

**\*\*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: Mirrors & Windows: Connecting with Literature**  
**Grade: G01H11**

Reviewer	Section I	Section II	Section III	Overall
128	Pass	Fail	Pass	
122	Fail	Pass	Pass	
118	Fail	Fail	Pass	
121	Pass	Pass	Pass	
129	Pass	Pass	Pass	
Overall	Pass	Pass	Pass	<b>PASS</b>

**Publisher Notes:**

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

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

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

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

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

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

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

Grade & Subject:G01H11ISBN:9781533836687

Title Name:Mirrors & WirPublisher:EMC School

Original Reviews Submitted:5Reviewers:128, 122, 118, 121, 129

SECTION I						
Alignment to Shifts						
Materials must meet <b>100%</b> 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. <b>Text sets:</b> Materials provide a strategic sequence of texts organized around a variety of concepts or topics. Students build knowledge systematically through interacting with the texts.	128	Yes	0			
	122	Yes	0			
	118	Yes	0			
	121	Yes	0			
	129	Yes	0			
b. <b>Vocabulary:</b> Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	128	Yes	0			
	122	Yes	0			
	118	No	The demands of this indicator are not met because the materials do not provide high-quality direct instruction for vocabulary. While "preview vocabulary" lists are provided in the context of isolated sentences, explicit instructions are not provided for teachers, and students are not prompted or required to use vocabulary explored at the beginning of the lesson/unit as they answer text-dependent questions and writing prompts later in the lesson/unit. Vocabulary instruction should offer a scripted guide for teachers as they lead students in exploring the definitions, including multiple meanings, of tier 2 and 3 vocabulary that will be used in the texts and/or lesson/unit.  A suggestion for improvement is to offer guides for students to explore the etymology of words in the first unit that carry into lessons and across units. Students might explore this etymology at the beginning of a unit or during the Preview Vocabulary sections that accompany text sets. Either type of vocabulary instruction, however, should include explicit instruction in the teacher edition that leads teachers through this process. Students should also be given opportunities throughout the lesson to use this vocabulary in speaking and writing contexts (as mentioned above) so that the vocabulary instruction remains embedded in the context of the texts.			
	121	Yes	0			
	129	Yes	0			
c. <b>End-of-unit/culminating tasks:</b> Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	128	Yes	There is an error on the correlation guide. Pg. 70 should be page 71.			
	122	Yes	0			
	118	Yes	The demands of the indicator are met because the skills addressed in most units are adequately assessed in the culminating tasks. However, there are several culminating tasks whose requirements do not match the knowledge acquisition laid out in the units' enduring understandings. For example, the extended writing prompts on pp.72-73, p.170, and p.230 do not require students to refer to, draw knowledge or evidence from, or extend the concepts addressed in their respective units. A suggestion for improvement is to tie these culminating tasks more closely to the focus of the units.			
	121	Yes	0			
	129	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.	128	Yes	0			
	122	Yes	0			
	118	Yes	0			
	121	Yes	0			
	129	Yes	0			
e. Text plays a central role in the English class/block.	128	Yes	0			
	122	Yes	0			
	118	Yes	0			
	121	Yes	0			
	129	Yes	0			
f. Text selection should include a balanced representation of both literature and informational text.	128	Yes	0			
	122	Yes	0			

Representation of both literary and informational text across the year as indicated by the grade-level standards.	118	Yes	0			
	121	Yes	0			
	129	Yes	0			
<b>Evidence:</b> Materials ensure that reading and writing are grounded in evidence from both literary and informational text.	<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
g. <b>Text-dependent questions:</b> <ul style="list-style-type: none"> <li>Most questions and tasks require students to draw on textual evidence to support inferences and conclusions.</li> <li>High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text.</li> </ul>	128	Yes	0			
	122	Yes	0			
	118	Yes	0			
	121	Yes	0			
	129	Yes	0			
h. <b>Writing to sources:</b> The majority of writing tasks require students to respond to texts and/or include textual evidence.	128	Yes	0			
	122	Yes	0			
	118	Yes	The demands of the indicator are met, but some narrative and informative prompts in "Extend the Text" sections could be strengthened by including closer connections to the text. Additionally, some creative and informative prompts do not require an understanding of the text that precedes them. A suggestion for improvement is to relate all creative and informative prompts closely to the text they accompany so that students are required to demonstrate a close-reading and understanding of the text in their response. On p.698, for example, the creative and informative prompts do not require an understanding of "A Supermarket in California." These prompts might be strengthened by requiring students to include specific text evidence or textual analysis in their writing.			
	121	Yes	0			
	129	Yes	0			
i. <b>Evidence-based discussions:</b> Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	128	Yes	0			
	122	No	This indicator is not met because materials do not provide students with regular and frequent opportunities to engage in collaborative discussions that are grounded in text. Most of the collaborative learning opportunities provided are loosely related to the content of the text (pgs. 50, 788) or do not require discussion that is grounded in text (pgs. 61, 290, 435). A suggestion for revision would be to develop question sequences that would guide students into engaging in evidence-based discussions that are grounded in text, not just collaborative activities like an interview or jury presentation. An example of a task that is better aligned to the evidence-based discussion indicator would be the comparison/contrast panel discussion from pg. 102. An additional suggestion for revision would be to revise the discussion guide "Critical Thinking" questions within several of the TE text selections to questions that are predominantly grounded in the text (pg. 133 or 829) and to add more similar discussion guides to additional text selections. Those already present are not regular and frequent throughout the course of the standards or the indicator are not met because discussions are too infrequent. A suggestion for revision is to add directions for smaller partner discussions within analyses of several individual texts or sections of text. These smaller discussions should include specific formats and structures to ensure they are collaborative, such as A/B partner directions, or "think-pair-share" directions. Additionally, a larger percentage of discussions over the course of the curriculum should be grounded in the text, ask for text evidence, and provide guides and rubrics for collaborative talk. For example, the Collaborative Learning discussion prompt on p. 586 could more closely meet the indicator if it were text-based and included a rubric or guide for collaborative talk. As this Collaborative Learning prompt takes the form of a debate, which is a complex collaborative discussion, students would benefit from a predetermined format and set expectations.			
	118	No				
	121	Yes	0			
	129	Yes	0			
<b>Additional comments:</b>	<b>Reviewer</b>	<b>Evidence/Notes</b>				
<b>Additional comments on the three instructional shifts within the materials:</b>	128		0		<b>Total indicators to be re-reviewed:</b>	<b>0</b>
	122		0			
	118		0			
	121		0			
	129	supplemental piece meets the shifts with a greater magnitude.				
<b>Materials meet 100% alignment with Section I: Shifts in instruction?</b>  This means that all boxes in this section were marked <b>"yes"</b> and no boxes were marked <b>"no"</b> . If any boxes are marked <b>"No"</b> , then this program does not pass.	<b>Reviewer</b>	<b>Aligned</b>				
	128	Pass				
	122	Fail				
	118	Fail				
	121	Pass				
	129	Pass				
	<b>Overall</b>	<b>Pass</b>				

Grade and Subject:

G01H11

ISBN:

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Title Name:

Mirrors &amp; Windows

EMC School

Original Reviews Submitted:

5 Reviewers:

128, 122, 118, 121, 129

## 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?
<b>Standard 1</b>		128	Yes	The materials meet this indicator, but the spirit of the standard is the expectation that at this grade level students will refine their use of textual			
<b>Category</b> Key Ideas and Details <b>Cornerstone</b> Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<b>Literature: 11-12.RL.KID.1</b> 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.	122	Yes		0		
		118	Yes		0		
		121	Yes		0		
		129	Yes		0		
		128	Yes	The materials meet this indicator, but the spirit of the standard is the expectation that at this grade level students will refine their use of textual			
	<b>Informational Text: 11-12.RI.KID.1</b> 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.	122	Yes		0		
		118	Yes		0		
		121	Yes		0		
		129	Yes		0		
		128	No	The full scope of this standard is not met because,			
<b>Standard 2</b>	<b>Category</b> Key Ideas and Details <b>Cornerstone</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	122	Yes		0		
		118	Yes		0		
		121	Yes		0		
		129	Yes		0		
		128	No	The full scope of this standard is not met because,			
	<b>Informational Text: 11-12.RI.KID.2</b> Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.	122	Yes		0		
		118	Yes		0		
		121	Yes	This standard is met. However, publishers might			
		129	Yes		0		
		128	Yes		0		
<b>Standard 3</b>	<b>Category</b> Key Ideas and Details <b>Cornerstone</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	122	Yes		0		
		118	Yes		0		
		121	Yes	This standard is met. However, publishers should consider making sure verbiage includes references to analysis and interactions rather than assuming an	0		
		129	Yes		0		
		128	Yes		0		
	<b>Informational Text: 11-12.RI.KID.3</b> 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.	122	Yes		0		
		118	Yes		0		
		121	Yes	This standard is met. However, publishers should consider making sure verbiage includes references to analysis and impact rather than assuming an previous	0		
		129	Yes		0		
		128	Yes		0		
<b>Standard 4</b>	<b>Category</b> Craft and Structure <b>Cornerstone</b> Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings; analyze how specific word choices shape meaning or tone.	122	No	This standard is not met because the materials do not meet the expectations of the standard because the materials do not provide instruction such as how the demands of the indicator are met, but the focus on words with multiple meanings is extremely limited. A suggestion for revision is to include several	0		
		118	Yes		0		
		121	Yes		0		
		129	Yes		0		
		128	No	This indicator is not met due to insufficient coverage or skills to read to student mastery. Also, several of the tasks identified on the correlation guide do not fit	0		
	<b>Informational Text: 11-12.RI.CS.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.	122	Yes		0		
		118	No	The demands of the indicator are not met because materials do not require students to analyze "how an author uses and refines the meaning of a key term	0		
		121	No	The depth and breadth of this standard are not met. Though the "vocabulary and reading" sections of the text do meet the standard, there are not enough of these	0		
		129	Yes		0		
		128	No	This indicator is not met because there is not adequate coverage of the depth of the standard. The expectation that students should "Analyze how an author's	0		
<b>Standard 5</b>	<b>Category</b> Craft and Structure <b>Cornerstone</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	122	Yes		0		
		118	Yes		0		
		121	No	The depth and breadth of this standard are not met. Though there are some examples of tasks that do require students to analyze how an author's choices	0		
		129	Yes		0		
		128	No	This indicator is not met because there is inadequate coverage of the standard both in quality and quantity of materials.	0		
	<b>Informational Text: 11-12.RI.CS.5</b> 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.	122	Yes		0		
		118	No	The demands of the indicator are not met because, while the Reading Skills section adequately teach this concept, no explicit questions and references	0		
		121	No	The depth and breadth of this standard are not met. Though there are some examples of tasks that do require students to analyze and evaluate the	0		
		129	Yes		0		
		128	Yes		0		

