

****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: Advanced Language and Literature
Grade: G01H10

Reviewer	Section I	Section II	Section III	Overall
23	Pass	Pass	Pass	
3	Pass	Pass	Pass	
24	Fail	Pass	Pass	
30	Pass	Fail	Fail	
1	Fail	Fail	Fail	
Overall	Pass	Pass	Pass	PASS

Publisher Notes:

A 0 indicates N/A or no comment was provided by the reviewer.

If you decide to revise content and enter the title into re-review, select either "referenced" or revised" from the drop down menu.

Revised= you have made additions or changes to content in the textbook for review

Referenced=you are referencing additional pages in the textbook for review (be sure these are not the same pages as those listed in the correlations guide)

The additional components section is not scored this is feedback that you may or may not choose to revise in an effort to assist districts with their selections.

Do not reformat these sheets for re-review. Complete the orange columns as is and send this workbook back to us for re-review.

Only indicators that were marked "no" by a reviewer are required to have feedback provided to you.

Grade & Subject:G01H10ISBN:9781319137205

Title Name:Advanced Lang Publisher:Bedford Freeman & Worth

Original Reviews Submitted:5 Reviewers:23, 3, 24, 30, 1

SECTION I						
Alignment to Shifts						
Materials must meet 100% of the indicators in Section I.						
<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.</i>						
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.	23	Yes	Chapters 1-4 focus on introduction and skill building. Chapters 5-10 are organized by topic and theme.			
	3	Yes		0		
	24	Yes	The first chapters are organized around a concept or skill foundational to reading and analyzing literature; most chapters are organized around a theme or essential question, with an anchor text and multiple smaller texts related to that idea.			
	30	Yes		0		
	1	Yes		0		
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	23	Yes	Vocabulary worksheets are included in the teacher materials which give the students words in context (usually 10) and ask them to determine their meaning and effect.			
	3	Yes		0		
	24	No	Vocabulary worksheets are included and there is a small chart with some Latin and Greek roots on p. 993; however, there is not really any instruction in vocabulary. Every vocabulary worksheet is the same - the words selected are good; at a minimum, suggested answers to these vocabulary worksheets should be provided along with a description of how the teacher can deliver instruction to build vocabulary knowledge. As is, the teacher might simply hand the worksheet to students and ask them to complete it. Connect the chart on p. 993 to the vocabulary worksheets. Provide other methods teachers can use to show students how to determine word meaning.			
	30	Yes	To improve in the area, consider including more teacher guidance for instruction. Teacher resource materials include vocabulary activities, but no specific guidance for instruction.			
	1	No	The materials do not meet the indicator because there is no evidence of direct vocabulary instruction. A suggestion for improvement is to provide direct explicit vocabulary instruction including, but not limited to vocabulary notebooks, semantic maps, Latin/Greek roots, graphic organizers for Tier 2/3 vocabulary, and other applicable tools directly related to vocabulary instruction.			
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	23	Yes	Extensive and varied questions follow each of the readings. Each genre unit also contains a Conversation section in which students read several texts and then respond to a prompt which demands that they synthesize the information from the texts. This process is divided into several steps to help students. Several workshops are also present in each unit, in which students are guided through a culminating activity related to the theme of that Unit. In Unit 5 students analyze point of view in several of the texts from the unit, write their own personal narrative. This process is repeated throughout the remaining units.			
	3	Yes		0		
	24	Yes	Each chapter includes two workshops at the end of the unit that allow students to demonstrate their literacy skills and convey their thinking on the essential questions; additionally, central texts include "Topics for Composing" that provide multiple opportunities in different modes (e.g., exposition, argument, multimodal, research)			
	30	Yes		0		
	1	No	The materials do not meet the indicator because the workshops at the end of units, do not require the students to have read the required texts from the unit. The do not require students to demonstrate literacy skills and convey their knowledge acquisition.			
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.	23	Yes	Anchor texts include Macbeth, Cyrano de Bergerac, and George Orwell's Shooting an Elephant.			
	3	Yes		0		
	24	Yes	Anchor texts are appropriate; Lexile measures given and text features often add complexity to texts whose Lexile may seem low.			
	30	Yes		0		
	1	Yes	A suggestion for improvement would be to include the Tennessee ELA Standards within the instructional materials for easy access.			
	23	Yes	All lessons are related to a text or texts.			
	3	Yes		0		
	24	Yes	Lessons are centered around texts			

e. Text plays a central role in the English class/block.	30	Yes		0			
	1	No	A suggestion for improvement would be to add more explicit instructions or lesson plans in the teacher edition about accessing the text. Also, specific lesson plans need to be added to meet this standard. The lesson plans should include times for re-reading a text or portions of it, independent reading, texts across various topics and types, and tasks across the multiple texts and contexts.				
f. Text selection should include a balanced representation of both literature and informational text across the year as indicated by the grade-level standards.	23	Yes	There is an appropriate balance of Fiction and Nonfiction both in thematic units and throughout the year.				
	3	Yes		0			
	24	Yes	A strength of the curriculum. Each chapter contains a mix of literature and informational/nonfiction texts.				
	30	Yes		0			
	1	Yes		0			
Evidence: Materials ensure that reading and writing are grounded in evidence from both literary and informational text.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?	
g. Text-dependent questions: <ul style="list-style-type: none">Most questions and tasks require students to draw on textual evidence to support inferences and conclusions.High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text.	23	Yes		0			
	3	Yes		0			
	24	Yes	Each text includes high-quality questions and close reading passages that guide students through the text to examine meaning, structure, style, and application.				
	30	Yes		0			
	1	Yes		0			
h. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.	23	Yes		0			
	3	Yes		0			
	24	Yes	Writing tasks ask students to analyze specific passages or to cite evidence from multiple texts to support their thinking.				
	30	Yes		0			
	1	Yes		0			
i. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	23	Yes		0			
	3	Yes		0			
	24	Yes	Each text provides suggestions for discussion and collaboration; additionally, resources give direction on collaborative activities (e.g. socratic seminar, think-pair-share, jigsaw).				
	30	Yes	While materials provide the opportunity for discussions, there is little specific guidance detailing how and when teachers should facilitate discussions. Teacher Resource Materials provide documents supporting strategies like Socratic Seminar, more guidance around the use of these resources within the lessons and activities will help improve this area.				
	1	No	The indicator is not met, because there is no evidence of regular and frequent opportunities for the students to engage in collaborative discussions. A suggestion for improvement is to provide prompts and structures for discussions on each text in the book. There are some notes about instructional strategies in the teacher resources provided, but no explicit instructions on implementation.				
Additional comments:	Reviewer	Evidence/Notes					
Additional comments on the three instructional shifts within the materials:	23			0		Total indicators to be re-reviewed:	0
	3			0			
	24			0			
	30			0			
	1			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					
	23	Pass					
	3	Pass					
	24	Fail					
	30	Pass					
	1	Fail					
Overall		Pass					

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SECTION II

Alignment to Tennessee English Language Arts Standards

Materials must meet at least **90%** of indicators in Section II.

The instructional materials represent alignment with the Tennessee English Language Arts Standards and explicitly focus teaching and learning on the grade-level standards, at the rigor necessary for students to reach mastery. Tennessee expects the **full breadth and depth** of the standards to be taught in an **integrated** and **spiraled** manner throughout the school year.

READING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Key Ideas and Details Cornerstone Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Literature: 9-10.RL.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.	23	Yes	0			
		3	Yes	0			
		24	Yes	each text has Understanding and Interpreting, Analyzing Language, Style, & Structure, and Connection, Analyzing, and Extending questions that ask students to analyze texts using			
		30	Yes	0			
		1	No	standard 9-10.RL.KID.1's cognitive demands are not met in the materials. There is no supporting instruction for how students are supposed to access or the determination of what			
		23	Yes	0			
		3	Yes	0			
		24	Yes	each text has Understanding and Interpreting, Analyzing Language, Style, & Structure, and Connection, Analyzing, and Extending questions that ask students to analyze texts using			
		30	Yes	0			
		1	No	this standard for instruction is not met due to no evidence of alignment with the Tennessee state standards and explicitly focused teaching of the standards. A suggestion for			
		23	Yes	0			
		3	Yes	0			
Standard 2 Category Key Ideas and Details Cornerstone Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Literature: 9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.	24	Yes	Ch. 2 gives instruction in identifying and analyzing theme and			
		30	No	To improve in this section, consider adding additional TDQs to			
		1	No	This standard for instruction is not met due to no evidence of			
		23	Yes	0			
		3	Yes	0			
		24	Yes	Ch. 2 gives instruction in identifying and analyzing theme and			
		30	No	To improve in this section, consider adding additional TDQs to			
		1	No	This standard for instruction is not met due to the lack of			
		23	Yes	0			
		3	Yes	0			
		24	Yes	many questions deal with the development of character as well as to how ideas develop over the course of texts			
		30	Yes	0			
Standard 3 Category Key Ideas and Details Cornerstone Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Literature: 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.	1	No	this standard for instruction is not met due to the lack of evidence or alignment with the Tennessee ELA standards and explicitly focused teaching of the standards. A suggestion for			
		23	Yes	0			
		3	Yes	0			
		24	Yes	0			
		30	Yes	0			
		1	No	this standard for instruction is not met due to the lack of evidence or alignment with the Tennessee ELA standards and explicitly focused teaching of the standards. A suggestion for			
		23	Yes	0			
		3	Yes	0			
		24	Yes	0			
		30	Yes	0			
		1	No	this standard for instruction is not met due to the lack of evidence or alignment with the Tennessee ELA standards and explicitly focused teaching of the standards. A suggestion for			
		23	Yes	0			
Standard 4 Category Craft and Structure Cornerstone Interpret words and phrases as they are used in a text, including technical, figurative, and connotative meanings; analyze how specific word choices shape meaning or tone.	Literature: 9-10.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.	23	Yes	0			
		3	Yes	0			
		24	Yes	0			
		30	Yes	to improve in the area, consider including more teacher guidance for instruction. Teacher resources provide guidance for instruction, but do not provide and open-ended questions			
		1	No	this standard for instruction is not met due to the lack of evidence or alignment with the Tennessee ELA standards and explicitly focused teaching of the standards. A suggestion for			
		23	Yes	0			
		3	Yes	0			
		24	Yes	0			
		30	Yes	to improve in the area, consider including more teacher guidance for instruction. Teacher resources provide guidance for instruction, but do not provide and open-ended questions			
		1	No	this standard for instruction is not met due to the lack of evidence or alignment with the Tennessee ELA standards and explicitly focused teaching of the standards. A suggestion for			
		23	Yes	0			
		3	Yes	0			
Standard 5 Category Craft and Structure Cornerstone Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a	Literature: 9-10.RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.	23	Yes	0			
		3	Yes	0			
		24	Yes	0			
		30	Yes	0			
		1	No	this standard for instruction is not met due to the lack of evidence or alignment with the Tennessee ELA standards and explicitly focused teaching of the standards. A suggestion for			
		23	Yes	0			
		3	Yes	0			
		24	Yes	0			
		30	Yes	0			
		1	No	this standard for instruction is not met due to the lack of evidence or alignment with the Tennessee ELA standards and explicitly focused teaching of the standards. A suggestion for			
		23	Yes	0			
		3	Yes	0			

