

****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: myPerspectives English Language Arts
Grade: G01H13

Reviewer	Section I	Section II	Section III	Overall
154	Pass	Pass	Pass	
156	Pass	Pass	Pass	
138	Pass	Pass	Pass	
158	Pass	Pass	Pass	
131	Pass	Pass	Pass	
Overall	Pass	Pass	Pass	PASS

Publisher Notes:

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

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

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

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

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

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

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

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.	154	Yes	0			
	156	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	Exceeds expectations of a British literature course complemented by world texts.			
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	154	Yes	0			
	156	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	Materials exceed expectations with the use of both the "Word Network" strategy for each unit, as well as the Realize Reader that contains glossary terms defined with audio support, as well as multiple translations.			
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	154	Yes	0			
	156	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	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.	154	Yes	0			
	156	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	Exceeds expectations! A text complexity rubric is provided for each text with additional teacher directions based on reader, task, and support.			
e. Text plays a central role in the English class/block.	154	Yes	0			
	156	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	0			
f. Text selection should include a balanced representation of both literature and informational text across the year as indicated by the grade-level standards.	154	Yes	0			
	156	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	Exceeds expectations with the poetry genre fully represented in every unit, as well as the addition of literary criticisms.			
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.	154	Yes	0			
	156	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	0			

h. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.	154	Yes		0			
	156	Yes		0			
	138	Yes		0			
	158	Yes		0			
	131	Yes	Exceeds expectations with the "Jump Start," "First Read," and "Evidence Log" resources for consistent writing to both the text and task.				
i. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	154	Yes		0			
	156	Yes		0			
	138	Yes		0			
	158	Yes		0			
	131	Yes		0			
Additional comments:	Reviewer	Evidence/Notes					
Additional comments on the three instructional shifts within the materials:	154			0		Total indicators to be re-reviewed:	0
	156			0			
	138			0			
	158			0			
	131			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					
	154	Pass					
	156	Pass					
	138	Pass					
	158	Pass					
	131	Pass					
	Overall	Pass					

