d. Provide a concluding statement or section that follows from and supports the argument presented.</li> <li>e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>f. Establish and maintain a formal style and objective tone.</li> </ul>			
<b>Standard 2</b>  <b>Category</b> Text Types and Protocols  <b>Cornerstone</b> Write informative/ explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<b>9-10.W.TTP.2</b> Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. <ul style="list-style-type: none"> <li>a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.</li> <li>b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.</li> <li>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.</li> <li>d. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> <li>e. Use appropriate formatting, graphics, and multimedia to aid comprehension.</li> </ul>			

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	<ul style="list-style-type: none"> <li>f. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>g. Establish and maintain a formal style and objective tone.</li> </ul>			
<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>9-10.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. <ul style="list-style-type: none"> <li>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.</li> <li>b. Sequence events so that they build on one another to create a coherent whole.</li> <li>c. Create a smooth progression of experiences or events.</li> <li>d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> <li>f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>g. Establish and maintain an appropriate style and tone.</li> </ul>			



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<b>Standard 4</b>  <b>Category</b> Production and Distribution of Writing  <b>Cornerstone</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	<b>9-10.W.PDW.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)			
<b>Standard 5</b>  <b>Category</b> Production and Distribution of Writing  <b>Cornerstone</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<b>9-10.W.PDW.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 9-10.)			
<b>Standard 6</b>  <b>Category</b> Production and Distribution of Writing  <b>Cornerstone</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<b>9-10.W.PDW.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.			
<b>Standard 7</b>	<b>9-10.W.RBPK.7</b> Conduct and write short as well as more sustained research projects to answer a			

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<b>Category</b> Research to Build and Present Knowledge  <b>Cornerstone</b> Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.	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.			
<b>Standard 8</b>  <b>Category</b> Research to Build and Present Knowledge  <b>Cornerstone</b> Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.	<b>9-10.W.RBP.8</b> Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.			
<b>Standard 9</b>  <b>Category</b> Research to Build and Present Knowledge  <b>Cornerstone</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	<b>9-10.W.RBP.9</b> Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.			
<b>Standard 10</b>  <b>Category</b> Range of Writing	<b>9-10.W.RW.10</b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.			

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<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.				
SPEAKING AND LISTENING STANDARDS		Meets Expectations?		Evidence/Notes
		Yes	No	
<b>Standard 1</b>  <b>Category</b> Comprehension and Collaboration  <b>Cornerstone</b> Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.	<b>9-10.SL.CC.1</b> Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing one's own clearly and persuasively.			
<b>Standard 2</b>  <b>Category</b> Comprehension and Collaboration  <b>Cornerstone</b> Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.	<b>9-10.SL.CC.2</b> Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.			
<b>Standard 3</b>  <b>Category</b> Comprehension and Collaboration	<b>9-10.SL.CC.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.			

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<b>Cornerstone</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.				
<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 task, purpose, and audience.	<b>9-10.SL.PKI.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task.			
<b>Standard 5</b>  <b>Category</b> Presentation of Knowledge and Ideas  <b>Cornerstone</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	<b>9-10.SL.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.			
<b>Standard 6</b>  <b>Category</b> Comprehension and Collaboration  <b>Cornerstone</b>	<b>9-10.SL.PKI.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.			

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Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.				
FOUNDATIONAL LITERACY STANDARDS		Meets Expectations		Evidence/Notes
		Yes	No	
<b>Standard 6</b>  <b>Category</b> Sentence Composition  <b>Cornerstone</b> Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	<i>The Foundational Literacy standards appear only in grades K-5. However, the sentence compositions skills outlined in FL.SC.6 are reinforced in the high school grade levels as they are applied to increasingly sophisticated contexts.</i>  <i>See the K-12 Foundational Literacy and Language Progression chart for additional information.</i>			
LANGUAGE STANDARDS		Meets Expectations?		Evidence/Notes
		Yes	No	
<b>Standard 1</b>  <b>Category</b> Conventions of Standard English  <b>Cornerstone</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>9-10.L.CSE.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.			

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<b>Standard 2</b>  <b>Category</b> Conventions of Standard English  <b>Cornerstone</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>9-10.L.CSE.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.			
<b>Standard 3</b>  <b>Category</b> Knowledge of Language  <b>Cornerstone</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<b>9-10.L.KL.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
<b>Standard 4</b>  <b>Category</b> Vocabulary Acquisition and Use  <b>Cornerstone</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as	<b>9-10.L.VAU.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>a. Use context as a clue to the meaning of a word or a phrase.</li> <li>b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</li> <li>c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</li> </ul>			

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appropriate.	d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.			
<b>Standard 5</b>  <b>Category</b> Vocabulary Acquisition and Use  <b>Cornerstone</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>9-10.L.VAU.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.			
<b>Standard 6</b>  <b>Category</b> Vocabulary Acquisition and Use  <b>Cornerstone</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>9-10.L.VAU.6</b> Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.			
<b>Additional comments on alignment to ELA standards:</b>				

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Materials meet at least 90% alignment with Section II: ELA Standards.	Yes	No	
<p>This means that <u>no more than 4</u> boxes were marked <b><u>"No"</u></b> in Section II. <u>If more than 4</u> <b><u>"No"</u></b> boxes are marked, then this program does <u>not</u> pass.</p> <p><i>(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.)</i></p>			



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### 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	Yes	No	Evidence/Notes
a. Units are built around a concept, topic, or theme, and include essential questions and enduring understandings.			
b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.			
c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.			
d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.			
e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.			
f. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical, time period) while appealing to students' interests.			
g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.			
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).			
i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.			
j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.			

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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.			
l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).			
m. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.			
n. Instruction in conventions, syntax, and style is direct and contextual (mentor texts), increases in sophistication, and is applied to authentic writing experiences.			
o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.			
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).			
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.			
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.			
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.			
t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.			

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Additional comments about high-quality instruction within the materials:		
Materials meet at least 80% alignment with Section III: High-Quality Instruction?	Yes	No
This means <u>no more than 4</u> boxes were marked <b><u>"No"</u></b> in Section III. <u>If more than 4</u> <b><u>"No"</u></b> boxes are marked, then this program does <u>not</u> pass.		

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### 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	Yes	No	Evidence/Notes
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.			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.			
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.			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.			
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.			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.			
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.			
i. Teacher-facing materials provide suggestions in daily lessons or units of instruction on appropriate opportunities for formative assessments and adjusting lessons if necessary.			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.			
k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards.			

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Monitoring Student Progress			
l. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.			
m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.			
n. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.			
o. Materials include suggestions and tools to keep students and parents informed about students' progress.			
Organization			
p. Content is sufficient to provide instruction across the school year and includes daily lessons organized into coherent units of study.			
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.			
r. Program components, lesson plans, and the relationships among the parts are clear.			
s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.			
t. Each lesson contains a list of required materials.			
u. Lessons, chapters, and units contain estimated instructional times.			
v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).			
w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.			
x. Materials contain an explanation of the research behind the program, including instructional approaches within the program.			
y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.			
Additional Comments about Section IV: Additional Components			

# ENGLISH LANGUAGE ARTS INSTRUCTIONAL MATERIALS SCREENING INSTRUMENT

## English I