<b>Standard 6</b> <b>Category</b> Craft and Structure <b>Cornerstone</b> Assess how point of view or purpose shapes the content and style of a text.	<b>Literature: 11-12.RL.CS.6</b> Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.	122	Yes		0		
		118	Yes	The demands of the indicator are met, but more emphasis should be given to stated versus implied evidence when determining point of view. A suggestion for			
		121	Yes		0		
		129	Yes		0		
		128	Yes		0		
	<b>Informational Text: 11-12.RI.CS.6</b> Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.	122	Yes		0		
		118	Yes		0		
		121	Yes		0		
		129	Yes		0		
		128	No	This indicator is not met because the tasks associated with this standard (via the correlation guide) do not meet the demands of the standard. The purpose of this	0		
<b>Standard 7</b> <b>Category</b> Integration of Knowledge and Ideas <b>Cornerstone</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	<b>Literature: 11-12.RL.IK.I.7</b> Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.	122	Yes		0		
		118	No	The demands of the indicator are not met because questions and prompts do not adequately measure a student's ability to interpret a source text. A			
		121	Yes	This standard is met. However, publishers might consider including more of the suggested media in the support materials rather than requiring			
		129	Yes		0		
		128	No	This indicator is not met because the majority of tasks associated with this standard (via the correlation guide) do not meet the demands of the standard	0		
	<b>Informational Text: 11-12.RI.IK.I.7</b> Evaluate the topic or subject in multiple diverse formats and media.	122	Yes		0		
		118	Yes		0		
		121	Yes	This standard is met. However, publishers might consider including more of the suggested media in the support materials rather than requiring			
		129	Yes		0		
<b>Standard 8</b> <b>Category</b> Integration of Knowledge and Ideas <b>Cornerstone</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<b>Literature:</b> Not applicable						
		128	Yes		0		
		122	Yes		0		
		118	Yes		0		
		121	Yes		0		
	<b>Informational Text: 11-12.RI.IK.I.8</b> Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.	129	Yes		0		
		128	Yes		0		
		122	Yes		0		
		118	Yes		0		
		121	Yes		0		
<b>Standard 9</b> <b>Category</b> Integration of Knowledge and Ideas <b>Cornerstone</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.	<b>Literature: 11-12.RL.IK.I.9</b> Demonstrate knowledge of and analyze thematically-related, texts of literary significance, considering how two or more texts treat similar themes or topics.	129	Yes		0		
		128	Yes		0		
		122	Yes		0		
		118	Yes		0		
		121	Yes		0		
	<b>Informational Text: 11-12.RI.IK.I.9</b> Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.	129	Yes		0		
		128	Yes		0		
		122	Yes		0		
		118	Yes		0		
		121	Yes		0		
<b>Standard 10</b> <b>Category</b> Range of Reading and Level of Text Complexity <b>Cornerstone</b> Read and comprehend complex literary and informational texts independently and proficiently.	<b>Literature: 11.RL.RRTC.10</b> 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.	129	Yes		0		
		128	Yes		0		
		122	Yes		0		
		118	Yes		0		
		121	Yes		0		
	<b>Informational Text: 11.RI.RRTC.10</b> 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.	129	Yes		0		
		128	Yes		0		
		122	Yes		0		
		118	Yes		0		
		121	Yes		0		
<b>SPEAKING AND LISTENING STANDARDS</b>		<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
<b>Standard 1</b> <b>Category</b> Comprehension and Collaboration <b>Cornerstone</b> Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.	<b>11-12.SL.CC.1</b> 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.	128	Yes		0		
		122	Yes		0		
		118	Yes	The demands of the indicator are met, but instructions and rubrics for speaking and listening would be strengthened by requiring text evidence for more sophisticated arguments.			
		121	Yes		0		
		129	Yes		0		
<b>Standard 2</b> <b>Category</b>		128	Yes		0		