	section, chapter, scene, or stanza) relate to each other and the whole.		24	Yes		0			
			30	Yes		0			
			1	No	This standard for instruction is not met due to the lack of evidence or alignment with the Tennessee state standards and explicitly focused teaching of the standards. A suggestion for				
Standard 6 Category Craft and Structure Cornerstone Assess how point of view or purpose shapes the content and style of a text.	Literature: 9-10.RL.CS.6 Analyze how point of view and/or author purpose shapes the content and style of diverse texts.		23	Yes		0			
			3	Yes		0			
			24	Yes		0			
			30	No	To improve, include more opportunities for students to analyze how point of view or purpose shapes the content and style of the text. A great place to include additional questions would				
			1	No	This standard for instruction is not met due to the lack of evidence or alignment with the Tennessee ELA standards and explicitly focused teaching of the standards. A suggestion for				
			23	Yes		0			
	Informational Text: 9-10.RI.CS.6 Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.		3	Yes		0			
			24	Yes		0			
			30	No	To improve, include more opportunities for students to analyze how point of view or purpose shapes the content and style of the text. A great place to include additional questions would				
			1	No	This standard for instruction is not met due to the lack of evidence or alignment with the Tennessee ELA standards and explicitly focused teaching of the standards. A suggestion for				
			23	Yes		0			
			3	Yes		0			
Standard 7 Category Integration of Knowledge and Ideas Cornerstone Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	Literature: 9-10.RL.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media.		23	Yes		0			
			3	Yes		0			
			24	Yes		0			
			30	No	To improve, include more instances for students to evaluate the topic in varying formats and media. The organization of the text (thematic) does lend itself to evaluation the topic or				
			1	No	This standard for instruction is not met due to the lack of evidence or alignment with the Tennessee ELA standards and explicitly focused teaching of the standards. A suggestion for				
			23	Yes		0			
	Informational Text: 9-10.RI.IKI.7 Evaluate the topic or subject in two diverse formats or media.		3	Yes		0			
			24	Yes		0			
			30	No	To improve, include more instances for students to evaluate the topic in varying formats and media. The organization of the text (thematic) does lend itself to evaluation the topic or				
			1	No	This standard for instruction is not met due to the lack of evidence or alignment with the Tennessee ELA standards and explicitly focused teaching of the standards. A suggestion for				
			23	Yes		0			
			3	Yes		0			
Standard 8 Category Integration of Knowledge and Ideas Cornerstone Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Literature: Not applicable								
	Informational Text: 9-10.RI.IKI.8 Evaluate how reasoning and evidence affects the argument and specific claims in a text.		23	Yes		0			
			3	Yes		0			
			24	Yes		0			
			30	Yes		0			
			1	No	This standard for instruction is not met due to the lack of evidence or alignment with the Tennessee ELA standards and explicitly focused teaching of the standards. A suggestion for				
			23	Yes		0			
Standard 9 Category Integration of Knowledge and Ideas Cornerstone Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.	Literature: 9-10.RL.IKI.9 Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.		3	Yes		0			
			24	Yes		0			
			30	Yes		0			
			1	No	This standard for instruction is not met due to the lack of evidence or alignment with the Tennessee ELA standards and explicitly focused teaching of the standards. A suggestion for				
			23	Yes		0			
			3	Yes		0			
	Informational Text: 9-10.RI.IKI.9 Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.		24	Yes		0			
			30	Yes		0			
			1	No	This standard for instruction is not met due to the lack of evidence or alignment with the Tennessee ELA standards and explicitly focused teaching of the standards. A suggestion for				
			23	Yes		0			
			3	Yes		0			
			24	Yes		0			
Standard 10 Category Range of Reading and Level of Text Complexity Cornerstone Read and comprehend complex literary and informational texts independently and proficiently.	Literature: 10.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.		30	Yes		0			
			1	No	This standard for instruction is not met due to the lack of evidence or alignment with the Tennessee ELA standards and explicitly focused teaching of the standards. A suggestion for				
			23	Yes		0			
			3	Yes		0			
			24	Yes		0			
			30	Yes		0			
	Informational Text: 10.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.		1	Yes	This standard is met, but a suggestion for improvement would be to assign the texts within the textbook and develop a plan for ensuring independent reading				
			23	Yes		0			
			3	Yes		0			
			24	Yes		0			
			30	Yes		0			
			1	Yes	This standard is met, but a suggestion for improvement would be to assign the texts within the textbook and develop a plan for ensuring independent reading				
SPEAKING AND LISTENING STANDARDS			Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?	
Standard 1 Category Comprehension and Collaboration Cornerstone	9-10.SL.CC.1 Initiate and participate effectively with varied		23	Yes		0			
			3	Yes		0			

Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.	partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing one's own clearly and persuasively.	24	Yes		0			
		30	No	While the "Entering the Conversation" sections exists, there lacks guidance around facilitating an effective collaborative discussion. To improve, include specific guidance around student discussion for teachers and students.				
		1	No	This standard for instruction is not met due to the lack of evidence of alignment with the Tennessee ELA standards and explicitly focused teaching of the standards. A suggestion for improvement would be to label the standards within the instructional materials and lesson.				
Standard 2 Category Comprehension and Collaboration Cornerstone Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.	9-10.SL.CC.2 Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.	23	Yes		0			
		3	Yes		0			
		24	Yes		0			
		30	No	There is limited inclusion of opportunities for students to evaluate multiple sources and diverse formats. To improve, include more opportunities for students to evaluate the credibility and accuracy of multiple sources.				
		1	No	This standard for instruction is not met due to the lack of evidence of alignment with the Tennessee ELA standards and explicitly focused teaching of the standards. A suggestion for improvement would be to label the standards within the instructional materials and lesson.				
Standard 3 Category Comprehension and Collaboration Cornerstone Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	9-10.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.	23	Yes		0			
		3	Yes		0			
		24	Yes		0			
		30	Yes		0			
		1	No	This standard for instruction is not met due to no evidence of alignment with the Tennessee state standards and explicitly focused teaching of the standards. A suggestion for improvement would be to label the standards within the instructional materials.				
Standard 4 Category Presentation of Knowledge and Ideas Cornerstone Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to	9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task.	23	Yes		0			
		3	Yes		0			
		24	Yes		0			
		30	No	Materials do not include many opportunities for students to engage in oral presentations. To improve, include more opportunities for students to engage in tasks that speak to the expectations of this standard.	10			
		1	No	This standard for instruction is not met due to the lack of evidence of alignment with the Tennessee ELA standards and explicitly focused teaching of the standards. A suggestion for improvement would be to label the standards within the instructional materials and lesson.				
Standard 5 Category Presentation of Knowledge and Ideas Cornerstone Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	9-10.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	23	Yes		0			
		3	Yes		0			
		24	Yes		0			
		30	No	Materials do not include many opportunities for students to use digital media and visual displays. To improve, add specific teacher and student guidance to encourage use of digital media and visual displays.	0			
		1	No	This standard for instruction is not met due to the lack of evidence of alignment with the Tennessee ELA standards and explicitly focused teaching of the standards. A suggestion for improvement would be to label the standards within the instructional materials and lesson.				
Standard 6 Category Presentation of Knowledge and Ideas Cornerstone Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.	9-10.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	23	Yes		0			
		3	Yes		0			
		24	Yes		0			
		30	No	To improve, include a variety of speaking tasks for students to engage.				
		1	No	This standard for instruction is not met due to the lack of evidence of alignment with the Tennessee ELA standards and explicitly focused teaching of the standards. A suggestion for improvement would be to label the standards within the instructional materials and lesson.				
WRITING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?	
	9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. a. Introduce precise claim(s)	23	Yes		0			

Standard 1 Category Text Types and Protocols Cornerstone Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	a. Analyze issues, precise claims. b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. d. Provide a concluding statement or section that follows from and supports the argument presented. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	3	Yes	0			
		24	Yes	0			
		30	Yes	0			
		1	No	This standard for instruction is not met due to the lack of evidence of alignment with the Tennessee ELA standards and explicitly focused teaching of the standards. A suggestion for improvement would be to label the standards within the instructional materials and lesson plans aligned with standards. Some of the questions in the textbook (p. 65-66, 85-86, 122-			
Standard 2 Category Text Types and Protocols Cornerstone Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience. b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Provide a concluding statement or section that follows from and supports the information or explanation presented. e. Use appropriate formatting, graphics, and multimedia to aid comprehension. f. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	23	Yes	0			
		3	Yes	0			
		24	Yes	0			
		30	Yes	0			
		1	No	This standard for instruction is not met due to the lack of evidence of alignment with the Tennessee ELA standards and explicitly focused teaching of the standards. A suggestion for improvement would be to label the standards within the instructional materials and lesson plans aligned with standards.			
Standard 3 Category Text Types and Protocols Cornerstone Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters. b. Sequence events so that they build on one another to create a coherent whole. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. g. Establish and maintain an appropriate style and tone.	23	Yes	0			
		3	Yes	0			
		24	Yes	0			
		30	Yes	0			
		1	No	This standard for instruction is not met due to the lack of evidence of alignment with the Tennessee ELA standards and explicitly focused teaching of the standards. A suggestion for improvement would be to label the standards within the instructional materials and lesson plans aligned with standards.			
Standard 4 Category Production and Distribution of Writing Cornerstone Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	9-10.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	23	Yes	0			
		3	Yes	0			
		24	Yes	0			
		30	Yes	0			
		1	No	This standard for instruction is not met due to the lack of evidence of alignment with the Tennessee ELA standards and explicitly focused teaching of the standards. A suggestion for improvement would be to label the standards within the instructional materials and lesson plans aligned with standards.			
Standard 5 Category Production and Distribution of Writing Cornerstone Develop and strengthen	9-10.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should	23	Yes	0			
		3	Yes	Would like to see more evidence of this standard within each unit.			
		24	Yes	0			