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154, 156, 138, 158, 131

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		154	Yes		0		
Category	Literature: 11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.	156	Yes		0		
Key Ideas and Details		138	Yes	This skill is sequenced throughout the scope of the book. Students practice analyzing explicit statements and drawing inferences with anchor texts alone.			
Cornerstone		158	Yes		0		
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.		131	Yes	Exceeds expectations with multiple mini lessons entitled, "Close Read the Text" and "Analyze the Text" which allow students intentional close read practice.			
	Informational Text: 11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.	154	Yes		0		
		156	Yes	The standard is met; however, this can be improved by adding more opportunities to practice and master this skill within the curriculum.			
		138	Yes		0		
		158	Yes		0		
		131	Yes		0		
Standard 2		154	Yes		0		
Category	Literature: 11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.	156	Yes		0		
Key Ideas and Details		138	Yes		0		
Cornerstone		158	Yes		0		
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		131	Yes	Meets expectations; however, there seems to be more			
	Informational Text: 11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.	154	Yes		0		
		156	Yes		0		
		138	Yes	Multiple examples provided in the correlation guide			
		158	Yes		0		
		131	Yes		0		
Standard 3		154	Yes		0		
Category	Literature: 11-12.RL.KID.3 Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.	156	Yes		0		
Key Ideas and Details		138	Yes		0		
Cornerstone		158	Yes		0		
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		131	Yes		0		
	Informational Text: 11-12.RI.KID.3 Analyze how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.	154	Yes		0		
		156	Yes	The standard is met; however, this can be improved by adding more opportunities to practice and master this skill within the curriculum.			
		138	Yes		0		
		158	Yes		0		
		131	Yes		0		
Standard 4		154	Yes		0		
Category	Literature: 11-12.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 words with multiple meanings and language that is stylistically poignant and engaging.	156	Yes		0		
Craft and Structure		138	Yes		0		
Cornerstone		158	Yes		0		
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.		131	Yes		0		
	Informational Text: 11-12.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.	154	Yes		0		
		156	Yes	The standard is met; however, this can be improved by adding more opportunities to practice and master this skill within the curriculum.			
		138	Yes		0		
		158	Yes		0		
		131	Yes		0		
Standard 5		154	Yes		0		
Category	Literature: 11-12.RL.CS.5 Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.	156	Yes		0		
Craft and Structure		138	Yes	This standard is thoroughly addressed throughout the textbook. The level and rigor are both appropriate.			
Cornerstone		158	Yes		0		
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.		131	Yes	Exceeds expectations with multiple "Analyze Craft and Structure" mini lessons throughout this resource with explicit teacher/student instruction.			
	Informational Text: 11-12.RI.CS.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.	154	Yes		0		
		156	Yes	The standard is met; however, this can be improved by adding more opportunities to practice and master this skill within the curriculum.			
		138	No	This standard is addressed weakly in the text. Three strong examples exist (2 of the 3 are in unit 6) although there are many opportunities to include more.			
		158	Yes		0		
		131	Yes		0		
		154	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: 11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.	156	Yes	The standard is met, however, this can be improved by adding more opportunities to practice and master this skill within the curriculum.	0		
		138	Yes		0		
		158	Yes		0		
		131	Yes	Meets expectations; however, the instruction for this standard seems implicit or being assumed at times. Direct instruction regarding purpose and how it is	0		
		154	Yes		0		
	Informational Text: 11-12.RI.CS.6 Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.	156	Yes		0		
		138	Yes	The majority of interactions with this standard focus on analyzing style and content and how each contributes to the author's effectiveness.	0		
		158	Yes		0		
		131	Yes		0		
		154	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: 11-12.RL.IK.I.7 Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.	154	Yes		0		
		156	Yes		0		
		138	Yes		0		
		158	Yes		0		
		131	Yes	Exceeds expectations with the mini-lessons "Writing to Compare" available to teachers when reading in multiple formats.	0		
	Informational Text: 11-12.RI.IK.I.7 Evaluate the topic or subject in multiple diverse formats and media.	154	Yes		0		
		156	Yes	The standard is met, however, this can be improved by adding more opportunities to practice and master this skill within the curriculum.	0		
		138	No	The tasks for this standard are various formats and media created by the student. The rationale behind this standard is for students to evaluate the	0		
		158	Yes		0		
		131	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						
		154	Yes		0		
		156	Yes	The standard is met, however, this can be improved by adding more opportunities to practice and master this skill within the curriculum.	0		
		138	Yes		0		
		158	Yes		0		
	Informational Text: 11-12.RI.IK.I.8 Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.	131	Yes		0		
		154	Yes		0		
		156	Yes		0		
		138	Yes		0		
		158	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: 11-12.RL.IK.I.9 Demonstrate knowledge of and analyze thematically-related, texts of literary significance, considering how two or more texts treat similar themes or topics.	131	Yes		0		
		154	Yes		0		
		156	Yes		0		
		138	Yes		0		
		158	Yes		0		
	Informational Text: 11-12.RI.IK.I.9 Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.	131	Yes		0		
		154	Yes		0		
		156	Yes		0		
		138	Yes		0		
		158	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: 11.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.	131	Yes	Exceeds expectations with Small Group Learning and Independent Learning texts, as well as the Trade Book resource.	0		
		154	Yes		0		
		156	Yes		0		
		138	Yes		0		
		158	Yes		0		
	Informational Text: 11.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.	131	Yes		0		
		154	Yes		0		
		156	Yes		0		
		138	Yes		0		
		158	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.	11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.	154	Yes		0		
		156	Yes		0		
		138	Yes		0		
		158	Yes		0		
		131	Yes	Meets expectations; however, many of the opportunities are presented in the Small Group Learning curriculum. A suggestion would be to include more discussion protocols within the Whole Class Learning for a more differentiated	0		
Standard 2 Category		154	Yes		0		

Comprehension and Collaboration Cornerstone Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.	11-12.SL.CC.2 Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.	156	Yes	The standard is met; however, this can be improved by adding more opportunities to practice and master this skill within the curriculum.			
		138	No	This standard is not thoroughly addressed. Tasks require integration of material and some evaluation of sources; however, tasks do not include the evaluation of data and how to not discrepancies. The publisher should include more tasks.			
		158	Yes		0		
		131	Yes		0		
Standard 3 Category Comprehension and Collaboration Cornerstone Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	11-12.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	154	Yes		0		
		156	Yes	The standard is met; however, this can be improved by adding more opportunities to practice and master this skill within the curriculum.			
		138	Yes	This standard is addressed through a class debate and an oral interpretation.			
		158	Yes		0		
Standard 4 Category Presentation of Knowledge and Ideas Cornerstone Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to	11-12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.	131	Yes		0		
		154	Yes		0		
		156	Yes		0		
		138	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.	11-12.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.	158	Yes		0		
		131	Yes		0		
		154	Yes		0		
		156	Yes		0		
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.	11-12.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	138	Yes		0		
		158	Yes		0		
		131	Yes		0		
		154	Yes		0		
WRITING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Text Types and Protocols Cornerstone Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. a. Introduce precise claim(s). b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. d. Provide a concluding statement or section that follows from and supports the argument presented. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone.	154	Yes		0		
		156	Yes		0		
		138	Yes	Students engage in a variety of argumentative tasks across the scope of the course. Support structures for all components of the writing process exist.			
		158	Yes		0		
		131	Yes	Exceeds expectations with Unit 1 starting with the Launch Text as an argument model and then moving to the argument essay/speech as the performance-based assessment.			

