

**\*\*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:** Into Literature  
**Grade:** G01700

Reviewer	Section I	Section II	Section III	Overall
98	Pass	Pass	Pass	
96	Pass	Pass	Pass	
103	Fail	Fail	Pass	
105	Fail	Pass	Pass	
94	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 reivse content and enter the title into re-reivew, 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:G01700    ISBN:9781328474780

Title Name:Into Literati    Publisher:Houghton Mifflin Harcourt

Original Reviews Submitted:5    Reviewers:98, 96, 103, 105, 94

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.	98	Yes		0		
	96	Yes		0		
	103	Yes	Although the program meets the requirements of this indicator, consider providing a rationale for the strategic sequencing and spiraling of the texts. Then teachers will be able to have a deeper understanding of how information is intended to build throughout the units.			
	105	Yes		0		
	94	Yes		0		
b. <b>Vocabulary:</b> Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	98	Yes		0		
	96	Yes		0		
	103	No	<p>Although the lists of words are not specifically labeled into Tier 2 and 3, the materials provide lists of academic vocabulary (Tier 3) in each unit and vocabulary words (Tier 2) for each text. Students are given multiple opportunities and ways to interact with the academic words, such as, writing, speaking, and reading throughout each unit. The online Ed Vocabulary studio provides students with additional opportunities independent instruction, practice and assessment. Even though there are aspects of the program that attempt to meet the cognitive expectations of the vocabulary indicator, overall, the materials did not consistently meet the indicator due to a lack of abundant opportunities for students to build vocabulary acquisition skills in context, and a lack of teacher facing materials.</p> <p>The materials do not provide enough contextual activities where students are interacting with words during reading. The majority of the student vocabulary activities are completed as before reading in the "get ready" sections and after reading activities in the "critical vocabulary" sections. The materials do include high quality questions that teachers can ask students about the words during the reading (examples: TE U2 pp. 76, 104, etc), however the definitions of the words are provided, so students are not having to figure out the meaning and build their skill of language acquisition. In the notice and note model, one of the signposts is "Word Gaps" where students use context to identify the meaning of difficult words or phrases in nonfiction. However, this strategy can and should also be applied to fiction. Unfortunately, this important signpost is only addressed briefly in one unit throughout the entire curriculum. The richness in this activity is that students have to pinpoint and identify the specific parts of the text that lead them to understanding and analyzing an author's word choice and usage. A potential revision could be adding the "Word Gaps" sign post not only earlier in the curriculum, for instance, in unit one, but also spiraled throughout each unit in order to include more contextual instruction for students.</p> <p>Additionally, the materials do not provide direct and explicit instructions for teachers on how to teach students vocabulary. The Vocabulary Studio provides student led lessons and practice, but teachers cannot rely on every 7th grader to be a self-driven learner. Therefore, detailed teacher materials are crucial to helping students learn the thought process and analysis of vocabulary usage and acquisition. The vocabulary activities and minimal questioning prompts are provided in the materials. For instance on TE U1 pp. 22, the teacher instructions state, "Make inferences and use text evidence." And include an answer key to the Critical Vocabulary section where the directions for students did not include that they needed to use text evidence. Teachers need more explicit teacher facing materials on how to guide vocabulary instruction, overcome misunderstandings, make connections, and so on. To improve, consider adding more in-depth teacher facing materials with detailed lesson plans and directions for teachers on how to teach vocabulary beyond just providing lists of words, activities, limited instructions, and answer keys. A rationale for the selection of Tier 2 and Tier 3 words could also be included.</p>			
	105	No	The materials do not meet this indicator because there is little to no direct instruction in vocabulary, only guiding questions. A suggestion for revision would be to include mini lesson throughout that are designed as direct vocabulary instruction and then use the already provided guiding vocabulary questions and tasks to use academic vocabulary as a way to demonstrate mastery of the direct vocabulary instruction strategies.			
	94	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.	98	Yes	0			
	96	Yes	0			
	103	Yes	The culminating task for each unit is to write different styles of essays that address the essential question. Students collect evidence after reading each text to support an answer to the essential question and use that evidence and thinking in their writing at the end of the unit. Additionally, students and teachers are provided with graphic organizers, rubrics, and individualized lessons in the online Writing Studio. Additionally, support for ELL and struggling students is provided for the teacher			
	105	Yes	0			
	94	Yes	0			
<b>Text Complexity:</b> Materials ensure students engage in regular practice with complex text and its academic vocabulary.	<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
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.	98	Yes	0			
	96	Yes	0			
	103	Yes	0			
	105	No	The materials do not meet the indicator because four of the unit anchor texts are on the low to below end of the Lexile range and all fall within the slightly to moderately complex qualitative range ( explicit, everyday experiences, first person, chronological with very little implied). A suggestion for improvement would be to select anchor texts with higher qualitative ranges or higher Lexile levels.			
	94	Yes	0			
e. Text plays a central role in the English class period.	98	Yes	0			
	96	Yes	0			
	103	No	Each lesson is rooted in a text and the materials provide structures for students to read independently, for example in the EBook students have the ability to choose short stories, poems, and articles related to each unit on their lexile levels and students also have access to novels to read independently through the Digital Library. However, the materials do not meet the demand of the indicator because the materials lack teacher directions, lesson plans, and structures for when and how to implement independent reading into the class period. While students are able to read the books available in the Digital Library, they are all in the public domain and, therefore, dated. 7th grade students would struggle to independently read the majority of the books on the list. Additionally, the suggested novels for each unit that have novel guides, are not included in the Digital Library, so on top of the textbooks, if schools wanted students to read texts of varying lengths, as is a best practice, they would also have to purchase novels. A suggested idea for revision is to include teacher facing materials with instructions on how to build stamina in independent reading so that students grow their ability to read for longer sustained periods of time throughout the year. Also, consider ascertaining the suggested novel for each unit for the			
	105	Yes	0			
	94	Yes	0			
	98	Yes	0			
	96	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.	98	Yes	0			
	96	Yes	0			
	103	Yes	0			
	105	Yes	0			
	94	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> •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.	98	Yes	0			
	96	Yes	0			
	103	Yes	The materials meet the cognitive demands of the indicator, but consider including more questions that require students to select the best text evidence, both in their own writing and in multiple choice responses, in order to assess the degree to which students understand and interpret a passage.			
	105	Yes	0			
	94	Yes	0			
h. <b>Writing to sources:</b> The majority of writing tasks	98	Yes	0			
	96	Yes	0			

