

SECTION I Alignment to Shifts (10 Indicators)

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.

This section is required. Materials must meet 100% of indicators (10 of 10) to pass this section.

Note: For review purposes, the term materials will include a wide variety and range of high-quality literary and informational texts that are appropriately challenging for the grade. For all sections reviewed, the following are reviewed: Read-aloud texts (K-2), Shared Reading Texts (K-2), Big Books, Leveled Readers (if provided).

Text Complexity and Structure

Materials ensure students engage in regular practice with complex text and its academic vocabulary.

Indicator	Yes	No
1. Materials include well-crafted literary and informational texts that cover a range of content areas and/or topics and are worthy of careful reading.		
2. Materials include a variety of text types and genres across content that meet the requirements within the Literary and Informational Text Standards.		
3. Anchor and supporting texts provide opportunities for students to engage in a range and volume of reading to achieve grade level reading proficiency.		
4. Texts (including read-aloud texts and some shared reading texts used to build knowledge and vocabulary) have the appropriate level of complexity for the grade level according to quantitative analysis, qualitative analysis, and a relationship to their associated student task. Read-aloud texts at K-2 are above the complexity levels of what most students can read independently.		

Knowledge

Materials are specifically chosen to build knowledge through content-rich literary and informational texts.

Indicator	Yes	No
5. Texts are organized around a topic/topics to build students' knowledge and vocabulary.		
6. Materials provide students with multiple task-based opportunities to demonstrate their knowledge acquisition and contextual vocabulary development.		
7. Materials contain a coherently sequenced set of text-based questions and tasks that require students to build knowledge and integrate ideas across both individual and multiple texts.		

Evidence

Materials ensure that reading and writing are grounded in evidence from both literary and informational text.

Indicator	Yes	No
8. Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.		
9. The majority of writing tasks require students to respond to texts and/or include textual evidence.		
10. Most questions, tasks, and assignments are text dependent/specific, requiring students to engage with the text directly (drawing on drawing on key details from the text as support).		

Additional comments about the three instructional shifts:

Additional comments about scoring:

SECTION II

Alignment to Tennessee English Language Arts Standards (8 Indicators)

*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.*

This section is required. Materials must meet 85% of indicators (7 of 8) to pass this section. (The change in passing percentage reflects the change in indicators).

Note: Foundational Literacy Standards have moved to the Foundational Skills section (Section IV).

Indicator	Yes	No
1. Materials contain sets of coherently sequenced questions and tasks that require students to analyze the language (words/phrases), key ideas, and details within a text.		
2. Materials contain sets of coherently sequenced questions and tasks that require students to analyze the craft and structure of individual texts in order to make meaning and build understanding of texts and topics.		
3. Materials provide a design, including accountability, for how students will regularly engage in a volume of independent reading either in or outside of class.		
4. Materials support students' listening and speaking about texts.		
5. Materials provide support for students to compose across text types for a variety of purposes and audiences.		
6. Materials provide opportunities for students to address different text types of writing (year long) that reflect the distribution required by the standards.		
7. Materials contain a year long, cohesive plan for writing instruction and tasks which support students in building and communicating substantive understanding of topics and texts.		
8. Materials include a progression of focused, shared research and writing projects to encourage students to develop knowledge and understanding of a topic using texts and other source materials.		

Additional comments about the three instructional shifts:

Additional comments about scoring:

SECTION III

High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks (10 Indicators)

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.

This section is required. Materials must meet 80% of indicators (8 of 10) to pass this section.

Indicator	Yes	No
1. Units and lessons are designed to build around topics and/or enduring understandings and allow for multiple and varied opportunities to engage in texts.		
2. Most units and lessons are designed to build student knowledge of the text(s) and topic through integration of the standards but not through exclusive or isolated focus on skills or individual standards (through drawing, dictating, writing, speaking or a combination, as appropriate).		
3. Materials provide frequent opportunities and protocols for evidence-based discussions (small group, peer-to-peer, whole class) that encourage the modeling and use of academic vocabulary and syntax.		
4. Materials support students' listening and speaking about what they are reading (or listening to through read alouds) and researching (shared projects) with relevant follow-up questions and supports.		
5. Materials include explicit instruction of the grammar and conventions/language standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.		
6. Formative and Summative assessments clearly denote which standards are being emphasized as well as interpretive guidance for teachers to monitor progress and provide interventions.		
7. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographic).		
8. Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or in a language other than English, with extensive opportunities to work with grade level text and meet or exceed grade-level standards.		

Indicator	Yes	No
9. Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.		
10. Materials include regular opportunities for writing which is text-based to support recall of information, opinions with reasons, and relevant information appropriate for the grade level.		

Additional comments about the three instructional shifts:

Additional comments about scoring:

SECTION IV Foundational Skills (5 Indicators)

The goal of the foundational literacy skills is to develop fluent readers and writers who are able to comprehend and analyze texts across a wide range of texts and express their thoughts and ideas effectively. Before proficiency can be achieved, children must master the essential foundational skills during the early grades.

This section is required. Materials must meet 80% of indicators (4 of 5) to pass this section.

Indicator	Yes	No
1. Materials provide explicit, systematic, sequential, and evidence-based instruction of grade level foundational skills including: alphabetic principle (K), phonological awareness (K-1) phonics and word recognition (K-2), word composition (K-2), fluency (1-2), sentence composition, grammar, and conventions.		
2. Materials, questions, and tasks provide regular practice to address the acquisition of print concepts, including alphabetic knowledge, directionality, and function (K-1), structures and features of text (1-2).		
3. Instructional opportunities are frequently built into the materials for students to practice and gain decoding automaticity; this includes reading fluency in oral reading beginning in mid-Grade 1 and through Grade 2.		
4. Materials include explicit sequence of instruction and practice in sight-based recognition of high frequency words.		
5. Materials support ongoing and frequent assessment (formative or summative) to determine student mastery and to inform meaningful differentiation of foundational skills, including a clear and specific protocol as to how students performing below standard on these assessments will be supported.		

Additional comments about the three instructional shifts:

Additional comments about scoring:

SECTION V
Additional Information (Usability, Teacher Supports) (8 Indicators)

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.

This section is optional.

Indicator	Yes	No
1. Materials are well-designed and take into account effective lesson structure and pacing.		
2. The teacher and student can reasonably complete the content within a regular school year, and the pacing allows for maximum student understanding.		
3. The student resources include ample review and practice resources, clear directions, and explanation, and correct labeling of reference aids (e.g., visuals, maps, etc.).		
4. Materials include publisher-produced alignment documentation of the standards addressed by specific questions, tasks, and assessment items.		
5. Materials contain a teacher's edition with ample and useful annotations and suggestions on how to present the content in the student edition and in the ancillary materials. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.		
6. Materials contain a teacher's edition that contains full, adult-level explanations and examples of the more advanced literacy concepts so that teachers can improve their own knowledge of the subject, as necessary.		
7. Materials contain a teacher's edition that explains the role of the specific ELA/literacy standards in the context of the overall curriculum.		
8. Materials contain strategies for informing all stakeholders, including students, parents, or caregivers about the ELA/literacy program and suggestions for how they can help support student progress and achievement.		

Additional comments about the three instructional shifts:

Additional comments about scoring: