

****On initial review pass or fail determinations are made based on the majority of reviewers either passing or failing at the section level. Majority of reviewers must fail the same section in order for the title to fail.**

Title: Into Literature
Grade: G01800

Reviewer	Section I	Section II	Section III	Overall
96	Pass	Pass	Pass	
98	Pass	Pass	Pass	
94	Pass	Pass	Pass	
105	Fail	Pass	Pass	
103	Fail	Fail	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 reivse content and enter the title into re-reivew, 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:G01800ISBN:9781328474797

Title Name:Into LiteraturePublisher:Houghton Mifflin Harcourt

Original Reviews Submitted:5Reviews:96, 98, 94, 105, 103

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.	96	Yes		0		
	98	Yes		0		
	94	Yes		0		
	105	Yes	The text sets are connected within each unit, but the year as a whole seems disconnected.			
	103	Yes	Although the program meets the requirements of this indicator, consider providing a rationale for the strategic sequencing and spiraling of the texts so teachers can have a deeper understanding of how information is intended to build throughout the units.			
	96	Yes		0		
	98	Yes		0		
	94	Yes		0		
	105	No	The materials do not meet this indicator because there is little to no direct instruction in vocabulary, only guiding questions. For the Unit 1 Academic Vocabulary, students are only asked to create a word map then later use the vocab in writing. There was never in direct instruction to teach the initial meaning if the words. The same strategies are used with the Critical Vocabulary for each supporting text, guiding questions with no direct instruction to initially teach the meaning of the words. A suggestion for revision would be to include mini lesson throughout that are designed as direct vocabulary instruction and then use the already provided guiding vocabulary questions and tasks to use academic vocabulary as a way to demonstrate mastery of the direct vocabulary instruction strategies.			