require students to respond to texts and/or include textual evidence.	103	Yes	0			
	105	Yes	0			
	94	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.	98	Yes	0			
	96	Yes	0			
	103	Yes	0			
	105	Yes	0			
	94	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>	98		0		<b>Total indicators to be re-reviewed:</b>	<b>0</b>
	96		0			
	103	Additional comments on the three instructional shifts within the materials: The materials do not pass the shifts in instruction because they did not meet the demands of the vocabulary and text plays a central role indicators. One huge missing piece was				
	105		0			
	94		0			
<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>				
	<b>98</b>	<b>Pass</b>				
	<b>96</b>	<b>Pass</b>				
	<b>103</b>	<b>Fail</b>				
	<b>105</b>	<b>Fail</b>				
	<b>94</b>	<b>Pass</b>				
	<b>Overall</b>	<b>Pass</b>				

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## 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>		<b>98</b>	<b>Yes</b>		0		
<b>Category</b>		<b>96</b>	<b>Yes</b>		0		
Key Ideas and Details	<b>Literature: 7.RL.KID.1</b> Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.	<b>103</b>	<b>Yes</b>	In 7th grade, 7.RL.KID.1 increases in rigor by asking students to cite "several pieces of textual evidence" rather than just one to support conclusions. The materials do	0		
<b>Cornerstone</b>		<b>105</b>	<b>Yes</b>		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.		<b>94</b>	<b>Yes</b>		0		
	<b>Informational Text: 7.RI.KID.1</b> Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.	<b>98</b>	<b>Yes</b>		0		
		<b>96</b>	<b>Yes</b>		0		
		<b>103</b>	<b>Yes</b>	In 7th grade, 7.RI.KID.1 increases in rigor by asking students to cite "several pieces of textual evidence" rather than just one to support conclusions. The materials do	0		
		<b>105</b>	<b>Yes</b>		0		
		<b>94</b>	<b>Yes</b>		0		
<b>Standard 2</b>		<b>98</b>	<b>Yes</b>		0		
<b>Category</b>		<b>96</b>	<b>Yes</b>		0		
Key Ideas and Details	<b>Literature: 7.RL.KID.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.	<b>103</b>	<b>Yes</b>		0		
<b>Cornerstone</b>		<b>105</b>	<b>Yes</b>		0		
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		<b>94</b>	<b>Yes</b>		0		
	<b>Informational Text: 7.RI.KID.2</b> Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.	<b>98</b>	<b>Yes</b>		0		
		<b>96</b>	<b>Yes</b>		0		
		<b>103</b>	<b>No</b>	The materials did not meet the cognitive demand of	0		
		<b>105</b>	<b>Yes</b>		0		
		<b>94</b>	<b>Yes</b>		0		
<b>Standard 3</b>		<b>98</b>	<b>Yes</b>		0		
<b>Category</b>		<b>96</b>	<b>Yes</b>		0		
Key Ideas and Details	<b>Literature: 7.RL.KID.3</b> Analyze how specific elements of a story or drama interact with and affect each other.	<b>103</b>	<b>Yes</b>		0		
<b>Cornerstone</b>		<b>105</b>	<b>Yes</b>		0		
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		<b>94</b>	<b>Yes</b>		0		
	<b>Informational Text: 7.RI.KID.3</b> Analyze the relationships and interactions among individuals, events, and/or ideas in a text.	<b>98</b>	<b>Yes</b>	Note for improvement: It might be helpful to provide more instances to explicitly teach this standard and to provide more embedded questions for this standard.	0		
		<b>96</b>	<b>Yes</b>		0		
		<b>103</b>	<b>Yes</b>		0		
		<b>105</b>	<b>Yes</b>		0		
		<b>94</b>	<b>Yes</b>		0		
<b>Standard 4</b>		<b>98</b>	<b>Yes</b>		0		
<b>Category</b>		<b>96</b>	<b>Yes</b>		0		
Craft and Structure	<b>Literature: 7.RL.CS.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.	<b>103</b>	<b>Yes</b>		0		
<b>Cornerstone</b>		<b>105</b>	<b>Yes</b>		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.		<b>94</b>	<b>Yes</b>		0		
	<b>Informational Text: 7.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 the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.	<b>98</b>	<b>Yes</b>		0		
		<b>96</b>	<b>Yes</b>		0		
		<b>103</b>	<b>Yes</b>		0		
		<b>105</b>	<b>Yes</b>		0		
		<b>94</b>	<b>Yes</b>		0		
<b>Standard 5</b>		<b>98</b>	<b>Yes</b>		0		
<b>Category</b>		<b>96</b>	<b>Yes</b>		0		
Craft and Structure	<b>Literature: 7.RL.CS.5</b> Analyze the form or structure of a story, poem, or drama, considering how text form or	<b>103</b>	<b>No</b>	The materials do an excellent job questioning students in order to analyze the structure of poems and drama. The questions lead students to meaningfully	0		

<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.	structure contributes to its theme and meaning.	105	Yes		0		
		94	Yes		0		
	<b>Informational Text: 7.RI.CS.5</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	98	Yes		0		
		96	Yes		0		
		103	Yes		0		
		105	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: 7.RL.CS.6</b> Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.	94	Yes		0		
		98	Yes		0		
		96	Yes		0		
		103	No	The materials do not meet the demand of the standard because, overall, students may be asked to analyze characters and their motivations but are very rarely asked	0		
	<b>Informational Text: 7.RI.CS.6</b> Determine an author's point of view or purpose in a text and analyze how an author distinguishes his or her position from that of others.	105	Yes		0		
		94	Yes		0		
		98	Yes		0		
		96	Yes		0		
		103	Yes		0		
		105	Yes		0		
		94	Yes		0		
		98	Yes		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: 7.RL.IKI.7</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multi-media version, analyzing the effects of techniques unique to each medium.	96	Yes		0		
		103	Yes	Students have only one opportunity to learn and master this standard throughout the materials when they read "The Governor's" and compare the story to visual	0		
		105	Yes		0		
		94	Yes		0		
	<b>Informational Text: 7.RI.IKI.7</b> Compare and contrast a text to an audio, video, or multimedia version of a text, analyzing each medium's portrayal of the subject.	98	Yes		0		
		96	Yes		0		
		103	No	Most of the examples given addressed the standard for author's purpose, rather than comparing and contrasting a text to an audio, video, or multimedia version of	0		
		105	Yes		0		
		94	Yes	The indicator is met because there are chances for analysis of a story as presented in various formats. However, consider revision to include multiple instances that	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						
	<b>Informational Text: 7.RI.IKI.8</b> Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims.	98	Yes		0		
		96	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: 7.RL.IKI.9</b> Compare and contrast an historical account with a fictional portrayal of the same time, place, or character.	103	No	The materials do not meet the cognitive demand of the standard because they do not provide a sufficient number of argumentative texts in order to teach the	0		
		105	Yes		0		
		94	Yes		0		
		98	Yes	*Note for improvement: Currently there is only one opportunity provided in order to practice this standard. It might be helpful to provide more activities that allow	0		
	<b>Informational Text: 7.RI.IKI.9</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing an alternate explanation of events.	96	Yes		0		
		103	No	The materials do not meet the standard because they do not provide an opportunity for students to compare and contrast a historical account with a	0		
		105	Yes		0		
		94	No	The requirement is not met for this indicator. While the text provides opportunity to compare literary/nonfiction accounts, no task allow for	0		
		98	Yes		0		
		96	Yes		0		
		103	Yes		0		
		105	Yes		0		
		94	Yes		0		
		98	Yes		0		
		96	Yes		0		
		103	Yes		0		
		105	Yes	Although the anchor text indicator was not met, the materials meet this indicator because many of the other texts have higher Lexile and Qualitative measures	0		
		94	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: 7.RL.RRTC.10</b> Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	98	Yes		0		
		96	Yes		0		
		103	Yes		0		
		105	Yes	Although the anchor text indicator was not met, the materials meet this indicator because many of the other texts have higher Lexile and Qualitative measures	0		
	<b>Informational Text: 7.RI.RRTC.10</b> Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	94	Yes		0		
		98	Yes		0		
		96	Yes		0		
		103	Yes	Although the anchor text indicator was not met, the materials meet this indicator because many of the other texts have higher Lexile and Qualitative measures	0		