writing as needed by planning, revising, editing, rewriting, or trying a new approach.	demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 9-10.)	30	No	To improve, consider adding steps and/or teacher guidance around revising, editing, rewriting, or trying a new approach to the writing workshops.			
		1	Yes	This standard for instruction is not met due to the lack of evidence of alignment with the Tennessee ELA standards and explicitly focused teaching of the standards. A suggestion for improvement would be to label the standards within the instructional materials and lesson			
Standard 6 Category Production and Distribution of Writing Cornerstone Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	9-10.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	23	Yes		0		
		3	No	Offer ideas for students to use Google Docs or other tech platforms to encourage that this indicator is met.			
		24	Yes		0		
		30	No	To improve, include more instances for students to use technology for individual and shared writing tasks. This might include adding detailed guidance in the teaching notes how to enhance the writing process by creating opportunities for students to use technology during			
		1	No	This standard for instruction is not met due to the lack of evidence of alignment with the Tennessee ELA standards and explicitly focused teaching of the standards. A suggestion for improvement would be to label the standards within the instructional materials and lesson			
		23	Yes		0		
Standard 7 Category Research to Build and Present Knowledge Cornerstone Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.	9-10.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.	3	Yes		0		
		24	Yes		0		
		30	No	While there are some activities that requires to student research, there are limited to no opportunities that require students to generate a question and solve the problem with research. For example, the research project beginning on page 520 provides the questions			
		1	No	This standard for instruction is not met due to the lack of evidence of alignment with the Tennessee ELA standards and explicitly focused teaching of the standards. A suggestion for improvement would be to label the standards within the instructional materials and lesson			
		23	Yes		0		
		3	Yes		0		
Standard 8 Category Research to Build and Present Knowledge Cornerstone Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.	9-10.W.RBPK.8 Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	24	Yes		0		
		30	Yes		0		
		1	No	This standard for instruction is not met due to the lack of evidence of alignment with the Tennessee ELA standards and explicitly focused teaching of the standards. A suggestion for improvement would be to label the standards within the instructional materials and lesson			
		23	Yes		0		
		3	Yes		0		
Standard 9 Category Research to Build and Present Knowledge Cornerstone Draw evidence from literary or informational texts to support analysis, reflection, and research.	9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.	24	Yes		0		
		30	Yes		0		
		1	No	This standard for instruction is not met due to the lack of evidence of alignment with the Tennessee ELA standards and explicitly focused teaching of the standards. A suggestion for improvement would be to label the standards within the instructional materials and lesson			
		23	Yes		0		
		3	Yes		0		
		24	Yes		0		
Standard 10 Category Range of Writing Cornerstone Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	30	Yes		0		
		1	Yes	This standard for instruction is not met due to the lack of evidence of alignment with the Tennessee ELA standards and explicitly focused teaching of the standards. A suggestion for improvement would be to label the standards within the instructional materials and lesson			
		23	Yes		0		
		3	Yes		0		
		24	Yes		0		
		30	Yes		0		
LANGUAGE STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Conventions of Standard English Cornerstone Demonstrate command of the conventions of standard	9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.	23	Yes		0		
		3	Yes		0		
		24	No	While there is a Guide to Language and Mechanics at the back of the book, there is little focus on the use of			
		30	No	While there is a Guide to Language and Mechanics, this specific instruction is not embedded in the activities for the			

English grammar and usage when writing or speaking		1	No	This standard for instruction is not met due to the lack of evidence of alignment with the Tennessee ELA standards and			
Standard 2		23	Yes	0			
Category Conventions of Standard English	9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.	3	Yes	0			
Cornerstone Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		24	No	As with the previous standard, more instruction needs to be included; not just the Guide to Language and Mechanics. This While there is a Guide to Language and Mechanics, this specific instruction is not embedded in the activities for the			
		30	No	This standard for instruction is not met due to the lack of evidence of alignment with the Tennessee ELA standards and			
		1	No				
Standard 3		23	Yes	0			
Category Knowledge of Language	9-10.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	3	Yes	0			
Cornerstone Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		24	Yes	0			
		30	No	While there is a Guide to Language and Mechanics, this specific instruction is not embedding the activities for the			
		1	No	This standard for instruction is not met due to the lack of evidence of alignment with the Tennessee ELA standards and			
Standard 4		23	Yes	0			
Category Vocabulary Acquisition and Use	9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.	3	Yes	0			
Cornerstone Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		24	Yes	This standard could be strengthened with more instruction in morphology; questions do focus on author's use of words and their impact on the text, but more instruction on roots and			
		30	Yes	0			
		1	No	This standard for instruction is not met due to the lack of evidence of alignment with the Tennessee ELA standards and explicitly focused teaching of the standards. A suggestion for			
Standard 5		23	Yes	0			
Category Vocabulary Acquisition and Use	9-10.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.	3	Yes	0			
Cornerstone Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		24	Yes	0			
		30	Yes	0			
		1	No	This standard for instruction is not met due to the lack of evidence of alignment with the Tennessee ELA standards and			
Standard 6		23	Yes	0			
Category Vocabulary Acquisition and Use	9-10.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.	3	Yes	0			
Cornerstone Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		24	Yes	0			
		30	Yes	0			
		1	No	This standard for instruction is not met due to the lack of evidence of alignment with the Tennessee ELA standards and explicitly focused teaching of the standards. A suggestion for			
Additional Comments		Reviewer	Evidence/Notes				
Additional Comments on Section II Standards		23	0			Total indicators to be re-reviewed:	0
		3	0				
		24	0				
		30	0				
		1	There is insufficient evidence of the alignment of any standard due to the lack of				
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.		23	Pass				
		3	Pass				

(Note: Reading Literature and Reading Informational Text count as separate standards. If the screening instrument was checked "no" for 2 Reading Literature standards and 3 Informational Text standards, then it would NOT pass the screening instrument.)