b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	103	No	<p>Although the lists of words are not specifically labeled into Tier 2 and 3, the materials provide lists of academic vocabulary (Tier 3) in each unit and critical vocabulary words (Tier 2) for each text. Students are given multiple opportunities and ways to interact with the academic words, such as, writing, speaking, and reading throughout each unit. The online Ed Vocabulary studio provides students with additional opportunities, independent instruction, practice and assessment. Even though there are aspects of the program that attempt to meet the cognitive expectations of the vocabulary indicator, overall, the materials did not consistently meet the indicator due to a lack of abundant opportunities for students to build vocabulary acquisition skills in context, and a lack of teacher facing materials.</p> <p>The materials do not provide enough contextual activities embedded within the context of the actual anchor texts where students are interacting with words during reading. The majority of the student vocabulary activities are completed as before reading in the "get ready" sections and after reading activities in the "critical vocabulary" sections. The materials do include high quality questions that teachers can ask students about the words during the reading (examples: TE U3 pp. 158 and 160 under CRITICAL VOCABULARY), however the definitions of the words are provided, so students are not having to figure out the meaning and build their skill of language acquisition. In the notice and note model, one of the signposts is "Word Gaps" where students use context to identify the meaning of difficult words or phrases in nonfiction. However, this strategy can and should also be applied to fiction. Unfortunately, this important signpost is only addressed briefly in one unit throughout the entire curriculum. The richness in this activity is that students have to pinpoint and identify the specific parts of the text that lead them to understanding and analyzing an author's word choice and usage. A potential revision could be adding the "Word Gaps" sign post not only earlier in the curriculum, for instance, in unit one, but also spiraled throughout each unit in order to include more contextual instruction for students.</p> <p>Additionally, the materials do not provide sufficient direct and explicit instructions for teachers on how to teach students vocabulary. The Vocabulary Studio provides student led lessons and practice, but teachers cannot rely on every 8th grader to be a self-driven learner. Therefore, detailed teacher materials are crucial to helping students learn the thought process and analysis of vocabulary usage and acquisition. The vocabulary activities and minimal questioning prompts are provided in the materials. For instance on TE U1 pg. 50, the teacher instructions state, "Encourage students to read all the sentences before deciding which word best completes each one. Remind them to look for context clues that match the precise meaning of each word." And include an answer key to the Critical Vocabulary section. Teachers need more explicit teacher facing materials on how to guide vocabulary instruction, overcome misunderstandings, make connections, and so on. To improve, consider adding more in-depth teacher facing materials with detailed lesson plans, think alouds, and directions for teachers on how to teach and model vocabulary beyond just providing lists of words, activities, limited instructions, and answer keys. A rationale for the selection of Tier 2 and Tier 3 words could also be included.</p>			
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	96	Yes	0			
	98	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			
Text Complexity: Materials ensure students engage in regular practice with complex text and its academic vocabulary.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
d. Anchor Texts are at grade level as determined by quantitative and qualitative measurements. See Appendix A of the Tennessee English Language Arts Standards for further guidance on text complexity metrics.	96	Yes	0			
	98	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			
e. Text plays a central role in the English class period.	96	Yes	0			
	98	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	No	Each lesson is rooted in a text and the materials provide opportunities for students to read independently, for example in the EBook students have the ability to choose short stories, poems, and articles related to each unit on their lexile levels and students also have access to novels to read independently through the Digital Library. However, the materials do not meet the demand of the indicator because the materials lack teacher directions, lesson plans, and structures for when and how to implement independent reading into the class period. While students are able to read the books available in the Digital Library, they are all in the public domain and, therefore, dated. 8th grade students would struggle to independently read the majority of the books on the list. Additionally, the suggested novels for each unit that have novel guides, are not included in the Digital Library, so on top of the textbooks, if schools wanted students to read texts of longer lengths in order to build stamina, as is a best practice, they would also have to purchase novels. A suggested idea for revision is to include teacher facing materials with instructions on how to build stamina in independent reading so that students grow their ability to read for longer sustained periods of time throughout the year. Also, to ascertain the suggested novels for each unit for the Digital Library.			
f. Text selection should include a balanced representation of both literature and informational text across the year as indicated by the grade-level standards.	96	Yes	0			
	98	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	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 : •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.	96	Yes	0			
	98	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			
h. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.	96	Yes	0			
	98	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			
i. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	96	Yes	0			
	98	Yes	This indicator, is met however, a not for improvement is to provide more scaffolds and structures (ie: Socratic Seminar, fishbowl, etc.) along with explicit instructions for teachers to better lead/facilitate collaborative discussion			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			
Additional comments:	Reviewer	Evidence/Notes				
Additional comments on the three instructional shifts within the materials:	96	0			Total indicators to be re-reviewed:	0
	98	0				
	94	0				
	105	0				
	103	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				
	96	Pass				
	98	Pass				
	94	Pass				
	105	Fail				
	103	Fail				
Overall		Pass				

Grade & Subject:G01800ISBN:9781328474797

Title Name:Into LiteratiPublisher:Houghton Mifflin Harcourt

Original Reviews Submitted:5Reviewers:96, 98, 94, 105, 103

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: 8.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.	96	Yes	0			
		98	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	Yes	Consider including more multiple choice questions that ask students to select the "short text evidence" that supports their answer in order to increase the alignment.			
	Informational Text: 8.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.	96	Yes	0			
		98	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	Yes	Consider including more multiple choice questions that ask students to select the "short text evidence" that supports their answer in order to increase the alignment.			
	Literature: 8.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary.	96	Yes	0			
		98	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	Yes	0			
	Informational Text: 8.RI.KID.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.	96	Yes	0			
		98	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	No	The materials did not meet the demand of the			
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: 8.RL.KID.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	96	Yes	0			
		98	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	Yes	0			
	Informational Text: 8.RI.KID.3 Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.	96	Yes	0			
		98	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	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: 8.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies.	96	Yes	0			
		98	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	Yes	0			
	Informational Text: 8.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 impact of a specific word choice on meaning and tone, including analogies and allusions to other texts.	96	Yes	0			
		98	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	Yes	0			
Standard 5 Category Craft and Structure	Literature: 8.RL.CS.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning.	96	Yes	0			
		98	Yes	0			
		94	Yes	0			