		94	Yes	0			
SPEAKING AND LISTENING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
<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>7.SL.CC.1</b> Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	98	Yes	0			
		96	Yes	0			
		103	Yes	0			
		105	Yes	0			
		94	Yes	0			
<b>Standard 2</b> <b>Category</b> Comprehension and Collaboration <b>Cornerstone</b> Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.	<b>7.SL.CC.2</b> Analyze the main ideas and supporting details presented in diverse media formats; explain how this clarifies a topic, text, or issue under study.	98	Yes	Note for improvement: While opportunities for discussion are prevalent throughout the text, it might be helpful to provide more explicit guidance on collaborative discussions: templates, guidelines, scaffolds, etc.			
		96	Yes	0			
		103	Yes	0			
		105	Yes	0			
		94	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>7.SL.CC.3</b> Explain a speaker's argument and specific claims, focusing on whether the reasoning is sound, relevant, and sufficient.	98	Yes	0			
		96	Yes	0			
		103	Yes	0			
		105	Yes	0			
		94	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 task, purpose, and audience.	<b>7.SL.PKI.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	98	Yes	0			
		96	Yes	0			
		103	Yes	0			
		105	Yes	0			
		94	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>7.SL.PKI.5</b> Include multimedia components and visual displays in presentations to clarify claims and findings and to emphasize major points.	98	Yes	0			
		96	Yes	0			
		103	Yes	0			
		105	Yes	0			
		94	Yes	0			
<b>Standard 6</b> <b>Category</b> Presentation of Knowledge and Ideas <b>Cornerstone</b>	<b>7.SL.PKI.6</b> Adapt speech to a variety of contexts and	98	Yes	0			
		96	Yes	0			

<b>Cornerstone</b> Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.	7.SL.P.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	103	Yes	0			
		105	Yes	0			
		94	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 Category</b> Text Types and Protocol <b>Cornerstone</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	7.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s). c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons. d. Use credible sources and demonstrate an understanding of the topic or source material. e. Craft an effective and relevant conclusion that supports the argument presented. f. Use precise language and content-specific vocabulary. g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use varied sentence structure to enhance meaning and reader interest. i. Establish and maintain a formal style.	98	Yes	Note for improvement: WTPP.1.h-- It might be helpful to provide more explicit instruction on varied sentence structure.			
		96	Yes	0			
		103	No	The materials do not meet the demand of the standard because they do not provide sufficient instruction for students or explicit directions for teachers on how to implement transition words and vary sentence structure. Additionally the Writing Studio did not contain information and lessons on how to address a			
		105	Yes	0			
		94	Yes	0			
<b>Standard 2 Category</b> Text Types and Protocol <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.	7.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow. b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material. e. Craft an effective and relevant conclusion f. Include formatting, graphics, and multimedia when appropriate. g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use precise language and domain-specific vocabulary. i. Use varied sentence structure to enhance meaning and	98	Yes	Note for improvement: WTPP.2.i-- It might be helpful to provide more explicit instruction on varied sentence structure.			
		96	Yes	0			
		103	No	The materials do not meet the demand of the standard because they do not provide sufficient teacher facing materials to guide students in the use of transition words. Throughout the materials, students are told to use transition words, given a short list of examples, but not given instruction on how and when to implement them. In the Writing Studio, students are given one definition and one			
		105	Yes	0			
		94	Yes	0			
<b>Standard 3 Category</b> Text Types and Protocol <b>Cornerstone</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	7.W.TTP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters. b. Organize an event sequence that unfolds naturally and logically. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters. e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the	98	Yes	0			
		96	Yes	0			
		103	Yes	0			
		105	Yes	0			



	relationships among experiences and events. f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events. g. Use precise words and phrases, relevant descriptive	94	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>7.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.)	98	Yes	0			
		96	Yes	0			
		103	No	Because of the lack of sufficient transition word instruction and practice, the materials do not meet this standard. An important component of producing clear and coherent writing is for the writer to draw clear connections between ideas.			
		105	Yes	0			
		94	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>7.W.PDW.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grade 7.)	98	Yes	0			
		96	Yes	0			
		103	Yes	0			
		105	Yes	0			
		94	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>7.W.PDW. 6</b> Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.	98	Yes	0			
		96	Yes	0			
		103	No	Linking and citing sources appears in this standard for the first time in 7th grade. Therefore, the materials should provide guidance/prompts for students to perform this skill. Because the materials lack such guidance and prompts, the materials do not meet this standard.			
		105	Yes	0			
		94	Yes	0			
<b>Standard 7</b> <b>Category</b> Research to Build and Present Knowledge <b>Cornerstone</b> Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.	<b>7.W.RBPK.7</b> Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.	98	Yes	0			
		96	Yes	0			
		103	No	At the 7th grade level, students must create their own question to guide a research project for the first time, including self-generated, focused questions over texts that allow for multiple avenues of self-exploration. Materials should provide			
		105	Yes	0			
		94	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>7.W.RBPK.8</b> Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	98	Yes	0			
		96	Yes	0			
		103	Yes	0			
		105	Yes	0			
		94	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	<b>7.W.RBPK.9</b> Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.	98	Yes	0			
		96	Yes	0			
		103	Yes	0			
		105	Yes	0			