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.	11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience. b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Provide a concluding statement or section that follows from and supports the information or explanation presented. e. Use appropriate formatting, graphics, and multimedia to aid comprehension. f. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. g. Establish and maintain a formal style and objective tone.	154	Yes		0			
		156	Yes		0			
		138	Yes		0			
		158	Yes		0			
		131	Yes		0			
Standard 3 Category Text Types and Protocols Cornerstone Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	11-12.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters. b. Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. g. Use appropriate language and techniques, such as metaphor, simile, and analogy.	154	Yes	Though this indicator is met, sub item D lacks clarity for student thinking. The term "multiple plot lines" does not appear in the text. It could be included in Unit 4, page 464. Sequencing events for narrative techniques could include it as a separate item or mentioned within the "Framing device" explanation.				
		156	Yes		0			
		138	Yes		0			
		158	Yes		0			
		131	Yes	Meets expectations; however, since the narrative performance-based writing task does not occur until Unit 4, it would be helpful to include mini-lessons in the earlier units surrounding narrative techniques.				
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.	11-12.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.)	154	Yes		0			
		156	Yes		0			
		138	Yes		0			
		158	Yes		0			
		131	Yes	Exceeds expectations with mini-lessons embedded, making writing sophisticated embedded in the performance task writing lesson plans. This is a nice distinction between earlier grade bands.				
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.	11-12.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 11-12.)	154	Yes		0			
		156	Yes		0			
		138	Yes		0			
		158	Yes		0			
		131	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.	11-12.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.	154	Yes		0			
		156	Yes		0			
		138	Yes		0			
		158	Yes		0			
		131	Yes		0			
Standard 7 Category		154	Yes		0			

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.	11-12.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.	156	Yes		0			
		138	Yes		0			
		158	Yes		0			
		131	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.	11-12.W.RBPk.8 Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.	154	Yes		0			
		156	Yes		0			
		138	Yes		0			
		158	Yes		0			
		131	Yes	Meets expectations; however, it would be helpful to have deliberate practice with "assessing the credibility and effectiveness of sources" in the earlier units.				
Standard 9 Category Research to Build and Present Knowledge Cornerstone Draw evidence from literary or informational texts to support analysis, reflection, and research.	11-12.W.RBPk.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.	154	Yes		0			
		156	Yes		0			
		138	Yes		0			
		158	Yes		0			
		131	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.	11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	154	Yes		0			
		156	Yes		0			
		138	Yes		0			
		158	Yes		0			
		131	Yes		0			
LANGUAGE STANDARDS		Reviewer	Meets Expectations	Evidence/Notes		Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Conventions of Standard English Cornerstone Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.	154	Yes		0			
		156	Yes		0			
		138	Yes		0			
		158	Yes		0			
		131	Yes		0			
Standard 2 Category Conventions of Standard English Cornerstone Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.	154	Yes		0			
		156	Yes		0			
		138	Yes	There are no direct instructions or links to sites showing how to conform to a style guide.				
		158	Yes		0			
		131	Yes	Exceeds expectations with multiple mini-lessons entitled "Language Development" and "How Language				
Standard 3 Category Knowledge of Language Cornerstone Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to	11-12.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; consult references for guidance; and apply an understanding of syntax to the study of complex texts.	154	Yes		0			
		156	Yes		0			
		138	Yes		0			
		158	Yes		0			