24	Pass
30	Fail
1	Fail
Overall	Pass

Grade & Subject:G01H10ISBN:9781319137205

Title Name:Advanced LanPublisher:Bedford Freeman & Worth

Original Reviews Submitted:5Reviewers:23, 3, 24, 30, 1

SECTION III						
High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks						
Materials meet at least 80% of indicators in Section III.						
Standards are taught in an integrated fashion to support students in developing proficiency as readers and writers as they make meaning of texts through reading, writing, speaking and listening. Instructional decisions for standards instruction centers on the texts that have been selected to strategically build students’ knowledge, and the standards are spiraled throughout the year to promote continued practice and application with ever increasing text complexity.						
Indicator	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Units are built around a concept or topic and include essential questions and enduring understandings.	23	Yes	Units 1-4 are built around essential skills, and the remaining units are built around thematic topics like Ambition, Ethics, and Cultures in Conflict.			
	3	Yes		0		
	24	Yes		0		
	30	Yes		0		
	1	No	This indicator is not met due to not including this standard for instruction is not met due to the lack of evidence of alignment with the Tennessee ELA standards and explicitly focused teaching of the standards. A suggestion for improvement would be to label the standards within the instructional materials and lesson plans aligned with standards.			
b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.	23	Yes		0		
	3	Yes		0		
	24	Yes		0		
	30	Yes	To improve, revise so that more lessons include Language and Speaking and Listening.			
	1	No	This standard for instruction is not met due to no evidence of alignment with the Tennessee state standards and explicitly focused teaching of the standards. A suggestion for improvement would be to label the standards within the instructional materials.			
c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.	23	Yes		0		
	3	Yes		0		
	24	Yes		0		
	30	Yes		0		
	1	Yes		0		
d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	23	Yes	Central texts include fiction, arguments, poetry, expository writing, narratives, drama, graphic novels and non-print media. Macbeth and Cyrano de Bergerac are provided in their entirety. Some of the supporting texts are excerpted.			
	3	Yes		0		
	24	Yes		0		
	30	Yes		0		
	1	Yes		0		
e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.	23	Yes	Authors and texts are both classic and contemporary and a wide variety of cultures are represented.			
	3	Yes		0		
	24	Yes	A strength of the text!			
	30	Yes		0		
	1	Yes		0		
f. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical, time period) while appealing to students’ interests.	23	Yes		0		
	3	Yes		0		
	24	Yes	Great!			
	30	Yes		0		
	1	Yes		0		
g. Students have varied opportunities to engage	23	No	Most texts are presented without instructions on how students should engage with the text while reading. Consider providing explicit instructions providing students with varied opportunities to engage with the text, based on the skills that they acquired in the first 4 chapters.			
	3	Yes		0		

with text, such as read-alouds, small-group reading, and independent reading.	24	Yes	Ideas for this are included in marginal notes of TE. (Green lightbulbs)			
	30	No	To improve, provide specific guidance for teachers on how students should engage in the readings of the texts.			
	1	No	This standard for instruction is not met due to no evidence of alignment with the Tennessee state standards and explicitly focused teaching of the standards. A suggestion for improvement would be to label the standards within the instructional materials.			
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).	23	Yes	Close reading suggestions are provided for modeling in the teacher's edition. Students are also expected to go back to the text to answer questions, and in many cases to synthesize information in a writing or discussion prompt.			
	3	Yes	0			
	24	Yes	Most texts include Close Reading sections marked in a purple color in teacher's edition; also, multiple questions for each text ask students to re-read specific portions of text to consider a different element.			
	30	Yes	0			
	1	No	This indicator is not met due to the lack of lesson plans or explicit instruction in regards to repeated reads of a text.			
i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	23	Yes	0			
	3	Yes	0			
	24	Yes	Materials provide recommended texts for high volume of text and ways for students to engage; however, the accountability structures should be improved/strengthened. How will students be evaluated, how can they evaluate themselves, etc.? Include more rubrics both for teacher and student use. (Not just for writing but for discussion as well)			
	30	Yes	0			
	1	No	This indicator is not met due to the lack of evidence in regards to student support 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.	23	Yes	0			
	3	Yes	0			
	24	Yes	0			
	30	Yes	0			
	1	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.	23	Yes	0			
	3	Yes	0			
	24	Yes	0			
	30	Yes	0			
	1	Yes	0			
l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	23	Yes	0			
	3	Yes	0			
	24	Yes	0			
	30	Yes	0			
	1	Yes	0			
m. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.	23	Yes	0			
	3	Yes	0			
	24	Yes	0			
	30	Yes	0			
	1	Yes	0			
n. Instruction in conventions, syntax, and style is direct and contextual (mentor texts), increases in sophistication, and is applied to authentic writing experiences.	23	Yes	0			
	3	Yes	0			
	24	Yes	0			
	30	No	The Grammar and Language Guide is included at the end of the textbook. To improve, embed this instruction throughout.			
	1	Yes	0			
o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	23	No	Most vocabulary instruction focuses on context and effect. Consider adding a morphology element to the vocabulary worksheets for the words for which it is applicable. For example, on the Gabriel García Márquez			
	3	Yes	0			
	24	No	There is a very small list of Latin and Greek roots. Even if the list were longer, this isn't the issue. The issue is there is no instruction with the use of these roots. The vocabulary sheets do not focus on the use of these roots.			
	30	No	To improve, include explicit vocabulary instruction on morphology and Latin or Greek roots.			
	1	No	This indicator is not met due to the lack of any explicit vocabulary instruction in the instructional materials.			
p. Materials provide instruction in specific academic language and structures associated with	23	Yes	Each unit ends with a writing workshop which contains highly scaffolded instructions to guide students through extended writing activities.			
	3	Yes	0			