support analysis, reflection, and research.		94	Yes	0			
<b>Standard 10</b>		98	Yes	0			
<b>Category</b>							
Range of Writing		96	Yes	0			
<b>Cornerstone</b>		103	Yes	0			
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.	7.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	105	Yes	0			
		94	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>Language Standard 1:</b> Conventions of Standard English	7.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers. b. When writing or speaking, produce simple, compound, and complex sentences with effectively-	98	Yes	0			
		96	Yes	0			
		103	Yes	0			
		105	Yes	0			
		94	Yes	0			
<b>Language Standard 2:</b> Conventions of Standard English	7.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the function of commas to separate coordinate adjectives and use them correctly to do so.	98	Yes	0			
		96	Yes	0			
		103	Yes	0			
		105	Yes	0			
		94	Yes	0			
<b>Language Standard 3:</b> Knowledge of Language	7.L.KL.3 When writing and speaking, choose precise language to express ideas concisely.	98	Yes	0			
		96	Yes	0			
		103	Yes	Consider adding additional practice, examples, and teacher facing materials for helping students who struggle as the instructional piece for this standard is limited.			
		105	Yes	0			
		94	Yes	0			
<b>Language Standard 4:</b> Vocabulary Acquisition and Use	7.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th 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	98	Yes	0			
		96	Yes	0			
		103	Yes	0			
		105	Yes	0			
		94	Yes	0			
<b>Language Standard 5:</b> Vocabulary Acquisition and Use	7.L.VAU.5 When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.	98	Yes	0			
		96	Yes	0			
		103	Yes	0			
		105	Yes	0			
		94	Yes	0			
<b>Language Standard 6:</b> Vocabulary Acquisition and Use	7.L.VAU.6 Acquire and accurately use grade-appropriate general academic and domain- specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.	98	Yes	0			
		96	Yes	0			
		103	Yes	0			
		105	Yes	0			
		94	Yes	0			
<b>Additional Comments</b>		<b>Reviewer</b>	<b>Evidence/Notes</b>				
<b>Additional Comments on Section II Standards</b>		98	0			Total indicators to be re-reviewed:	0
		96	0				
		103	0				
		105	Although the materials pass all the writing indicators, most of the				
		94	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		98	Pass				
		96	Pass				
		103	Fail				
		105	Pass				

Instrument )		94	Pass
Overall		Pass	

Grade & Subject: G01700 ISBN: 9781328474780

Title Name: Into Literature Publisher: Houghton Mifflin Harcourt

Original Reviews Submitted: 5 Reviewers: 98, 96, 103, 105, 94

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, topic, or theme, and include essential questions and enduring understandings.	98	No	Although the text does build units around a concept/theme while providing an essential questions as well as objectives, no enduring understandings are explicitly provided.  <i>It is suggested that enduring understandings be included for each unit.</i>			
	96	Yes		0		
	103	No	The materials are built around a concept, topic or theme and each unit includes an essential question. However, the materials do not meet the indicator because they do not include enduring understandings for each unit that are relevant and clearly labeled for teacher implementation. Consider adding enduring understandings to each unit.			
	105	Yes		0		
	94	Yes		0		
b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.	98	Yes		0		
	96	Yes		0		
	103	Yes	The materials provide a pacing guide for each unit and text. For instance, in LE 02, pp. 96A-96B, the materials suggest 30 days overall for unit 2 pacing and 4 days for the first individual text "Heartbeat". To improve, the materials could provide more day-to-day lesson guidance for teachers on what activities within each text should be done each day. This would give teachers a better idea for how to pace each text and effectively complete each valuable aspect of the materials.			
	105	Yes		0		
	94	Yes		0		
c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.	98	Yes		0		
	96	Yes		0		
	103	Yes		0		
	105	Yes		0		
	94	Yes		0		
d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	98	Yes		0		
	96	Yes		0		
	103	Yes		0		
	105	Yes		0		
	94	Yes		0		
e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.	98	Yes		0		
	96	Yes		0		
	103	Yes		0		
	105	Yes		0		
	94	Yes		0		
f. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical) while appealing to students' interests.	98	Yes		0		
	96	Yes		0		
	103	Yes		0		
	105	Yes		0		
	94	Yes		0		
	98	Yes	Note for improvement: Note for improvement: While opportunities for discussion are prevalent throughout the text, it might be helpful to provide more explicit guidance on collaborative discussions: templates, guidelines, scaffolds, etc. Provide more specific parameters for small group instruction.			
	96	Yes		0		