<b>Comprehension and Collaboration</b> <b>Cornerstone</b> Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.	<b>11-12.SL.CC.2</b> 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.	122	Yes		0			
		118	Yes	providing materials for evaluation, such as specific rubrics, and focusing some of these materials on oral presentations.				
		121	Yes		0			
		129	Yes		0			
<b>Standard 3</b> <b>Category</b> Comprehension and Collaboration <b>Cornerstone</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	<b>11-12.SL.CC.3</b> 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.	128	Yes		0			
		122	Yes		0			
		118	Yes		0			
		121	Yes		0			
<b>Standard 4</b> <b>Category</b> Presentation of Knowledge and Ideas <b>Cornerstone</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to	<b>11-12.SL.PKI.4</b> 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.	128	Yes		0			
		122	Yes		0			
		118	Yes		0			
		121	Yes		0			
<b>Standard 5</b> <b>Category</b> Presentation of Knowledge and Ideas <b>Cornerstone</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	<b>11-12.SL.PKI.5</b> Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	128	Yes		0			
		122	Yes		0			
		118	Yes	The demands of the indicator are met but could be strengthened. A suggestion for improvement is to include instructions for how students should use visuals.				
		121	Yes		0			
<b>Standard 6</b> <b>Category</b> Presentation of Knowledge and Ideas <b>Cornerstone</b> Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.	<b>11-12.SL.PKI.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	128	Yes		0			
		122	Yes		0			
		118	Yes		0			
		121	Yes		0			
		129	Yes		0			
<b>WRITING STANDARDS</b>		<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>		<b>Re-Review?</b>
<b>Standard 1</b> <b>Category</b> Text Types and Protocols <b>Cornerstone</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<b>11-12.W.TTP.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. 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.	128	No	This indicator is not met due solely to the wrong wording in part "f" of the indicator. The correlation guide provided reads "establish and maintain style and tone appropriate to task and audience," but the actual indicator reads "establish and maintain a formal style and objective tone." This part of the indicator is not				
		122	Yes		0			
		118	No	The demands of the indicator are not met because there is not enough direct and contextual instruction to meet subparts C and F of the standard. Students are given only vague instructions on organizing texts, and no direct instruction is offered on maintaining style and tone appropriate to the task and audience.				
		121	Yes	This standard is met. However, publishers should revisit tasks labelled under the "e" and "f" sections of this standard, as those listed in the text deal with plagiarism, not precise language, and do not include instruction on style and tone.				
		129	Yes		0			

<b>Standard 2</b> <b>Category</b> Text Types and Protocols <b>Cornerstone</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<b>11-12.W.TIP.2</b> 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.	128	No	This indicator is not met, due to an issue with the wording on part "G" of the indicator. The correlation guide says "Establish and maintain style and tone appropriate to task and audience, but it should say " Establish and maintain a formal style and objective tone."			
		122	Yes		0		
		118	No	The demands of the indicator are not met because there is not enough direct and contextual instruction to meet subparts F and G of the standard. Students are not given instructions for including language techniques like those mentioned, nor are they prompted to do so in writing.			
		121	Yes		0		
		129	Yes		0		
<b>Standard 3</b> <b>Category</b> Text Types and Protocols <b>Cornerstone</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	<b>11-12.W.TIP.3</b> Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. 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.	128	No	This indicator is not met due to a lack of instructional support for part "C" of the indicator. Part "C" calls for students to "create a smooth progression of experiences or events" and there is very little instructional support to show teachers "how" they need to teach this skill."			
		122	Yes		0		
		118	No	The demands of the indicator are not met because there is not enough direct and contextual evidence to meet subparts A, D, and G of the standard.  A suggestion for revision is to include specific instruction and prompting for establishing a point of view in creative writing prompts. For example, students			
		121	Yes		0		
		129	Yes		0		
<b>Standard 4</b> <b>Category</b> Production and Distribution of Writing <b>Cornerstone</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	<b>11-12.W.PDW.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	128	Yes		0		
		122	Yes		0		
		118	Yes		0		
		121	Yes		0		
		129	Yes		0		
<b>Standard 5</b> <b>Category</b> Production and Distribution of Writing <b>Cornerstone</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<b>11-12.W.PDW.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 11-12.)	128	Yes		0		
		122	Yes		0		
		118	Yes		0		
		121	Yes		0		
		129	Yes		0		
<b>Standard 6</b> <b>Category</b> Production and Distribution of Writing <b>Cornerstone</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<b>11-12.W.PDW.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.	128	Yes		0		
		122	Yes		0		
		118	Yes	The demands of the indicator are met but could be strengthened by requiring students to submit writing assignments to online platforms that offer opportunities for others to submit "anonymous feedback" such as a shared Google			
		121	Yes		0		
		129	Yes		0		
<b>Standard 7</b> <b>Category</b> Research to Build and Present Knowledge <b>Cornerstone</b>	<b>11-12.W.RBPK.7</b> Conduct and write short as well as more sustained research projects to answer a question (including a	128	Yes		0		
		122	Yes		0		