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.	and style.	105	Yes	The materials excel in addressing this standard by having the students collaborate on a final project that directly addresses the language of the standard and what it			
		103	Yes	0			
		96	Yes	0			
		98	Yes	0			
		94	Yes	0			
		105	Yes	0			
Standard 6 Category Craft and Structure Cornerstone Assess how point of view or purpose shapes the content and style of a text.	Literature: 8.RL.CS.6 Analyze how similarities and differences in the points of view of the audience and the characters create effects such as suspense, humor, or dramatic irony.	103	Yes				
		96	Yes	0			
		98	Yes	0			
		94	Yes	The indicator meets the requirements of the standard. The textbook provides opportunities for analysis of points of view of audience and characters to create			
		105	Yes	0			
		103	No	This standard is not met by the materials because most of the examples listed in the correlation guide encouraged students to analyze the point of view of the			
	Informational Text: 8.RI.CS.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	96	Yes	0			
		98	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	Yes	0			
		96	Yes	The textbook meets this indicator, however, it is only addressed once throughout the entire year. A suggested idea for improvement is to include more			
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: 8.RL.IKI.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from a text or script, evaluating the choices made by the director or actors.	98	Yes	This indicator is met however a note for improvement is to provide more opportunities for students to practice this standard throughout the course			
		94	Yes	0			
		105	No	The materials do not meet the indicator because the questions provided throughout and in the final collaboration project fail to directly address the			
		103	Yes	This standard is only met once, but rhetorically done in Unit 2 when students compare the short story "The Monkey's Paw" to the video. The questions ask			
		96	Yes	0			
		98	Yes	This indicator is met however a note for improvement is to provide more opportunities for students to practice this standard throughout the course			
	Informational Text: 8.RI.IKI.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.	94	Yes	0			
		105	No	The materials do not meet the indicator because the questions provided throughout and in the final collaboration project fail to directly address how the			
		103	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: 8.RI.IKI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether evidence is relevant and sufficient to support the claims and the reasoning is sound.	96	Yes	0			
		98	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	Yes	The materials do meet the demand of the standard. Unfortunately, the materials only contain four argument texts. Consider adding more argument texts so			
		96	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: 8.RL.IKI.9 Analyze how contemporary texts are shaped by foundational texts or literary archetypes, and how authors allude to traditional works, myths, or religious texts; describe how traditional elements are rendered anew.	98	Yes	0			
		94	Yes	0			
		105	No	The materials do not meet the indicator because students are never asked to analyze how traditional elements are rendered anew in any of the selections. A			
		103	Yes	0			
		96	Yes	0			
		98	Yes	0			
	Informational Text: 8.RI.IKI.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	94	Yes	0			
		105	Yes	0			
		103	Yes	0			
		96	Yes	0			
		98	Yes	0			
		94	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: 8.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently.	105	Yes	0			
		103	Yes	0			
		96	Yes	0			
		98	Yes	0			
		94	Yes	0			
		105	Yes	0			
	Informational Text: 8.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.	96	Yes	0			
		98	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	Yes	0			
		96	Yes	0			

		103	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.	8.SL.CC.1 Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	96	Yes	0			
		98	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	Yes	0			
Standard 2 Category Comprehension and Collaboration Cornerstone Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.	8.SL.CC.2 Analyze the purpose of information presented in diverse media formats; evaluate the motives, such as social, commercial, and political, behind its presentation.	96	Yes	0			
		98	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	Yes	0			
Standard 3 Category Comprehension and Collaboration Cornerstone Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	8.SL.CC.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.	96	Yes	0			
		98	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	No	The materials do not meet the demand of the standard because they do not allow opportunities for students to delineate another speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of			
Standard 4 Category Presentation of Knowledge and Ideas Cornerstone Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.	8.SL.PKI.4 Present claims and findings in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	96	Yes	0			
		98	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	Yes	0			
Standard 5 Category Presentation of Knowledge and Ideas Cornerstone Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	8.SL.PKI.5 Integrate multimedia and visual displays into presentations to clarify information, to strengthen claims and evidence, and to add interest.	96	Yes	0			
		98	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	Yes	0			
Standard 6 Category Presentation of Knowledge and Ideas Cornerstone	8.SL.PKI.6 Adapt speech to a variety of contexts and	96	Yes	0			
		98	Yes	0			

