

****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: G01H09

Reviewer	Section I	Section II	Section III	Overall
154	Pass	Pass	Pass	
156	Pass	Pass	Pass	
158	Pass	Pass	Pass	
131	Pass	Pass	Pass	
138	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		
	158	Yes		0		
	131	Yes		0		
	138	Yes		0		
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		
	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.			
	138	Yes	While the use of vocabulary is required in oral and written responses, the uses are structured and do not allow for students to utilize the words in new contexts outside of the lesson in which they are taught. One way to revise is to have students utilize the new vocabulary in writing assignments associated with the text within which the words were taught.			
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		
	158	Yes		0		
	131	Yes		0		
	138	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		
	158	Yes		0		
	131	Yes		0		
	138	Yes		0		
e. Text plays a central role in the English class/block.	154	Yes		0		
	156	Yes		0		
	158	Yes		0		
	131	Yes		0		
	138	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		
	158	Yes		0		
	131	Yes		0		
	138	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.	154	Yes		0		
	156	Yes		0		
	158	Yes		0		
	131	Yes	Materials exceed expectations with the multiple entry points for questioning, including "first read" routines for beginning comprehension, comprehension checks at the end of each text that are sequenced in ascending order, and the use of the "First Read Extension Questions" and "Text Complexity Questions."			
	138	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			
	158	Yes		0			
	131	Yes	Exceeds expectations with the use of the "Evidence Log" when working with texts, and then as a reference at the end of a unit working with the performance-based task.				
	138	Yes		0			
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			
	158	Yes		0			
	131	Yes		0			
	138	Yes	Discussions are focused around small group learning and collaborative projects.				
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			
	158			0			
	131			0			
	138			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					
	158	Pass					
	131	Pass					
	138	Pass					
	Overall	Pass					

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154, 156, 158, 131, 138

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		156	Yes		0		
Key Ideas and Details		158	Yes		0		
Cornerstone		131	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.		138	Yes		0		
		154	Yes		0		
		156	Yes		0		
		158	Yes		0		
		131	Yes		0		
		138	Yes	Although there are not many direct references to this standard, students analyze explicit information, draw inferences, and cite the strongest evidence in every unit through Comprehension Checks.	0		
Standard 2		154	Yes		0		
Category		156	Yes	Although this indicator is met, it would be beneficial to students to	0		
Key Ideas and Details		158	Yes		0		
Cornerstone		131	Yes		0		
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		138	No	The depth of this standard is not addressed thoroughly. The	0		
		154	Yes		0		
		156	Yes		0		
		158	Yes		0		
		131	Yes		0		
		138	Yes	There are a few instances where summary is taught directly (128,	0		
Standard 3		154	Yes		0		
Category		156	Yes		0		
Key Ideas and Details		158	Yes		0		
Cornerstone		131	Yes		0		
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		138	Yes		0		
		154	Yes		0		
		156	Yes		0		
		158	Yes		0		
		131	Yes		0		
		138	Yes		0		
Standard 4		154	Yes		0		
Category		156	Yes	Although this indicator has been met and speaks to the spirit of the standard, this can be improved by adding more explicit prompts/visuals/connections that teach and provide practice for this indicator.	0		
Craft and Structure		158	Yes		0		
Cornerstone		131	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.		138	Yes		0		
		154	Yes		0		
		156	Yes		0		
		158	Yes		0		
		131	Yes	meets expectations; however, I suggest you provide an earlier opportunity for students to be introduced to this skill. For example, in the new ELA Guide of a <i>Country</i> (vol. 1 under Authors' Explanations).	0		
		138	Yes		0		
Standard 5		154	Yes		0		
Category		156	No	Although there are several prompts/practice guidance that address the first half of this standard (analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise).	0		
Craft and Structure		158	Yes	analyze how an author's choices concerning text structure, plot structure, and/or time	0		
Cornerstone		131	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.		138	Yes	The address of this standard is strong Unit 6. During this unit, the standard is addressed through figurative devices, and not the structure of the text to create mystery, tension, or surprise. The unit	0		
		154	Yes		0		
		156	Yes		0		
		158	Yes		0		
		131	Yes		0		
		138	Yes		0		
Standard 6		154	Yes		0		
Category		156	Yes		0		
Craft and Structure		158	Yes		0		
Cornerstone		131	Yes		0		
		138	Yes		0		

Cornerstone Assess how point of view or purpose shapes the content and style of a text.	Informational Text: 9-10.RI.CS.6 Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.	154	Yes		0			
		156	Yes		0			
		158	Yes		0			
		131	Yes		0			
		138	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.	154	Yes		0			
		156	Yes		0			
		158	Yes		0			
		131	Yes	Meets expectations; however, the obvious choices that are mentioned in the "Tennessee Standards Exemplar" notes in the Teacher Edition only mention examples from Units 4 and 5. Further	0			
		138	Yes	Strong evidence in units 4 and 5.	0			
	Informational Text: 9-10.RI.IKI.7 Evaluate the topic or subject in two diverse formats or media.	154	Yes		0			
		156	Yes		0			
		158	Yes		0			
		131	Yes		0			
		138	Yes	Evidence in units 2 and 6. The identified example from the publisher in unit 3 does not provide two diverse formats or media; the task is a comparison essay on two speeches.	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.	154	Yes		0			
		156	Yes		0			
		158	Yes		0			
		131	Yes		0			
		138	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.	154	Yes		0			
		156	Yes		0			
		158	Yes		0			
		131	Yes		0			
		138	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.	154	Yes		0			
		156	Yes		0			
		158	Yes		0			
		131	Yes		0			
		138	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.	154	Yes		0			
		156	Yes		0			
		158	Yes		0			
		131	Yes		0			
		138	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.	154	Yes		0			
		156	Yes		0			
		158	Yes		0			
		131	Yes		0			
		138	Yes		0			
SPEAKING AND LISTENING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes		Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Comprehension and Collaboration Cornerstone Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.	9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing one's own clearly and persuasively.	154	Yes		0			
		156	Yes		0			
		158	Yes		0			
		131	Yes	Meets expectations; however, many of the opportunities are presented in the "Small Group Learning" curriculum. A suggested idea would be to include more discussion protocols within the "Whole-Class Learning" for a more differentiated experience.	0			
		138	Yes		0			
Standard 2 Category Comprehension and Collaboration Cornerstone Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.	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.	154	Yes		0			
		156	Yes		0			
		158	Yes		0			
		131	Yes		0			
		138	No	There is one strong example on page 2111. The listed examples on 721 and 769 do not meet the expectation of the standard. On 721, students select media but do not evaluate it. On 769, students create media; they do not integrate media from a source. For revision, the publisher needs to include	0			
Standard 3		154	Yes		0			

Category Comprehension and Collaboration Cornerstone Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	9-10.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.	156	Yes		0			
		158	Yes		0			
		131	Yes		0			
		138	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	9-10.SL.PK1.4 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.	154	Yes		0			
		156	Yes		0			
		158	Yes		0			
		131	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.	9-10.SL.PK1.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	154	Yes		0			
		156	Yes		0			
		158	Yes		0			
		131	Yes		0			
		138	Yes	The integration of technology is weak. For example, in unit 3, students use their informational essay to develop a 3-5 minute presentation. They are instructed to choose "audio and visuals to support" the presentation. There is little evidence in choosing or integrating the audio and visuals and how to use				
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.PK1.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	154	Yes		0			
		156	Yes		0			
		158	Yes		0			
		131	Yes		0			
		138	Yes		0			
WRITING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes		Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Text Types and Protocols Cornerstone Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. a. Introduce precise claim(s). b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. d. Provide a concluding statement or section that follows from and supports the argument presented. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	154	Yes		0			
		156	Yes		0			
		158	Yes		0			
		131	Yes		0			
		138	Yes	There is weak evidence of section "d" on conclusions. There are references to having a conclusion with a restatement of the thesis, but there is no direct instruction on this element of argumentative writing. For revision, the publisher should include direct instruction in the argumentative writing section in unit 2.				
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.	154	Yes		0			
		156	Yes		0			
		158	Yes		0			
		131	Yes		0			

	e. Use appropriate formatting, graphics, and multimedia to aid comprehension. f. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	138	Yes	There is weak evidence of section "d" on conclusions. There are references to having a conclusion with a restatement of the thesis, but there is no direct instruction on this element of explanatory writing. For revision, the publisher should include direct instruction in the explanatory writing section in unit 3.			
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.	154	Yes		0		
		156	Yes		0		
		158	Yes		0		
		131	Yes	TTP.1, TTP.2, and TTP.3 all exceed expectations with both the support and teacher instruction. Love all of the possibilities with the "Launch Text" at the start of each unit			
		138	Yes		0		
Standard 4 Category Production and Distribution of Writing Cornerstone Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	9-10.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	154	Yes		0		
		156	Yes		0		
		158	Yes		0		
		131	Yes		0		
		138	Yes		0		
Standard 5 Category Production and Distribution of Writing Cornerstone Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	9-10.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 9-10.)	154	Yes		0		
		156	Yes		0		
		158	Yes		0		
		131	Yes		0		
		138	Yes	Although present, most revision lessons are a paragraph with a checklist. The direct instruction is left to the teacher though little guidance is given in the teacher facing materials. For revision, the checklist needs to include more content-specific items and/or more direct instruction. The list are mostly items			
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.	154	Yes		0		
		156	Yes		0		
		158	Yes		0		
		131	Yes		0		
		138	Yes	The integration of technology is weak. For example, in Unit 3, students use their informational essay to develop a 3-5 minute presentation. They are instructed to choose "audio and visuals to support" the presentation. There is little guidance in choosing or integrating the audio and visuals and how to use it. While this indicator is met with opportunities for students to write short and sustained research answering questions & solving problems, there is no specific instruction on creating self-generated questions. A suggestion for improvement is to provide an opportunity to insert instruction on			
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.	154	Yes				
		156	Yes		0		
		158	Yes		0		
		131	Yes		0		
		138	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.	154	Yes		0		
		156	Yes		0		
		158	Yes		0		
		131	Yes	Meets expectations; however, an earlier opportunity to engage in this skill would be highly encouraged. Within Unit 1 for the performance-based writing task (Nonfiction Narrative) you could incorporate this standard.			
		138	No	On page 301, the text tells students to use the citation style specified by the teacher. While the text references that citations are needed, there is no direct instruction in how to do so. There is no guidance in the teacher facing material. Also, "Integrate relevant information into the text selectively to			

Standard 9 Category Research to Build and Present Knowledge Cornerstone Draw evidence from literary or informational texts to support analysis, reflection, and research.	9-10.W.BPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.	154	Yes		0			
		156	Yes		0			
		158	Yes		0			
		131	Yes		0			
		138	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.	154	Yes		0			
		156	Yes		0			
		158	Yes		0			
		131	Yes		0			
		138	Yes		0			
LANGUAGE STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments		Re-Review?
Standard 1 Category Conventions of Standard English Cornerstone Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.	154	Yes		0			
		156	Yes		0			
		158	Yes		0			
		131	Yes		0			
		138	Yes		0			
Standard 2 Category Conventions of Standard English Cornerstone Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.	154	Yes		0			
		156	Yes		0			
		158	Yes		0			
		131	Yes		0			
		138	Yes		0			
Standard 3 Category Knowledge of Language Cornerstone Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	9-10.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	154	Yes		0			
		156	Yes		0			
		158	Yes		0			
		131	Yes		0			
		138	Yes		0			
Standard 4 Category Vocabulary Acquisition and Use Cornerstone Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.	154	Yes	The text adequately meets the indicator for a, b, and d. However, only one lesson specifically instructs students to look up pronunciation of words. There are references to using reference materials to find	0			
		156	Yes		0			
		158	Yes		0			
		131	Yes		0			
		138	Yes		0			
Standard 5 Category Vocabulary Acquisition and Use Cornerstone Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	9-10.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.	154	Yes		0			
		156	Yes		0			
		158	Yes		0			
		131	Yes		0			
		138	Yes		0			
Standard 6 Category Vocabulary Acquisition and Use		154	Yes		0			