comprehend more fully when reading or listening.		131	Yes		0			
Standard 4		154	Yes		0			
Category Vocabulary Acquisition and Use	11-12.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.	156	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		138	Yes		0			
		158	Yes		0			
		131	Yes		0			
		154	Yes		0			
		156	Yes		0			
Standard 5		138	Yes		0			
Category Vocabulary Acquisition and Use	11-12.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.	158	Yes		0			
Cornerstone Demonstrate understanding of figurative language, word relationships, and nuances in word meanings		131	Yes		0			
		154	Yes		0			
		156	Yes		0			
		138	Yes		0			
Standard 6		158	Yes		0			
Category Vocabulary Acquisition and Use	11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.	131	Yes	Excellent resource at the start of each text with the "Standards Support Through Teaching and Learning Cycle." The instructional standards allow teachers to				
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.								
Additional Comments		Reviewer	Evidence/Notes					
Additional Comments on Section II Standards		154		0		Total indicators to be re-reviewed:	0	
		156		0				
		138		0				
		158		0				
		131		0				
Alignment with Section II: ELA Standards.		Reviewer	Aligned					
This means that no more than 4 boxes were marked "No." If more than 4 "No" boxes are marked, then this program does not pass. (Note: Reading Literature and Reading Informational Text count as separate standards. If the screening instrument was checked "no" for 2 Reading Literature standards and 3 Informational Text standards, then it would NOT pass the screening instrument.)		154		Pass				
		156		Pass				
		138		Pass				
		158		Pass				
		131		Pass				
Overall		Pass						

Grade & Subject:G01H13ISBN:9781418312114

Title Name:myPerspectivesPublisher:Pearson Education

Original Reviews Submitted:5 Reviewers:154, 156, 138, 158, 131

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.	154	Yes	0			
	156	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	Exceeds expectations in terms of clarity and direction instruction. Each text has a clear "Connection to the Essential Question"			
b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.	154	Yes	0			
	156	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	0			
c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.	154	Yes	0			
	156	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	0			
d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	154	Yes	0			
	156	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	Exceeds expectations with the array of texts offered in both Whole Class and Small Group Learning, as well as Trade books and the "Reading Spot" resource.			
e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.	154	Yes	0			
	156	Yes	0			
	138	Yes	The focus of this textbook is British literature. There are supplemental pieces and novel suggestions that are culturally varied.			
	158	Yes	0			
	131	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.	154	Yes	0			
	156	Yes	0			
	138	Yes	The focus of this textbook is British literature. There are supplemental pieces and novel suggestions that are from various perspectives outside of the British canon.			
	158	Yes	0			
	131	Yes	0			
g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.	154	Yes	0			
	156	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	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).	154	Yes	0			
	156	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	0			
i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	154	Yes	0			
	156	Yes	0			
	138	Yes	0			
	158	Yes	0			

	131	Yes		0			
	154	Yes		0			
j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.	156	Yes		0			
	138	Yes		0			
	158	Yes		0			
	131	Yes		0			
	154	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.	156	Yes		0			
	138	Yes		0			
	158	Yes		0			
	131	Yes		0			
	154	Yes		0			
l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	156	Yes		0			
	138	Yes		0			
	158	Yes		0			
	131	Yes		0			
	154	Yes		0			
m. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.	156	Yes		0			
	138	Yes		0			
	158	Yes		0			
	131	Yes		0			
	154	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.	156	Yes		0			
	138	Yes		0			
	158	Yes		0			
	131	Yes		0			
	154	Yes		0			
	156	Yes		0			
o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	138	Yes		0			
	158	Yes		0			
	131	Yes	Exceeds expectations with the "Word Study" resource provided for each text lesson.				
	154	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).	156	Yes		0			
	138	Yes		0			
	158	Yes		0			
	131	Yes	Exceeds expectations! Specific academic language at the start of each unit for the specified mode of writing for the performance-based assessment is so beneficial to the foundational understanding of the modes of writing.				
	154	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.	156	Yes		0			
	138	No	Most speaking assignments are identical and occur after the independent read. Students write and speak about the text they read. Evaluation scales are included for larger speaking tasks. However, listening prompts and tools for structured academic discussion are largely absent. For revision, the publisher should include prompts				
	158	Yes		0			
	131	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.	154	Yes		0			
	156	Yes		0			
	138	Yes	Online translations are available in Spanish, pre-work for those performing below grade-level is available with each unit (labeled "RP"), there are some modifications for English Learners in each lesson.				
	158	Yes		0			
	131	Yes		0			
s. Formative and summative assessments are embedded throughout instructional materials and	154	Yes		0			

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.	156	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	0			
t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	154	Yes	0			
	156	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional comments about high-quality instruction within the materials:	154				Total indicators to be re-reviewed:	0
	156					
	138					
	158					
	131					
Alignment with Section III	Reviewer		Aligned			
Materials meet at least 80% alignment with Section III: High-Quality instruction? This means no more than 4 indicators were marked no in Section III. If more than 4 "No" boxes are marked, then this program does not pass.	154		Pass			
	156		Pass			
	138		Pass			
	158		Pass			
	131		Pass			
	Overall		Pass			