Cornerstone Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	6.SL.P.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	94	Yes	0			
		105	Yes	0			
		103	Yes	0			
WRITING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Text Types and Protocol Cornerstone Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	8.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s). b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge and refute alternate or opposing claim(s). c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons. d. Use credible sources and demonstrate an understanding of the topic or source material. e. Craft an effective and relevant conclusion that supports the argument presented. f. Use precise language and content-specific vocabulary. g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use varied sentence structure to enhance meaning and reader interest. Establish and maintain a formal style.	96	Yes	0			
		98	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	No	The materials do not meet the demand of the standard because they do not provide sufficient instruction for students or explicit directions for teachers on how to implement transition words. Additionally the Writing Studio did not contain information and lessons not only on how to address a counterclaim but how to			
Standard 2 Category Text Types and Protocol 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.	8.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow. b. Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material. e. Craft an effective and relevant conclusion. f. Include formatting, graphics, and multimedia when appropriate. g. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use precise language and domain-specific vocabulary. i. Use varied sentence structure to enhance meaning and	96	Yes	0			
		98	Yes	Note for improvement: WTPP.2.i--It would be helpful to provide more explicit instruction and/or a writing studio focus lesson on varying sentences.			
		94	Yes	0			
		105	Yes	0			
		103	No	The materials did not meet the standard because there was not sufficient instruction on how to explain and elaborate on the evidence provided. Elaborating on evidence is a difficult skill that increases in rigor and expectation each year. Therefore, students and teachers need more structures in order to grow and become better writers. In most of the examples listed, students were merely told to explain their evidence rather than actually being given an explicit example of			
Standard 3 Category Text Types and Protocol Cornerstone Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	8.W.TTP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters. b. Organize an event sequence that unfolds naturally and logically. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, description, and reflection when appropriate, to develop experiences, events, and/or characters. e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the	96	Yes	0			
		98	Yes	Note for improvement: WTPP.3e--It would be helpful to provide more explicit instruction and/or a writing studio focus lesson and additional practice on transitions; WTPP.3.f--a writing studio focus lesson on writing narrative conclusion might also be helpful to provide additional support to students			
		94	Yes	0			
		105	Yes	0			

	relationships among experiences and events. f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events. g. Use precise words and phrases, relevant descriptive	103	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.	8.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.)	96	Yes	0			
		98	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	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.	8.W.PDW.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grade 8.)	96	Yes	0			
		98	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	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.	8.W.PDW. 6 Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.	96	Yes	0			
		98	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	Yes	0			
Standard 7 Category Research to Build and Present Knowledge Cornerstone Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.	8.W.RBPK.7 Conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration.	96	Yes	0			
		98	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	No	While students are in some cases conducting research to answer questions, they are rarely provided the opportunity to generate their own questions that allow for multiple avenues of exploration. Consider adding this component on to the			
Standard 8 Category Research to Build and Present Knowledge Cornerstone Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.	8.W.RBPK.8 Use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	96	Yes	0			
		98	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	Yes	0			
Standard 9 Category Research to Build and Present Knowledge Cornerstone Draw evidence from literary or informational texts to	8.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.	96	Yes	0			
		98	Yes	0			
		94	Yes	0			
		105	Yes	0			