g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.	103	Yes	The opportunities for varied ways to engage with text (read-alouds, small-group reading, and independent reading) are present within the materials. The materials include some opportunities for students to read independently (TE U1 pp. 85), build fluency in partners (TE U1 pp.40), and interact with texts in small groups. However, the materials have much room for improvement because they do not provide teachers with enough guidance in the teacher facing materials to help teachers implement the strong instructional routines required in order to facilitate various forms of reading. Additionally, there are limited to no opportunities or embedded guidance for small group lessons with the teacher. A suggested idea for improvement is to include teacher facing materials and more detailed lesson plans for small-group reading and independent reading versus just a brief explanation of a small group activity in bullet points like on page TE U3, pg. 185. Materials could model instructional examples for the teacher to share during the small-group reading and include lesson plans for teaching students how to be independent readers and building reading stamina. Student-friendly protocols for independent, small group and read aloud reading could be included in order to support progress towards Standard 10. This allows teachers to understand how the program is building fluency and stamina throughout the entire scope and sequence and teach them how to facilitate different forms of reading.	0		
	105	Yes		0		
	94	Yes		0		
	98	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).	96	Yes		0		
	103	No	close reading to the text or reading an entire text or portion of a text for a new purpose each time it is read. The materials do not meet the demand of this standard because they lack the explicit instructions for students to "Re-read ____" or "Go back to ____". Rereading is a skill that students must be taught explicitly. Many of the examples listed in the correlation guide indicated instruction of the notice and note signposts. The signposts are done during reading and the instructions do not tell readers or teachers to tell their students to reread a section looking for a specific signpost. On TE U2, pp 98-99 the instructions in the teacher facing materials state about the "Aha Moment" signpost, "Tell students that when they spot an Aha Moment, they should pause, mark it in their consumable texts, and ask themselves the anchor question...." The way it is written does not make it clear that teachers should prompt students to go back and read portions of the text again looking for signposts. The meaning the instructions convey for teaching students the signposts is to look for them during the first read of a text. Consider revising the instructions to make it more clear that students should engaging in repeated reads of the text using the specific signposts. TE U4, pp. 287 is a fantastic example of what a close read should look like, however the activity is categorized as "To challenge students" which makes it appear as an optional extension task for teachers. Close reads are a best practice and should not be optional. Overall, the materials do not include multiple opportunities for students to engage in repeated reads of the texts, and close read tasks, like the one on TE U4 pp. 285. Consider adding more opportunities for close reads throughout each unit and providing teachers with specific structures and prompts to facilitate repeated reads of a text.			
	105	Yes		0		
	94	No	This indicator is not met. While many opportunities are provided for multiple readings of excerpts, section headings, or paragraphs, true close readings of an entire text with a varied purpose for each read is not routinely provided.			
i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	98	Yes		0		
	96	Yes		0		
	103	Yes		0		
	105	Yes		0		
j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.	94	Yes		0		
	98	Yes		0		
	96	Yes		0		
	103	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.	105	Yes		0		
	94	Yes		0		
	98	Yes		0		
	96	Yes		0		
l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	103	No	The materials do not meet this indicator because they do not provide enough opportunities for students to engage in argumentative writing. TE U4 focuses on the craft of argumentative writing, but students need more exposure to this form of writing than just one unit. Of the six units, half of them (3) include a narrative writing culminating task. Two are informative and only one is argumentative. Consider including additional argumentative writing opportunities for students in order to more properly balance the writing tasks across the different modes.			
	105	Yes		0		
	94	Yes		0		
	98	Yes		0		
	96	Yes		0		

m. Writing mini-lessons provide explicit instruction about the writing process, organization/structure, and writing craft.	103	Yes	Teacher-facing tools that address this indicator are limited. The lessons in the writing studio are student-driven, but not all students can learn in that style. In order to better meet the needs of all types of learners, consider including more explicit instructions in the teacher materials that help guide teachers in leading <i>effective writing lessons</i> .			
	105	Yes	A suggestion for improvement would be to include mini lessons throughout the unit on the writing process instead of teaching all writing as a culminating task.			
	94	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.	98	Yes		0		
	96	Yes		0		
	103	Yes		0		
	105	Yes		0		
	94	Yes		0		
o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	98	Yes		0		
	96	Yes		0		
	103	Yes		0		
	105	No	The materials do not meet the indicator because there is no explicit vocabulary instruction. Each time this is addressed, it is in the Respond/Apply student section with no evidence of explicit instruction prior to having the students complete these sections. A suggestion for improvement would be to move these into the Teach			
	94	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).	98	Yes		0		
	96	Yes		0		
	103	Yes		0		
	105	Yes		0		
	94	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.	98	Yes		0		
	96	Yes		0		
	103	Yes		0		
	105	Yes		0		
	94	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.	98	Yes		0		
	96	Yes		0		
	103	Yes		0		
	105	Yes		0		
	94	Yes		0		
s. Formative and summative assessments are embedded throughout instructional materials and	98	Yes		0		