<b>Standard 7</b> <b>Category</b> Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.	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.	118	Yes	The demands of the indicator are met, but should be strengthened by including instructions for creating a self-generated question. This skill would be particularly useful in research projects, such as the Argumentative Writing prompt on page 226.			
		121	Yes		0		
		129	Yes		0		
<b>Standard 8</b> <b>Category</b> Research to Build and Present Knowledge <b>Cornerstone</b> Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.	<b>11-12.W.RBP.8</b> 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.	128	Yes		0		
		122	Yes		0		
		118	No	The demands of the indicator are not met because materials do not address overreliance on one source. The curriculum should also include specific instruction on selecting relevant and credible evidence, giving			
		121	Yes		0		
		129	Yes		0		
<b>Standard 9</b> <b>Category</b> Research to Build and Present Knowledge <b>Cornerstone</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	<b>11-12.W.RBP.9</b> 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.	128	Yes		0		
		122	Yes		0		
		118	Yes		0		
		121	Yes		0		
		129	Yes		0		
<b>Standard 10</b> <b>Category</b> Range of Writing <b>Cornerstone</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<b>11-12.W.RW.10</b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	128	Yes		0		
		122	Yes		0		
		118	Yes		0		
		121	Yes		0		
		129	Yes		0		
<b>LANGUAGE STANDARDS</b>		<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
<b>Standard 1</b> <b>Category</b> Conventions of Standard English <b>Cornerstone</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>11-12.L.CSE.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.	128	Yes		0		
		122	Yes		0		
		118	Yes		0		
		121	Yes		0		
		129	Yes		0		
<b>Standard 2</b> <b>Category</b> Conventions of Standard English <b>Cornerstone</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>11-12.L.CSE.2</b> 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.	128	Yes		0		
		122	Yes		0		
		118	Yes		0		
		121	Yes		0		
		129	Yes		0		
<b>Standard 3</b> <b>Category</b> Knowledge of Language <b>Cornerstone</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<b>11-12.L.KL.3</b> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance; and apply an understanding of syntax to the study of complex texts.	128	Yes		0		
		122	Yes		0		
		118	No	The demands of the indicator are not met because the curriculum does not include adequate instruction			
		121	Yes		0		
		129	Yes		0		

<b>Standard 4</b> <b>Category</b> Vocabulary Acquisition and Use <b>Cornerstone</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	<b>11-12.L.VAU.4</b> 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.	128	Yes	0			
		122	Yes	0			
		118	Yes	0			
		121	Yes	0			
		129	Yes	0			
<b>Standard 5</b> <b>Category</b> Vocabulary Acquisition and Use <b>Cornerstone</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>11-12.L.VAU.5</b> 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.	128	Yes	0			
		122	Yes	0			
		118	Yes	0			
		121	Yes	0			
		129	Yes	0			
<b>Standard 6</b> <b>Category</b> Vocabulary Acquisition and Use <b>Cornerstone</b> Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<b>11-12.L.VAU.6</b> Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.	128	Yes	0			
		122	Yes	0			
		118	Yes	0			
		121	Yes	0			
		129	Yes	0			
<b>Additional Comments</b>		<b>Reviewer</b>	<b>Evidence/Notes</b>				
<b>Additional Comments on Section II Standards</b>		128	0			<b>Total indicators to be re-reviewed:</b>	0
		122	0				
		118	0				
		121	0				
		129	0				
<b>Alignment with Section II: ELA Standards.</b>		<b>Reviewer</b>	<b>Aligned</b>				
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.)		128	Fail				
		122	Pass				
		118	Fail				
		121	Pass				
		129	Pass				
<b>Overall</b>		<b>Pass</b>					