support analysis, reflection, and research.		103	Yes	0			
Standard 10		96	Yes	0			
Category							
Range of Writing		98	Yes	0			
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.	8.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	94	Yes	0			
		105	Yes	0			
		103	Yes	0			
LANGUAGE STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Language Standard 1:	8.LCSE.1 Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, analyze the use of phrases and clauses within a larger text. b. When reading or listening, explain the function of verbs. c. When writing or speaking, produce simple, compound,	96	Yes	0			
Conventions of Standard English		98	Yes	0			
		94	Yes	0			
Cornerstone: Demonstrate command of the		105	Yes	0			
		103	Yes	0			
Language Standard 2:	8.LCSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.	96	Yes	0			
Conventions of Standard English		98	Yes	0			
		94	Yes	0			
Cornerstone: Demonstrate command of the		105	Yes	0			
conventions of standard		103	Yes	0			
Language Standard 3:	8.L.KL.3 When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.	96	Yes	0			
Knowledge of Language		98	Yes	0			
		94	Yes	0			
Cornerstone: Apply knowledge of language to understand how language		105	Yes	0			
functions in different		103	Yes	0			
Language Standard 4:	8.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th 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	96	Yes	0			
Vocabulary Acquisition and Use		98	Yes	0			
		94	Yes	0			
Cornerstone: Determine or clarify the meaning of		105	Yes	0			
		103	Yes	0			
Language Standard 5:	8.L.VAU.5 When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.	96	Yes	0			
Vocabulary Acquisition and Use		98	Yes	0			
		94	Yes	0			
Cornerstone: Demonstrate understanding of figurative		105	Yes	0			
		103	Yes	0			
Language Standard 6:	8.L.VAU.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.	96	Yes	0			
Vocabulary Acquisition and Use		98	Yes	0			
		94	Yes	0			
Cornerstone: Acquire and use accurately a range of		105	Yes	0			
		103	Yes	0			
Additional Comments		Reviewer	Evidence/Notes				
Additional Comments on Section II Standards		96	0			Total indicators to be re-reviewed:	0
		98	0				
		94	0				
		105	Although the materials pass all the writing indicators, most of the				
		103	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.		96	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		98	Pass				
		94	Pass				
		105	Pass				

Instrument)		103	Fail
Overall		Pass	

Grade & Subject: G01800 ISBN: 9781328474797

Title Name: Into Literature Publisher: Houghton Mifflin Harcourt

Original Reviews Submitted: 5 Reviewers: 96, 98, 94, 105, 103

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, topic, or theme, and include essential questions and enduring understandings.	96	Yes		0		
	98	No	Although the majority of this indicator is met (ie: theme, topic, and essential questions), no explicit enduring understandings are provided. It is suggested that the start of each unit include an explanation of enduring understandings on the introductory page along with the (already provided) unit theme and objectives.			
	94	Yes		0		
	105	Yes		0		
	103	No	The units in the materials are built around a concept, topic or theme and each unit includes an essential question. However, the materials do not meet the indicator because they do not include enduring understandings for each unit that are relevant and clearly labeled for teacher implementation. Consider adding enduring understandings to each unit.			
b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.	96	Yes		0		
	98	Yes		0		
	94	Yes		0		
	105	Yes		0		
	103	Yes		0		
c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.	96	Yes		0		
	98	Yes		0		
	94	Yes		0		
	105	Yes		0		
	103	Yes		0		
d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	96	Yes		0		
	98	Yes		0		
	94	Yes		0		
	105	Yes		0		
	103	Yes		0		
e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.	96	Yes		0		
	98	Yes		0		
	94	Yes		0		
	105	Yes		0		
	103	Yes		0		
f. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical) while appealing to students' interests.	96	Yes		0		
	98	Yes		0		
	94	Yes		0		
	105	Yes		0		
	103	Yes		0		
g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.	96	Yes		0		
	98	Yes	Note for improvement: It might be beneficial to provide more opportunities for small group reading in order to create more of a balance among the three types.			
	94	Yes		0		
	105	Yes		0		
	103	Yes		0		
h. Materials include multiple opportunities for students to engage in repeated reads of a text with varying purposes for each reading (i.e., close reading).	96	Yes		0		
	98	Yes		0		
	94	No	This indicator is not met. While there are many opportunities for students to reread sections within a text, tasks do not require repeated reads of the entire text through a different lens/purpose.			
	105	Yes		0		
	103	Yes		0		