different modes of writing (e.g., use of flashback in narrative, chronological vs. descriptive techniques in informative/explanatory, and rhetoric in opinion/argumentative).	24	Yes	0			
	30	Yes	0			
	1	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.	23	Yes	0			
	3	Yes	0			
	24	No	Need to add rubrics for evaluating discussions; description of Socratic Seminar/fishbowl included, but no rubric for evaluating student performance			
	30	No	The materials lack opportunities for academic discussions. To improve, utilize the teaching notes to provide guidance on facilitating appropriate academic discussions.			
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.	1	No	This indicator is not met due to a lack of explicit instructions on questions and tools for academic discussions. There are some included strategies for academic discussion, but none that address specific texts. A suggestion for improvement is to include explicit lessons for academic discussions and build capacity with the students, as well as to ensure that the materials include differentiated instruction for students with varying abilities. The publisher materials outline different suggested pathways through the textbook based on class ability level. Teacher's edition provides further scaffolding suggestions on a text-by-text basis.			
	23	Yes				
	3	Yes	0			
	24	Yes	0			
	30	No	To improve, include more teacher guidance to address the varying needs of diverse learners.			
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.	1	No	This indicator is not met due to the lack of differentiation included within the instructional materials. There is a brief overview in the opening pages, but no lessons with differentiation included.			
	23	Yes	Formative assessments can be found in the teacher's edition. Each chapter also has several writing prompts at the end which could be used as a summative assessment. Publisher also includes a digital "Test Bank" with materials.			
	3	Yes	0			
	24	Yes	0			
	30	Yes	0			
t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	1	Yes	0			
	23	Yes	This information is provided in digitally provided Correlation to Common Core guide, but only with page numbers. Consider breaking this information down further to address specific questions and tasks on each page.			
	3	No	Listing TN Standards being covered within each unit would help meet this indicator.			
	24	No	In the teacher's edition, there should be indications of which standards are being addressed by each task, question, etc. For example, if a teacher is looking for ways to address a particular standard, he/she should be able to find codes that identify where that standard is addressed. Some texts include the standard after each question.			
	30	No	To improve, include the standard being assessed on each assessment. Also, ensure that the correlation guide is completely aligned to the standards.			
Additional Comments:	1	No	This standard for instruction is not met due to no evidence of alignment with the Tennessee ELA standards and explicitly focused teaching of the standards. A suggestion for improvement would be to label the standards within the instructional materials.			
	Reviewer	Evidence/Notes				
	23				Total indicators to be re-reviewed:	0
	3					
	24					
Additional comments about high-quality instruction within the materials:	30					
	1					
	Reviewer	Aligned				
	23	Pass				
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 criterion does not pass.	3	Pass				
	24	Pass				
	30	Fail				

are marked, then this program does not pass.	1	Fail
	Overall	Pass

Grade & Subject:G01H10ISBN:9781319137205

Title Name:Advanced Lang Publisher:Bedford Freeman & Worth

Original Reviews Submitted:5 Reviewers:23, 3, 24, 30, 1

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.				Revised or Referenced?	Publisher Comments	Re-Review?
Teacher Support	Reviewer	Meets Expectations	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.	23	Yes	Some of this information is available in the student edition, but the teacher's edition also includes a short explanation of each text in the nit in the introduction to chapter section before each unit. It also includes various suggestions, often marked under the heading "Teaching Idea" or "Building Context" as annotations to the text.			
	3	Yes	0			
	24	Yes	Each text includes background information on author, content, historical context, and information about illustrations.			
	30	No	0			
	1	Yes	0			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	23	Yes	Passages in the teacher's edition are annotated according to the following four categories: Building Context, Check for Understanding, Close Reading, and Teaching Idea. There are also visual cues that refer the teacher to available digital resources.			
	3	Yes	0			
	24	Yes	Yes, but teacher's edition needs many more annotations on texts; suggested responses are provided for end-of-text questions, but not for questions underneath photographs, close reading suggestions or passages, marginal checks for understanding, activity box questions, etc.)			
	30	No	0			
	1	No	This indicator is not met, due to the lack of . There is insufficient evidence of the alignment of any standard due to the lack of explicit instruction on any of the standards. None of the instruction is labeled with Tennessee ELA Standards. A note for improvement would be to label the instructional materials with the standards and include explicit lesson plans for teaching the standards. The teaching tips for teachers are useful "tips", but do not include how to instruct the standards.			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	23	No	This information is provided in the digitally-provided Correlation to Common Core guide, but only with page numbers. Consider breaking this information down further to address specific questions and tasks on each page to make it more user-friendly for teachers. Also consider including this information in the teacher's edition of the text.			
	3	Yes	0			
	24	No	Standards and learning objectives are not explicitly or easily found.			
	30	No	0			

	1	No	There is insufficient evidence of the alignment of any standard due to the lack of explicit instruction on any of the standards. None of the instruction is labeled with Tennessee ELA Standards. A note for improvement would be to label the instructional materials with the standards and include explicit lesson plans for teaching the standards. The teaching tips for teachers are useful "tips", but do not include how to instruct the standards.			
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.	23	No	Connections are present due to the wide variety of materials; however connections do not seem to be labeled.			
	3	No	This would be a great feature to have. Anytime cross-curricular occurs, note it.			
	24	No	There are connections to other content areas; however, no standards are listed anywhere in text.			
	30	No	0			
	1	No	This indicator is not met. There is no explicit alignment to any of the Tennessee Academic Standards.			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	23	Yes	0			
	3	Yes	0			
	24	No	Think alouds are not included in text; there are model analysis that students can use for models of good writing, but there are not think alouds that teachers can use to show students how to make inferences and find meaning.			
	30	No	0			
	1	No	0			
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.	23	Yes	0			
	3	Yes	0			
	24	Yes	The introduction to each chapter includes challenges that particular texts may present to students.			
	30	No	0			
	1	No	0			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	23	Yes	0			
	3	Yes	0			
	24	Yes	0			
	30	No	0			
	1	No	0			
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	23	Yes	0			
	3	Yes	0			
	24	Yes	0			
	30	No	0			
	1	No	0			
i. Teacher-facing materials provide suggestions in daily lessons or units of instruction on appropriate opportunities for formative assessments and adjusting lessons if necessary.	23	Yes	0			
	3	Yes	0			
	24	Yes	0			
	30	Yes	0			
	1	No	This indicator is not met due to the lack of daily lessons included within the instructional materials. The unit planner does include some formative assessment ideas. There are no opportunities for adjusting lessons in response to formative assessment. Unit 6 includes one question for a formative and one writing question for a formative. There are essential activities aligned to the formative writing assessment, but does not include specific lessons aligned to the outcome of the formative assessments.			