Grade & Subject:G01H11ISBN:9781533836687

Title Name:Mirrors & Windi Publisher:EMC School

Original Reviews Submitted:5 Reviewers:128, 122, 118, 121, 129

SECTION III						
High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks						
Materials meet <b>at least 80%</b> 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.	128	No	The units in this textbook are arranged chronologically, but still maintain a central theme (see unit/them/time period list below). However, while most of the units have what would be considered an essential question, these are not labeled as essential questions and are difficult to identify in the preliminaray materials for each unit.  Unit 1: Shaping the New World-Origins of the American Tradition to 1800 Unit 2: Expressing a National Spirit-American Renaissance 1800-1850 Unit 3: A Nation Divided-Slavery and the Civil War 1850-1865  Unit 4: Unification and Growth-Expanding Frontiers 1865-1910  Unit 5: Progress and Conflict-Early Twentieth Century 1910-1929  Unit 6: Hard Times-Depression and Word War II 1929-1945  Unit 7: The American Dream-Postwar Era 1945-1960  Unit 8: Social Transition-Early Contemporary Era 1960-1980  Unit 9: New Challenges-Contemporary Era 1980 to Present  Suggestions for Improvement: I have identified the essential question from the preliminary information for each unit. These need to be labeled as "essential questions" at the beginning of each unit and I would also suggest placing them with the objectives for each selection within the unit. Units 1 and 5 (see below) do not really pose a question. For these units, the overview should be revised so that a true question is posed that will serve as an overarching question for the unit.  Unit 1 does not have a true question: "Eventually a strong sense of nationalism pushed citizens of the new nation to forge an identity and develop a national culture that was uniquely American. As you read the selections in this unit, think about what beliefs and values are reflected in the literature written during the creation of this new country."  Unit 2: "The selections in this unit reflect aspects of American independence and creativity. What does national spirit mean to you?"  Unit 3: "Ultimately, as a result of industrialism and the Civil War, a modern consciousness was emerging, and it produced a new literature. How does resolving disagreements result in a better situation?"  Unit 4: The struggle for equality persevered as Native Americans, African Americans, women, and immigrants found their voices through oral and written literature. How can expressing the need for unification bring about			
			0			
			0			
			0			
			0			
b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.	128	Yes	0			
			0			
			0			
			0			
			0			
c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.	128	Yes	0			
			0			
			0			
			0			
			0			
d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	128	Yes	0			
			0			
			0			
			0			
			0			

e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.	128	Yes	0			
	122	Yes	0			
	118	Yes	0			
	121	Yes	0			
	129	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.	128	Yes	0			
	122	Yes	0			
	118	Yes	0			
	121	Yes	0			
	129	No	Specifically in Unit 3, which focuses on Pre-bellum and Civil War years, it seems appropriate to include more African American voices. The plethora of white men listed as authors does not adequately convey the nation's experience, as a whole, during those years.			
g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.	128	Yes	0			
	122	Yes	0			
	118	Yes	0			
	121	Yes	0			
	129	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).	128	Yes	0			
	122	Yes	0			
	118	Yes	0			
	121	Yes	0			
	129	Yes	0			
i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	128	Yes	0			
	122	Yes	0			
	118	Yes	0			
	121	Yes	0			
	129	Yes	0			
j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.	128	Yes	0			
	122	Yes	0			
	118	Yes	0			
	121	Yes	0			
	129	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.	128	Yes	0			
	122	Yes	0			
	118	Yes	0			
	121	Yes	0			
	129	Yes	0			
l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	128	Yes	0			
	122	Yes	0			
	118	Yes	0			
	121	Yes	0			
	129	Yes	0			
m. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.	128	Yes	0			
	122	Yes	0			
	118	No	The indicator is not met because the materials do not provide explicit instructions for organization and structure, such as graphic organizers for student planning. A suggestion for improvement is to add teacher think-alouds to specific writing lessons that guide students in completing graphic organizers, outlines, etc. as well as think-alouds that guide students in applying these organizational tools to their drafts and final written pieces.			
	121	Yes	0			
	129	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.	128	Yes	0			
	122	Yes	0			
	118	No	The demands of the indicator are not met because syntax is not adequately included in direct and contextual writing instruction. A suggestion for revision is to include notes in the teacher edition for instruction on p.301 that			
	121	Yes	0			
	129	Yes	0			
o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	128	Yes	0			
	122	Yes	0			
	118	Yes	include instruction on morphology and/or Latin or Greek roots before each unit of study.			
	121	Yes	0			
	129	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).	128	Yes		0			
	122	Yes		0			
	118	Yes		0			
	121	Yes		0			
	129	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.	128	Yes		0			
	122	Yes		0			
	118	Yes		0			
	121	Yes		0			
	129	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.	128	Yes		0			
	122	Yes		0			
	118	No	vocabulary instruction, and none focus on an accessible classroom environment. A suggestion for improvement is to include considerations in each unit for how lesson design might impact learning.				
	121	Yes		0			
	129	Yes		0			
s. Formative and summative assessments are embedded throughout instructional materials and include multiple methods to measure what students know and are able to do. Possible formats include, but are not limited to, checks for understanding, pre-assessments, student self-assessments, selected response (multiple choice, multiple select), constructed responses (short and extended), performance tasks, open-ended questions, etc.	128	Yes		0			
	122	Yes		0			
	118	Yes		0			
	121	Yes		0			
	129	No	Many of the included assessment pieces are posed as guiding questions throughout the unit. There is a benefit in the addition of a teaching-facing materials that includes valid assessment questions for the units as a whole, not only the standards taught in each unit.				
t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	128	No	The publisher provided a copy of the evaluation instrument with page numbers indicating where each standard/indicator was addressed which was extremely helpful for review, but standards need to be listed in the teacher facing materials. I suggested at the start of each unit to include the text referencing not checking to see if there is a reviewer's alignment document that come with the publisher materials that does clearly indicate standards that are aligned to a few specific questions, tasks, and assessment items, there is no guarantee that this document will be provided to those who adopt the materials, and it is inconclusive at best. The Mirrors and				
	122	No	The indicator is not met because this alignment is not provided in the teacher edition. A suggestion for improvement is to label specific questions, tasks, and assessment items with TN ELA standards.				
	118	No					
	121	Yes		0			
	129	No	based assessments are visible in each unit, though the addition of multi/multiple-choice questions + extended response questions in response to the taught texts is desired.				
Additional Comments:	Reviewer	Evidence/Notes					
Additional comments about high-quality instruction within the materials:	128						0
	122						
	118						
	121						
	129						
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.	128		Pass				
	122		Pass				
	118		Pass				
	121		Pass				
	129		Pass				
	Overall		Pass				