i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	96	Yes	0			
	98	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			
j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.	96	Yes	0			
	98	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	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.	96	Yes	0			
	98	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			
l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	96	Yes	0			
	98	Yes	Note for improvement: It might be beneficial to provide more opportunities for narrative and argument writing in order to create more of a balance among the three types of writing. Currently, there are far more expository writing assignments than the other two types.			
	94	Yes	0			
	105	Yes	0			
	103	No	Overall, the writing tasks throughout the materials are varied, creative and would be engaging for students at this level. However, during the year, students only have 6 opportunities in the culminating tasks to fully engage in the writing process. The culminating tasks allow students to collect evidence over several texts, draft, write, revise and edit a full essay. Because this process is so important, the culminating tasks should be more balanced across the writing genres. Units 1, 2 and 4 are different forms of informative writing. Unit 3 and 6 are different forms of narrative writing. Only Unit 5 contains an opportunity for students to engage in the full writing process with an argumentative text. In order to achieve a better balance among the culminating tasks, consider altering one of the current informative culminating tasks to argumentative. For instance, because Unit 1 contains argument texts, an argumentative prompt would pair well. Rather than students writing to the prompt "Write an essay explaining how a new technology helped you. Then explain how to use it to a person unfamiliar with the technology..." Students could rather write an argumentative essay that utilizes the text evidence they have collected about the essential question and simply argue the question, "Does technology			
m. Writing mini-lessons provide explicit instruction about the writing process, organization/structure, and writing craft.	96	Yes	0			
	98	Yes	0			
	94	Yes	0			
	105	Yes	A suggestion for improvement would be to include mini lessons throughout the unit on the writing process instead of teaching all writing as a culminating task. The writing Studio lessons are suggested throughout the unit but the majority of the lessons that teach are in the culminating task.			
	103	Yes	Teacher facing tools that address this indicator are limited. The lessons in the writing studio are student-driven, and not all students can learn in that style. In order to better meet the needs of all types of learners, consider including more explicit instructions in the teacher materials that help guide teachers in leading effective writing lessons (ex. Detailed think alouds, anchor texts, small group lesson plans, etc).			
n. Instruction in conventions, syntax, and style is direct and contextual (mentor texts), increases in sophistication, and is applied to authentic writing experiences.	96	Yes	0			
	98	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			
o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	96	Yes	0			
	98	Yes	0			
	94	Yes	0			
	105	No	The materials do not meet the indicator because there is no explicit vocabulary instruction. Each time this is addressed, it is in the Respond/Apply student section with no evidence of explicit instruction prior to having the students complete these sections. A suggestion for improvement would be to move these into the Teach			
	103	Yes	0			
p. Materials provide instruction in specific academic language and structures associated with different modes of writing (e.g. use of flashback in narrative, chronological vs. descriptive techniques in informative/explanatory, and rhetoric in opinion/argumentative).	96	Yes	0			
	98	Yes	0			
	94	Yes	0			
	105	Yes	0			

	103	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.	96	Yes		0			
	98	Yes		0			
	94	Yes		0			
	105	Yes		0			
	103	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.	96	Yes		0			
	98	Yes		0			
	94	Yes		0			
	105	Yes		0			
	103	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.	96	Yes		0			
	98	Yes		0			
	94	Yes		0			
	105	Yes		0			
	103	Yes		0			
t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	96	Yes		0			
	98	Yes		0			
	94	Yes		0			
	105	Yes		0			
	103	Yes		0			
Additional Comments:	Reviewer	Evidence/Notes					
Additional comments about high-quality instruction within the materials:	96				Total indicators to be re-reviewed:		0
	98						
	94						
	105						
	103						
Alignment with Section III	Reviewer		Aligned				
Materials meet at least 80% alignment with Section III: High-Quality instruction? This means no more than 4 indicators were marked no in Section III. If more than 4 "No" boxes are marked, then this program does not	96		Pass				
	98		Pass				
	94		Pass				
	105		Pass				