j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	23	Yes	This information can be found in the Instructional Strategies folder in the digitally-provided resources.			
	3	Yes	0			
	24	Yes	There are some but more rubrics and instructions for how to implement need to be included.			
	30	Yes	0			
	1	Yes	The teacher materials include ideas for text based discussion protocol, but a note for improvement would be to include these protocols within the textbook itself.			
k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards.	23	Yes	0			
	3	Yes	0			
	24	Yes	0			
	30	No	0			
	1	No	This indicator is not met due to lack of including the Tennessee English Language Arts Standards within the instructional materials.			
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.	23	Yes	Rubrics are provided in the Rubrics folder in the digitally-provided resources			
	3	Yes	0			
	24	No	There are some rubrics for writing and a couple model analysis within chapters; anchor papers for student assigned essays not included; rubrics for speaking and listening not included.			
	30	Yes	0			
	1	Yes	0			
m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	23	No	Answer keys are provided in the Suggested Responses folder in the digitally provided resources, but no clear way to track and monitor progress seem apparent.			
	3	Yes	0			
	24	No	Not beyond rubrics for writing assignments			
	30	No	0			
	1	Yes	0			
n. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	23	No	I did not see quarterly benchmark assessments. A test bank application was provided, but without instructions, I was unable to access it.			
	3	No	By providing a multiple text summative assessment in the form of a TN Ready Test, it would help students practice in that testing format, and it would help teachers see if student is gaining mastery of the concepts/standards taught.			
	24	No	Quarterly benchmark assessments are not included but there are many assessment opportunities throughout the text.			
	30	No	0			
	1	No	This indicator is not met because there is no evidence included of benchmark assessments or alignment to the Tennessee ELA Standards.			
o. Materials include suggestions and tools to keep students and parents informed about students' progress.	23	No	0			
	3	Yes	0			
	24	No	0			
	30	No	0			
	1	No	This indicator is not met because there are no suggestion or tools to inform stakeholders of progress.			
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.	23	Yes	Components are arranged by text instead of by lesson, but each text is given a suggested class periods designation in the Text Overview and Pacing section before each unit			
	3	Yes		0		
	24	Yes		0		
	30	Yes		0		
	1	No	This indicator is not met due the lack of inclusion of daily lesson plans. A suggestion for improvement is to include daily lesson planner to align with the instructional materials.			
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.	23	Yes		0		
	3	Yes		0		
	24	Yes		0		
	30	Yes		0		
	1	No	This indicator is not met due to the lack of instructional sequences being included to address prior grade level learning or standard progression.			
r. Program components, lesson plans, and the relationships among the parts are clear.	23	Yes		0		
	3	Yes		0		
	24	Yes		0		
	30	Yes		0		
	1	No	This indicator is not met due the lack of inclusion of daily lesson plans. A suggestion for improvement is to include daily lesson planner to align with the instructional materials.			
s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	23	Yes		0		
	3	Yes		0		
	24	Yes	Each chapter begins with an introduction and unit planner; materials align with standards; however, standards are not indicated anywhere in the text.			
	30	No		0		
	1	No	This indicator is not met due to the lack of inclusion of a scope and sequence or the Tennessee State ELA Standards.			
t. Each lesson contains a list of required materials.	23	No	Most lessons require only the text, but no explicit mention is made lesson-to-lesson if that is or isn't the case. Consider adding this annotation to the first page of each text in the teacher's guide.			
	3	Yes		0		
	24	No		0		
	30	No		0		
	1	No	This indicator is not met due to the lack of lesson plans included within the materials.			
u. Lessons, chapters, and units contain estimated instructional times.	23	Yes		0		
	3	Yes		0		
	24	Yes	The unit planner suggests how long a particular text will take based on 50-minute class periods. Individual lessons are not broken down into specific time increments.			
	30	Yes		0		
	1	No	This indicator is not met due to lack of instructional times for each lesson or chapter. There is a unit planning overview at the beginning of each unit that includes estimated times for selected items. The unit planner does not include the central text.			
v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	23	Yes	All texts are printed in the textbook. No unprovided texts are necessary. Materials suggest that access to e-books is possible, but no resources were provided.			
	3	Yes		0		
	24	Yes		0		
	30	Yes		0		
	1	Yes		0		
	23	Yes		0		

w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	3	Yes	0			
	24	Yes	0			
	30	Yes	0			
	1	Yes	0			
x. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	23	No	0			
	3	Yes	0			
	24	Yes	0			
	30	Yes	0			
y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	1	Yes	0			
	23	No	0			
	3	No	This indicator would help tremendously. Maybe put it at the very beginning of the book as a resource.			
	24	No	0			
Additional Comments:	30	No	0			
	1	No	This indicator is not met due to the Tennessee ELA Standards not being included in the the teacher facing materials.			
	Reviewer	Evidence/Notes				
	23	0				
Additional Comments about Section V: Additional Components	3	0			Total indicators to be re-reviewed:	0
	24	0				
	30	0				
	1	0				

[illegible]

[illegible]