embedded throughout instructional materials and include multiple methods to measure what students know and are able to do. Possible formats include, but are not limited to, checks for understanding, pre-assessments, student self-assessments, selected response (multiple choice, multiple select), constructed responses (short and extended), performance tasks, open-ended questions, etc.	96	Yes		0			
	103	Yes	Consider adding clearly marked pre-assessments to allow teachers to fully track student growth and mastery.				
	105	Yes		0			
	94	Yes		0			
t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	98	Yes		0			
	96	Yes		0			
	103	Yes		0			
	105	Yes		0			
	94	Yes		0			
Additional Comments:	Reviewer	Evidence/Notes					
Additional comments about high-quality instruction within the materials:	98					Total indicators to be re-reviewed:	0
	96						
	103						
	105						
	94						
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.	98		Pass				
	96		Pass				
	103		Pass				
	105		Pass				
	94		Pass				
	Overall		Pass				

Grade & Subject:G01700ISBN:9781328474780

Title Name:Into LiteratPublisher:Houghton Mifflin Harcourt

Original Reviews Submitted:5Reviewers:98, 96, 103, 105, 94

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.	98	Yes	0			
	96	Yes	0			
	103	No	Teacher-facing materials provide summaries of the texts and background information about the author of each text, however materials do not consistently include further background on content, context, or information about illustrations or photographs. Consider providing further background information about the content, history, and/or illustrations in order to help teachers deepen their understanding of the topics they are teaching and become the experts in the room. By being the experts in the room on the topic, teachers are then able to foresee common misconceptions and misunderstandings before they arise.			
	105	Yes	0			
	94	Yes	0			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	98	Yes	0			
	96	Yes	0			
	103	Yes	0			
	105	Yes	0			
	94	Yes	0			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	98	Yes	0			
	96	Yes	0			
	103	Yes	0			
	105	Yes	0			
	94	Yes	0			
	98	Yes	0			
	96	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.	103	No	Most connections between content from other TN Academic standards are to content from other grade levels, not 7th grade. Additionally the connections to any other content are not clearly stated or documented in the materials. For both of those reasons, this standard is not met. For instance, in Unit 1, the texts "The Flight of Icarus" and "Icarus's Flight" can be connected to TN SS standards about Greek history and Greek mythology. The Unit 4 texts about space exploration can be connected to 8th grade science standards 8.ESS1: Earth's Place in the Universe. "from Trash Talk" and "You're Part of the Solution" could be connected to 7th grade Science standard 7.ESS3.2, but it is not clearly marked. Teachers would also need guidance and prompts on how to help students make the connection between the content material. Consider adding more material that can be connected to the 7th grade standards in other content areas and drawing clear connections between the topics. Also, provide teachers with ideas for how to help students make the connections between the subjects.			
	105	Yes		0		
	94	No	This indicator is not met. While cross-curricular topics such as aviation, environment, space exploration, psychology, and the Triangle Factory Fire are studied, these are not directly correlated to grade level TN academic standards. Consider revising to include topics that more closely relate to standards specific to 7th grade TN.			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	98	Yes		0		
	96	No	This textbook does not meet this indicator because there are no specific examples or models of teacher think-alouds. A suggested idea for revision is to include explicit directions on how to model the think-aloud process for novice teachers and sample think-alouds that relate to the texts.			
	103	Yes	While teacher think alouds do exist, they are not very detailed and overall do not provide teachers with consistent guidance and prompts on how to lead students through the materials. Consider adding more robust teacher facing materials including explicit and detailed teacher think alouds.			
	105	Yes		0		
	94	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.	98	Yes		0		
	96	Yes	This textbook meets the indicator, however, the guidance is limited. A suggested idea for improvement is to include more suggestions for helping teachers identify common student misconceptions that may prevent mastery of the TN ELA Standards.			
	103	Yes	While guidance to support teacher in identifying student misconceptions does exist, it is not very detailed and overall does not provide teachers with as much detail as is needed to guide struggling students deeper. Consider adding more robust teacher facing materials including explicit and detailed teacher think alouds, additional practice for students, teacher look fors to help them identify who is struggling, etc.			
	105	Yes		0		
	94	No	This indicator is not met. While clarification is often specified, misconceptions and supports in the correction of these misconceptions are not explicitly provided. Consider revising to include common misconceptions of students and strategies to correct them.			

g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	98	Yes	0			
	96	Yes	0			
	103	Yes	0			
	105	Yes	0			
	94	Yes	0			
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	98	Yes	0			
	96	Yes	0			
	103	Yes	0			
	105	No	The materials do not meet the indicator because there is little to no extended learning mentioned other than the Reader's Choice feature and it there is no student accountability/assessment other than partner discussion. A suggestion for revision would be to include more independent activities throughout the unit based on the standards being taught and to include accountability/assessment structures for these for the teacher to utilize.			
	94	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.	98	Yes	0			
	96	Yes	0			
	103	Yes	0			
	105	No	The materials do not meet this indicator because the only teacher suggestion made is to have students re-read a selection before moving on. There are no suggestions for modifications to the the lesson or reteaching suggestion. A suggestion for improvement would be to include reteaching strategies with the checks for understanding and possibly online components to assign for intervention or reteaching.			
	94	No	This indicator is not met. While formative assessments are provided, suggestions for reteaching or clarifying based on the formative assessment results are not indicated. Consider revising to include suggestions for adjusting lessons when necessary.			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	98	Yes	0			
	96	Yes	0			
	103	Yes	0			
	105	Yes	0			
	94	Yes	0			
k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards.	98	Yes	0			
	96	Yes	0			
	103	Yes	0			
	105	Yes	0			
	94	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>
	98	Yes	0			

l. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.	96	Yes	0			
	103	Yes	0			
	105	Yes	0			
	94	Yes	0			
m. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	98	Yes	0			
	96	Yes	0			
	103	Yes	Although the quarterly benchmark assessments address the overall content of the TNReady standards, the alignment to the TNReady Assessment could be much stronger. To do this, consider adding more questions and opportunities for students to select the best text evidence for their previous answers. Additionally, higher alignment to writing prompts that students would see on the TNReady test would improve the program as a whole.			
	105	Yes	0			
	94	Yes	0			
n. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	98	Yes	0			
	96	Yes	0			
	103	Yes	0			
	105	No	0			
	94	Yes	0			
o. Materials include suggestions and tools to keep students and parents informed about students' progress.	98	Yes	0			
	96	No	This textbook does not meet this indicator because the materials do not include tools to keep students and parents informed about students' progress unless they have the digital version of the textbook. A suggested idea for revision is to add hard copy forms of parent letters addressing the content of the units and progress reporting forms to track student mastery.			
	103	Yes	0			
	105	Yes	0			
	94	Yes	0			
Organization	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
p. Content is sufficient to provide instruction across the school year and includes daily lessons organized into coherent units of study.	98	Yes	0			
	96	Yes	0			
	103	Yes	0			
	105	Yes	0			
	94	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.	98	Yes	0			
	96	Yes	0			
	103	Yes	0			
	105	Yes	0			
	94	Yes	0			
r. Program components, lesson plans, and the relationships among the parts are clear.	98	Yes	0			
	96	Yes	0			
	103	Yes	0			
	105	Yes	0			
	94	Yes	0			
s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	98	Yes	0			
	96	Yes	0			
	103	Yes	0			
	105	Yes	0			
	94	Yes	0			

t. Each lesson contains a list of required materials.	98	Yes	0			
	96	No	This textbook does not meet this indicator because the list of resources is provided for each unit and text, not individual lessons. A suggested idea for revision is to designate which materials will be used in individual lessons rather than just including a comprehensive list.			
	103	No	Each unit does not come with a list of required materials that will be necessary for carrying out the lessons. Consider adding a list in the plan section of each unit in order to help teachers be more prepared and aware of what each lesson will need.			
	105	Yes	0			
	94	Yes	0			
u. Lessons, chapters, and units contain estimated instructional times.	98	Yes	0			
	96	No	This textbook does not meet this indicator because the materials do not include estimated instructional times for individual lessons. While a suggested pacing for each unit is included, a possible idea for revision is to add a pacing guide with estimated instructional times for each lesson.			
	103	Yes	0			
	105	Yes	0			
	94	Yes	0			
v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	98	Yes	0			
	96	Yes	0			
	103	Yes	Students are intended to each be issued a student edition of the textbook, which is a consumable that students would write in/annotate in throughout the course.			
	105	Yes	0			
	94	Yes	0			
w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	98	Yes	0			
	96	Yes	This textbook meets this indicator, however, the overviews of the units included in the student edition are weak. A suggested idea for revision is to add a brief synopsis of the unit that works in conjunction with the title and Essential Question so students know the overarching topic(s) addressed in the unit.			
	103	Yes	0			
	105	Yes	0			
	94	Yes	0			
x. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	98	Yes	0			
	96	Yes	0			
	103	Yes	0			
	105	Yes	0			
	94	Yes	0			
y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	98	Yes	0			
	96	Yes	0			
	103	Yes	0			
	105	Yes	0			
	94	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional Comments about Section V: Additional Components	98	0			Total indicators to be re-reviewed:	0
	96	0				
	103	0				
	105	0				
	94	A plagiarism check is available for student writing assignments, allowing students to				

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