Grade & Subject:G01H11ISBN:9781533836687

Title Name:Mirrors & Wind Publisher:EMC School

Original Reviews Submitted:5 Reviewers:128, 122, 118, 121, 129

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.	128	Yes	0			
	122	Yes	0			
	118	Yes	0			
	121	Yes	0			
	129	Yes	0			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	128	Yes	0			
	122	No	While there are multiple close-reading passages that include extensive annotations, the language of this indicator is not met because these are not aligned to TN ELA Standards. A suggestion for improvement would be to align the close-reading passage annotations to specific state ELA standards (e.g. align the Close Reading annotations in the Close Reading supplemental text to the appropriate TN ELA standards).			
	118	Yes	While the annotations provided reflect the Tennessee ELA standards, teachers using these materials would have to determine which standards are addressed by which annotations. A suggestion for improvement is to add Tennessee ELA standard labels alongside close-reading annotations.			
	121	Yes	0			
	129	Yes	0			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	128	No	The publisher provided a copy of the evaluation instrument with page numbers indicating where each standard/indicator was addressed which was extremely helpful for review, but standards need to be listed in the teacher facing materials. I suggested at the start of each selection with the text information and objectives-as well as in the scope and sequence guide at the start of each unit.			
	122	No	This indicator is not met; though learning objectives are explicitly and readily available, Tennessee Academic Standards are not. A suggestion for improvement would be to explicitly align teacher-facing materials with TN ELA Standards, most likely within the scope-and-sequence guide.			
	118	No	The demands of the indicator are not met because, while learning objectives are identified, no standards are labeled or identified in the teacher edition. A suggested improvement is to label the Tennessee state standards that are addressed by each learning objective and in each lesson.			
	121	Yes	0			
	129	No	While learning objectives are indeed identified on several pages, standards are not. A valid inclusion would be the notation of standards in both the TE and the SE. Inclusion in the TE would be a minimum requirement, with inclusion in the SE offering an added benefit; students benefit from visibly seeing what standards they are working towards, as well as teachers.			
	128	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.	122	No	This indicator is not met because, while there are alignments to other content areas throughout the materials, the Tennessee Academic Standards are not clearly aligned/documented within these materials because there are not TN Academic Standards explicitly aligned within them. A suggestion for improvement would be to align cross-curricular selections and tasks with the appropriate grade-level content standards.			
	118	Yes	0			
	121	Yes	0			
	129	Yes	0			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	128	Yes	0			
	122	Yes	0			
	118	Yes	0			
	121	Yes	0			
	129	Yes	0			
	128	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.	122	No	While the provided alignment document references several pages in the TE, this indicator is not met because these materials do not include Tennessee Academic Standards, and the language of the teacher-facing materials is not aligned to them. A suggestion for improvement would be to explicitly align these materials to the TN ELA Standards.			
	118	Yes	The indicator is met, but these materials are offered selectively; they are not present in every lesson or unit.			
	121	Yes	0			
	129	Yes	0			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	128	Yes	0			
	122	Yes	0			
	118	Yes	The indicator is met, but a suggestion for improvement is to challenge students by introducing them to new skills at the next level.			
	121	Yes	0			
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	129	Yes	0			
	128	Yes	0			
	122	Yes	0			
	118	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.	121	Yes	0			
	129	Yes	0			
	128	Yes	0			
	122	Yes	0			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	128	No	The materials provide opportunities for text-based discussions with planned activities, but the materials do not provide actual protocols for teachers to follow to help insure that these discussions are productive as learning tools for students			
	122	Yes	0			
	118	No	The indicator is not met because these protocols are not provided. A suggestion for improvement would be to add transition prompts and speaking stems for cooperative talk in Speaking and Listening workshops.			
	121	Yes	0			
	129	Yes	0			
	128	Yes	0			
	122	Yes	0			