Cornerstone Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	9-10.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.	156	Yes		0			
		158	Yes		0			
		131	Yes		0			
		138	Yes		0			
Additional Comments		Reviewer	Evidence/Notes					
Additional Comments on Section II Standards		154	0				Total indicators to be re-reviewed:	0
		156	0					
		158	0					
		131	Excellent resource at the start of each text with the "Standards Support Through Teaching					
		138	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					
		158	Pass					
		131	Pass					
		138	Pass					
Overall		Pass						

Grade & Subject:G01H09ISBN:9781418312084

Title Name:MyPerspectivPublisher:Pearson Education

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

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		
	158	Yes		0		
	131	Yes	Exceeds expectations in terms of clarity and direct instruction. Each text has a clear "Connection to the Essential Question."			
	138	Yes		0		
b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.	154	Yes		0		
	156	Yes		0		
	158	Yes		0		
	131	Yes		0		
	138	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		
	158	Yes		0		
	131	Yes		0		
	138	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		
	158	Yes		0		
	131	Yes		0		
	138	Yes		0		
e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.	154	Yes		0		
	156	Yes		0		
	158	Yes		0		
	131	Yes		0		
	138	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		
	158	Yes		0		
	131	Yes	Excellent addition of the "Current Perspectives" lens throughout this resource.			
	138	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		
	158	Yes		0		
	131	Yes		0		
	138	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	154	Yes		0		
	156	Yes		0		
	158	Yes		0		

varying purposes for each reading (i.e., close reading).	131	Yes	0			
	138	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			
	158	Yes	0			
	131	Yes	0			
	138	Yes	The online component includes 140 digital novels accessible by students.			
j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.	154	Yes	0			
	156	Yes	0			
	158	Yes	0			
	131	Yes	0			
	138	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.	154	Yes	0			
	156	Yes	0			
	158	Yes	0			
	131	Yes	0			
	138	Yes	0			
l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	154	Yes	0			
	156	Yes	0			
	158	Yes	0			
	131	Yes	0			
	138	Yes	0			
m. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.	154	Yes	0			
	156	Yes	0			
	158	Yes	0			
	131	Yes	0			
	138	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.	154	Yes	0			
	156	Yes	0			
	158	Yes	0			
	131	Yes	0			
	138	Yes	The increase in sophistication occurs within units.			
o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	154	Yes	0			
	156	Yes	0			
	158	Yes	0			
	131	Yes	Exceeds expectations. The "Word Study" sections of each text fully complement the reading of the text.			
	138	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).	154	Yes	0			
	156	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.			
	138	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.	154	Yes	0			
	156	Yes	0			
	158	Yes	0			
	131	Yes	Meets expectations; however, most of the protocols appear in the Small-Group Learning. More accountable talk procedures (discussion skills) are needed in the Whole-Class Learning.			

	138	No	most speaking assignments are identical and occur after the independent read. Students write and speak about the text they read. As far as listening prompts and evaluation tools, few exist, and those that do, are evaluative of the product or presentation, not the oral presentation. For revision, the publisher should include prompt			
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		
	158	Yes		0		
	131	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.			
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.	154	Yes		0		
	156	Yes		0		
	158	Yes		0		
	131	Yes	Exceeds expectation - the "If...then..." scenarios specifically designed as formative assessments to move students forward. Not to mention the access to monitoring progress through the designed assessments (beginning, middle, and end).			
	138	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		
	158	Yes		0		
	131	Yes		0		
	138	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					
	158					
	131					
	138					
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			
	158		Pass			
	131		Pass			
	138		Pass			
	Overall		Pass			

Grade & Subject:G01H09ISBN:9781418312084

Title Name:MyPerspectivePublisher:Pearson Education

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

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			
	158	Yes	0			
	131	Yes	0			
	138	Yes	0			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	154	Yes	0			
	156	Yes	0			
	158	Yes	0			
	131	Yes	0			
	138	Yes	0			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	154	Yes	0			
	156	Yes	0			
	158	Yes	0			
	131	Yes	0			
	138	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	A suggestion to improve this indicator would be to have information in the teacher materials that shows where the various opportunities have been noted for each content course, thus allowing for more strategic use of that information.			
	156	Yes	0			
	158	Yes	0			
	131	Yes	Meets expectations; however, the "Cross-Curricular Perspectives" are only scattered throughout the course. There doesn't seem to be a specific number in each unit.			
	138	Yes	Connections are not listed, but are not required.			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	154	Yes	0			
	156	Yes	0			
	158	Yes	0			
	131	Yes	0			
	138	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	0			
	158	Yes	0			
	131	No	Implicit directions, not necessarily misconceptions. To meet this requirement, I believe that the directions need to be explicit - directed in the Teacher's Edition.			
	138	Yes	The components for remediation are addressed in the "Decide and Plan" section of the TE. However, the materials and keys are located in different sections online. Support materials are located in the "Unit Resources" in each text's folder, while keys are in "Assessment."			