pass.	103	Pass
	Overall	Pass

Grade & Subject:G01800ISBN:9781328474797

Title Name:Into LiteraturePublisher:Houghton Mifflin Harcourt

Original Reviews Submitted:5Reviewers:96, 98, 94, 105, 103

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.	96	Yes		0		
	98	Yes		0		
	94	Yes		0		
	105	Yes		0		
	103	No	Teacher-facing materials provide background information about the author of each text and minimal background information about each text. However, materials do not consistently include background information about illustrations or photographs. Consider providing further background information about the content, historical context, and illustrations in order to help teachers deepen their understanding of the topics they are teaching and become the experts. By being the experts in the room on the topic, teachers are then able to foresee common misconceptions and misunderstandings before they arise.			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	96	Yes		0		
	98	Yes		0		
	94	Yes		0		
	105	Yes		0		
	103	Yes		0		
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	96	Yes		0		
	98	Yes		0		
	94	Yes		0		
	105	Yes		0		
	103	Yes		0		
d. When appropriate, topics and/or enduring understandings are connected to grade-level content from other Tennessee Academic Standards (e.g., science, social studies, health, and fine arts). Standards connections are clearly documented.	96	Yes		0		
	98	Yes		0		
	94	Yes		0		
	105	Yes		0		
	103	No	While there may be some tangential connections to other content areas, the direct connections to any other 8th grade-level content are limited and are not clearly stated or documented in the materials. For these reasons, this standard is not met. For instance, Unit 4 had the most direct connection to other grade-level content. In Unit 4-The Fight for Freedom, almost all of the texts directly connect to 8th US history SS standards. Consider adding more materials that can be connected to the 8th grade standards in other content areas and clearly labeling the connections between the standards. Also, provide teachers with ideas and prompts for how to help students make the connections between the subjects.			
	96	No	This textbook does not meet this indicator because there are no specific examples or models of teacher think-alouds. A suggested idea for revision is to include explicit directions on how to model the think-aloud process for novice teachers and sample think-alouds that relate to the texts.			
	98	Yes	0			
	94	Yes	0			
	105	Yes	0			

e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	103	No	Lessons include suggestions and reminders for teachers, but do not explicitly include teacher think-alouds that guide teachers in the actual modeling of literacy skills. For instance, on TE U1 pp. 8, the materials state under "Analyze Stories: Plot", "Explain to students that plot may be a series of events in a story, but it is driven by the actions and choices of the characters in reaction to the conflict. Remind them to look for the actions and choices of the main haracter as they read to understand the cause-and-effect relationships in the plot." In this example and many others, the teacher facing materials are insufficient in guiding teachers through the modeling process. Teachers need more than suggestions and reminders. Consider including more robust teacher facing materials that provide detailed think-alouds and guide teachers in the modeling piece of instruction that is so critical. For instance, rather than just reminding students to look for actions and choices of the main character to determine cause/effect relationships, the materials could provide 1-2 specific examples for teachers and provide examples of what teachers could say to students.			
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.	96	Yes	This textbook meets the indicator, however, the guidance is limited. A suggested idea for improvement is to include more suggestions for helping teachers identify common student misconceptions that may prevent mastery of the TN ELA Standards.			
	98	Yes	0			
	94	No	This indicator is not met. While clarification is often specified, misconceptions and supports in correction of these misconceptions are not explicitly provided. Consider revising to include common misconceptions of students and strategies to correct them.			
	105	Yes	0			
	103	Yes	0			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	96	Yes	0			
	98	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	96	Yes	0			
	98	Yes	0			
	94	Yes	0			
	105	No	The materials do not meet the indicator because there is little to no extended learning mentioned other than the Extend in Research and Reader's Choice feature with no student accountability/assessment other than partner discussion. Both of these also fall at the end of the unit and are more culminating tasks. A suggestion for revision would be to include more independent activities throughout the unit based on the standards being taught and to include accountability/assessment structures for these for the teacher to utilize.			
	103	Yes	0			
	96	Yes	0			
	98	Yes	0			
	94	No	This indicator is not met. While formative assessments are provided, suggestions for reteaching or clarifying based on the formative assessment results are not indicated. Consider revising to include suggestions for adjusting lessons when necessary.			