k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards.	118	No	The indicator is not met because materials are not included. "Technology Tools" section referenced as appearing on several pages in Teacher Edition (correlation guide) was missing from materials.			
	121	Yes	0			
	129	Yes	0			
<b>Monitoring Student Progress</b>	<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
l. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.	128	Yes	These are present in the materials, but serval rubrics are listed as appearing in the Passport access which was not provided for review.			
	122	Yes	0			
	118	Yes	This indicator is met, but a suggestion for improvement is to provide rubrics for major writing assignments with point breakdown. Current materials only provide a basic checklist for students to use when drafting and editing their writing.			
	121	Yes	0			
	129	Yes	0			
m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	128	Yes	0			
	122	Yes	0			
	118	Yes	0			
	121	Yes	0			
	129	No	This indicator is apparently only digital. Districts/teachers would benefit from paper access to these materials, as well, as not every district has the means for digitalizing all teaching and learning.			
n. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	128	No	The materials point to the end of unit test practice workshops as opportunities for benchmarking. These test practice resources are not developed enough to truly serve as benchmark tools.			
	122	No	Tennessee Academic Standards are not clearly aligned/documented within these materials, nor are there provided quarterly benchmark assessments within the Assessment materials. The reviewer alignment document indicates the Test Practice Workshops suffice as quarterly benchmark assessments, but these tasks are not aligned to the rigor of the TN ELA standards. For example, the "Compare and Contrast Characters" test prep selection on pages 550-551 is not aligned to the rigor of 11-12.KID.3. A suggestion for improvement would be to develop or include quarterly benchmark assessments that are aligned to TN Academic Standards for Grade 11.			
	118	No	The demands of this indicator are not met because the materials provide opportunities for "test prep" but do not include comprehensive benchmark assessments that measure proficiency on all standards taught or addressed by a specific unit.			
	121	Yes	0			
	129	No	This indicator is apparently only digital. Districts/teachers would benefit from paper access to these materials, as well, as not every district has the means for digitalizing all teaching and learning.			
o. Materials include suggestions and tools to keep students and parents informed about students' progress.	128	Yes	0			
	122	No	While the EMC correlation reviewer guide references the Program Guide on multiple pages, there is nothing provided within that list of references to indicate that the language of this indicator is met. A suggestion for improvement would be to clearly and explicitly include suggestions and tools to keep parents and students informed about students' progress.			
	118	Yes	0			
	121	Yes	0			
	129	No	This indicator is apparently only digital. Districts/teachers would benefit from paper access to these materials, as well, as not every district has the means for digitalizing all teaching and learning.			
<b>Organization</b>	<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>

p. Content is sufficient to provide instruction across the school year and includes daily lessons organized into coherent units of study.	128	Yes	0			
	122	Yes	0			
	118	Yes	0			
	121	Yes	0			
	129	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.	128	Yes	0			
	122	Yes	0			
	118	Yes	0			
	121	Yes	0			
	129	Yes	0			
r. Program components, lesson plans, and the relationships among the parts are clear.	128	Yes	0			
	122	Yes	0			
	118	Yes	0			
	121	Yes	0			
	129	Yes	0			
s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	128	Yes	0			
	122	No		The language of this indicator is not met because the Tennessee Academic Standards are not clearly aligned/documented within the published scope-and-sequence program materials. A suggestion for improvement would be to align the Unit Scope and Sequence guides provided at the beginning of each unit to the appropriate TN ELA standards.		
	118	Yes	0			
	121	Yes	0			
	129	Yes	0			
t. Each lesson contains a list of required materials.	128	Yes	0			
	122	Yes	0			
	118	Yes		The indicator is met, but teachers must refer to a selection lesson plan in "Program Resources" which is not printed in the textbook, and no instructions are provided for accessing this resource. A suggestion for improvement is to offer planning documents (including materials lists) at the beginning of lessons in the teacher's edition of the textbook as printed.		
	121	Yes	0			
	129	Yes	0			
u. Lessons, chapters, and units contain estimated instructional times.	128	Yes	0			
	122	Yes	0			
	118	Yes	0			
	121	Yes	0			
	129	Yes	0			
v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	128	Yes	0			
	122	Yes	0			
	118	Yes	0			
	121	Yes	0			
	129	Yes	0			
w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	128	Yes	0			
	122	Yes	0			
	118	Yes	0			
	121	Yes	0			
	129	Yes	0			
x. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	128	Yes	0			
	122	Yes	0			
	118	Yes	0			
	121	Yes	0			
	129	Yes	0			
y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	128	No		The publisher provided a copy of the evaluation instrument with page numbers in italics, which are not standard in the document, which was not used and		
	122	No		while there is a reviewer document provided that references the standards and		
	118	No		The definitions of this indicator are not met because these materials are not included. A suggestion for improvement is to include these in the teacher's edition		
	121	Yes	0			
	129	No		while there is a publisher-produced correlations guide present, it is not adequate. To better meet this indicator, the publisher could include a list each		

Additional Comments:	Reviewer	Evidence/Notes			
Additional Comments about Section V: Additional Components	128	0		Total indicators to be re-reviewed:	0
	122	Many of the indicators that are not met in this section are not met because these materials are			
	118	0			
	121	0			
	129	0			

[illegible]

[illegible]