g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	154	Yes	0			
	156	Yes	0			
	158	Yes	0			
	131	Yes	Exceeds expectations! Love the extension using the Trade Books!			
	138	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	Yes	0			
	158	Yes	0			
	131	Yes	0			
	138	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			
	158	Yes	0			
	131	Yes	0			
	138	Yes	The components for remediation are addressed in the "Decide and Plan" section of the TE. However, the materials and keys are located in different sections online. Support materials are located in the "Unit Resources" in each text's folder, while keys are in "Assessment."			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	154	Yes	0			
	156	Yes	0			
	158	Yes	0			
	131	Yes	0			
	138	No	Most speaking assignments are identical and occur after the independent read. Students write and speak about the text they read. As far as listening prompts and evaluation tools, few exist, and those that do, are evaluative of the product or presentation, not the oral presentation. For revision, the publisher should include protocols and structures for academic discussions.			
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			
	158	Yes	0			
	131	Yes	0			
	138	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			
	158	Yes	0			
	131	Yes	Meets expectations within the Student Edition Toolkit.			
	138	Yes	Anchor papers for the three modes of writing are included at the end of the textbook. There is not an anchor paper for each assignment in each unit, rather there are three anchors total in the book (one for each mode with samples scored 1-4 on the applicable rubric).			
m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	154	Yes	0			
	156	Yes	0			
	158	Yes	0			
	131	Yes	0			
	138	Yes	0			

n. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	154	No	This indicator is not specifically met by the text materials. However, there are ample assessment items in the text banks that could be used to create quarterly benchmarks aligned to TN ELA standards and that specifically match the sequence of instruction. There is a beginning-of-the-year assessment that serves as a starting benchmark; it could help inform standards-based instruction from the first unit.			
	156	Yes	0			
	158	Yes	0			
	131	No	Not necessarily quarterly; however, benchmark assessments are included at the beginning, middle, and end.			
	138	Yes	0			
o. Materials include suggestions and tools to keep students and parents informed about students' progress.	154	Yes	0			
	156	Yes	0			
	158	Yes	0			
	131	Yes	0			
	138	No	Though there may be some in Pearson Realize, access was not provided to such materials.			
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			
	158	Yes	0			
	131	Yes	0			
	138	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			
	158	Yes	0			
	131	Yes	0			
	138	Yes	0			
r. Program components, lesson plans, and the relationships among the parts are clear.	154	Yes	0			
	156	Yes	0			
	158	Yes	0			
	131	Yes	0			
	138	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			
	158	Yes	0			
	131	Yes	0			
	138	Yes	0			
t. Each lesson contains a list of required materials.	154	Yes	0			
	156	Yes	0			
	158	Yes	0			
	131	No	Does not meet this indicator. I could not find an extensive list within each lesson; however, there is a list at the start of the book of all the materials available with this resource.			
	138	Yes	0			
u. Lessons, chapters, and units contain estimated instructional times.	154	Yes	0			
	156	Yes	0			
	158	Yes	0			
	131	Yes	0			
	138	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			
	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.	138	Yes	0			
	154	Yes	0			
	156	Yes	0			
	158	Yes	0			
	131	Yes	0			
	138	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			
	158	Yes	0			
	131	Yes	0			
	138	No	There are limited explanations scattered throughout the text, but they are not strong or consistent enough to meet this indicator.			
y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	154	Yes	0			
	156	Yes	0			
	158	Yes	0			
	131	Yes	0			
	138	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional Comments about Section V: Additional Components	154	0			Total indicators to be re-reviewed:	0
	156	0				
	158	0				
	131	0				
	138	0				

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