Grade & Subject:G01H13ISBN:9781418312114

Title Name:myPerspective: Publisher:Pearson Education

Original Reviews Submitted:5 Reviewers:154, 156, 138, 158, 131

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.	154	Yes	0			
	156	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	0			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	154	Yes	0			
	156	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	0			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	154	Yes	0			
	156	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	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.	154	Yes	This indicator is met with many excellent examples. A suggestion to improve accessibility to the items included is to provide an index list to help teachers plan in advance to incorporate them. The purple text makes them easy to notice.			
	156	Yes	0			
	138	No	Interdisciplinary references occur throughout, but standards outside of ELA are not referenced.			
	158	Yes	0			
	131	Yes	Meets expectations; however, a "Cross Curricular Perspectives" resource page in the appendix would be helpful in terms of planning.			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	154	Yes	0			
	156	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	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.	154	Yes	0			
	156	Yes	Although this indicator is met, this indicator could be improved with consideration to students with learning disabilities and explicitly provide options for enrichment and differentiation.			
	138	Yes	0			
	158	Yes	0			
	131	No	Implicit directions, not necessarily misconceptions. To meet this requirement, I believe that the directions need to be explicit directions in the Teacher's Edition.			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	154	Yes	0			
	156	No	This indicator is not met. Please consider adding enrichment activities that are aligned to Tennessee ELA academic standards in order to increase student achievement for enriched students and students who need rigorous work above their peers.			
	138	Yes	0			
	158	Yes	0			

	131	Yes	0			
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	154	Yes	0			
	156	No	This indicator is not met. Please consider adding explicit extended learning opportunities to help reinforce classroom instruction for all students.			
	138	Yes	0			
	158	Yes	0			
	131	Yes	0			
i. Teacher-facing materials provide suggestions in daily lessons or units of instruction on appropriate opportunities for formative assessments and adjusting lessons if necessary.	154	Yes	0			
	156	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	0			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	154	Yes	0			
	156	Yes	0			
	138	Yes	The protocols that appear are not specific to the tasks. Instead, protocols suggest ideas for a group discussion such as being respectful to others and using accountable talk.			
	158	Yes	0			
	131	Yes	0			
k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards.	154	Yes	0			
	156	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	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.	154	Yes	0			
	156	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	0			
m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	154	Yes	0			
	156	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	0			
n. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	154	No	This component is partially met. There are only 3 benchmarks. The end-of-year assessment has does not identify the standard for the items. What is provided is good. Exam View can be used to create an additional benchmark, but a fourth assessment is needed.			
	156	No	This indicator is not met. In order to increase student mastery of each academic ELA standard, please consider adding common assessments to properly assess students and monitor their academic progress.			
	138	Yes	0			
	158	Yes	0			
	131	Yes	Meets expectations, just not quarterly benchmark assessments. The curriculum is designed with beginning, middle, and ending assessments.			
o. Materials include suggestions and tools to keep students and parents informed about students' progress.	154	Yes	0			
	156	Yes	0			
	138	No	Parent letters exist for each unit. The letters explain upcoming themes and an overview of reading assignments. There are no tools for keeping parents informed about a student's progress towards mastery of the standards. For revision, the publisher could incorporate a progress report based on the data provided in the Pearson Realize data section.			
	158	Yes	0			
	131	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.	154	Yes	0			
	156	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	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.	154	Yes	0			
	156	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	0			
r. Program components, lesson plans, and the relationships among the parts are clear.	154	Yes	0			
	156	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	0			
s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	154	Yes	0			
	156	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	0			
t. Each lesson contains a list of required materials.	154	Yes	0			
	156	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	Meets expectations; however, the list is found at the start of each unit, and not before each lesson.			
u. Lessons, chapters, and units contain estimated instructional times.	154	Yes	0			
	156	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	0			
v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	154	Yes	0			
	156	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	0			
w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	154	Yes	0			
	156	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	0			
x. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	154	Yes	0			
	156	Yes	0			
	138	No	An explanation of design is included in Pearson's provided screening instrument, but there is not a clear explanation of the research behind the program within the materials.			
	158	Yes	0			
	131	Yes	0			
y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	154	Yes	0			
	156	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	Exceeds expectations in that the list of standards includes exemplar lessons throughout the resources.			
Additional Comments:	Reviewer	Evidence/Notes				
Additional Comments about Section V: Additional Components	154	0		Total indicators to be re-reviewed:	0	
	156	0				
	138	0				
	158	0				

	131	0			
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Abstract

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