i. Teacher-facing materials provide suggestions in daily lessons or units of instruction on appropriate opportunities for formative assessments and adjusting lessons if necessary.	105	No	The materials do not meet this indicator because the only teacher suggestion made is to have students re-read a selection before moving on. There are no suggestions for modifications to the lesson or reteaching suggestion. A suggestion for improvement would be to include reteaching strategies with the checks for understanding and possibly online components to assign for intervention or reteaching.			
	103	Yes	The materials contain all of the components necessary for formative and summative assessments in each unit. The summative assessment for each unit is very clear. To improve, consider adding more details and explanations in the teacher facing materials that show teachers not only what to use but also suggestions for how to put all the different components together.			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	96	Yes	0			
	98	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			
k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards.	96	Yes	0			
	98	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			
Monitoring Student Progress	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
l. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.	96	Yes	0			
	98	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	Yes	The digital Writing Studio lessons provide students with examples of strong writing in the different domains. However, in order to even better meet this standard, consider adding full-length anchor papers to use in conjunction with the scoring guides, so students can better understanding of what proficient writing looks like at each level.			
m. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	96	Yes	0			
	98	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	Yes	Although the assessments contain the content of the TN ELA state standards, the wording of the questions and writing prompts are not fully aligned to the TNReady assessment. An increase in benchmark alignment to the end of year TNReady assessment, would allow teachers, students, parents and schools to more accurately track student progress towards overall mastery. In order to increase alignment, consider adding more opportunities for students to identify the best text evidence to support their answers for theme, central idea, characterization, etc.			
n. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	96	Yes	0			
	98	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			

o. Materials include suggestions and tools to keep students and parents informed about students' progress.	96	No	This textbook does not meet this indicator because the materials do not include tools to keep students and parents informed about students' progress unless they have the digital version of the textbook. A suggested idea for revision is to add hard copy forms of parent letters addressing the content of the units and progress reporting forms to track student mastery.			
	98	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			
Organization	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
p. Content is sufficient to provide instruction across the school year and includes daily lessons organized into coherent units of study.	96	Yes	0			
	98	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	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.	96	Yes	0			
	98	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			
r. Program components, lesson plans, and the relationships among the parts are clear.	96	Yes	0			
	98	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			
s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	96	Yes	0			
	98	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			
t. Each lesson contains a list of required materials.	96	No	This textbook does not meet this indicator because the list of resources is provided for each unit and text, not individual lessons. A suggested idea for revision is to designate which materials will be used in individual lessons rather than just including a comprehensive list.			
	98	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	No	Each lesson does not come with a list of required materials that will be necessary for carrying out the lessons. Consider adding separate lists of what students will need and what teachers will need in order to be successful in the plan section of each unit. This will help teachers be more prepared and aware of what each lesson will need ahead of time.			
u. Lessons, chapters, and units contain estimated instructional times.	96	No	This textbook does not meet this indicator because the materials do not include estimated instructional times for individual lessons. While a suggested pacing for each unit is included, a possible idea for revision is to add a pacing guide with estimated instructional times for each lesson.			
	98	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	Yes	The materials provide a pacing guide for each unit and text. For instance, in TE U2, pp. 74A-74B, the materials suggest 30 days overall for unit 2 pacing and 5 days for the first individual text "The Tell-Tale Heart". To improve, the materials could provide more day-to-day lesson pacing guidance for teachers on what activities within each text should/could be done each day in order to complete the unit within the suggested time period. This would give teachers a better idea for how to pace each text and effectively complete each valuable aspect of the materials.			
	96	Yes	0			

v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	98	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			
w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	96	Yes	This textbook meets this indicator, however, the overview of the units included in the student edition is weak. A suggested idea for revision is to add a brief synopsis of the unit that works in conjunction with the title and Essential Question so students know the overarching topic(s) addressed in the unit.			
	98	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			
x. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	96	Yes	0			
	98	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			
y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	96	Yes	0			
	98	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional Comments about Section V: Additional Components	96	0			Total indicators to be re-reviewed:	0
	98	0				
	94	A plagiarism check is available for student writing assignments, allowing students to determine				
	105	0				
	103	0				

[illegible]

