

## SECTION I Alignment to Shifts (11 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 (11 of 11) to pass this section.**

### ***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. Materials support students' increasing literacy skills over the course of the school year. (Series of texts should be at a variety of complexity levels appropriate for the grade band.)		
4. Texts have the appropriate level of complexity for the grade level according to quantitative analysis, qualitative analysis, and a relationship to their associated student task.		
5. Over the course of the school year, materials support students' access and understand increasingly complex texts with increasing independence.		

**Knowledge**

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

Indicator	Yes	No
6. Texts are organized around a topic/topics to build students' knowledge and vocabulary.		
7. Materials provide students with multiple text-based opportunities to demonstrate their knowledge acquisition and contextual vocabulary development.		
8. 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
9. Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.		
10. The majority of writing tasks require students to respond to texts and/or include textual evidence.		
11. Most questions, tasks, and assignments are text dependent/specific, requiring students to engage with the text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text).		

Additional comments about the three instructional shifts:

Additional comments about scoring:

## SECTION II

### Alignment to Tennessee English Language Arts Standards (10 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 90% of indicators (9 of 10) to pass this section.**

Indicator	Yes	No
1. Materials contain sets of coherently sequenced higher order thinking questions and tasks that require students to analyze the language (words/phrases), key ideas, details of individual texts in order to make meaning and build an understanding of texts and topics.		
2. Materials contain sets of coherently sequenced higher order thinking questions and tasks that require students to analyze the craft and structure of individual texts in order to make meaning and build an 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 provide frequent opportunities and protocols to engage students in speaking and listening activities and discussions (small group, peer-to-peer, whole class) which encourage the modeling and use of academic vocabulary and the crafting of evidence-based arguments.		
5. Materials support students' listening and speaking about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.		
6. Materials include a mix of on-demand, process writing (e.g., multiple drafts, revisions over time) short, focused projects, incorporating digital resources where appropriate.		
7. Materials include frequent opportunities for evidence-based writing to support careful analyses, well-defended claims, and clear information.		
8. Materials include opportunities for students to write across standard-based genres (i.e., narrative, informative/explanatory, argumentative, and research).		

Indicator	Yes	No
9. Materials, lessons, and questions provide instruction in and practice of word analysis skills in a research-based progression in connected text and tasks.		
10. Materials include a progression of focused research projects to encourage students to develop knowledge in a given area by confronting and analyzing different aspects of a topic using multiple texts and 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 (9 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 75% of indicators (7 of 9) to pass this section.**

Indicator	Yes	No
1. Units and lessons are designed and built around worthwhile topics and enduring understandings and allow for multiple and varied opportunities to engage in texts.		
2. The teacher and student can reasonably complete the content within a regular school year, and the pacing allows for maximum student understanding.		
3. Materials contain sets of high-quality sequences of text-based questions with activities that build to a culminating task which integrates skills to demonstrate understanding (as appropriate, may be drawing, dictating, writing, speaking, or a combination).		
4. Materials attend to supporting students' increasing writing skills over the course of the school year, building students' writing ability to demonstrate proficiency at grade level at the end of the school year.		
5. Materials attend to 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 indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence, and motivation.		
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.		

Additional comments about the three instructional shifts:

Additional comments about scoring:

**SECTION IV**  
**Additional Information (Usability, Teacher Supports) (7 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 student resources include ample review and practice resources, clear directions, and explanation, and correct labeling of reference aids (e.g., visuals, maps, etc.).		
3. Materials include publisher-produced alignment documentation of the standards addressed by specific questions, tasks, and assessment items.		
4. 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.		
5. 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.		
6. Materials contain a teacher's edition that explains the role of the specific ELA/literacy standards in the context of the overall curriculum.		
7. 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: