

****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: G01600

Reviewer	Section I	Section II	Section III	Overall
98	Pass	Pass	Pass	
96	Pass	Pass	Pass	
94	Pass	Pass	Pass	
105	Pass	Pass	Pass	
103	Fail	Fail	Pass	
Overall	Pass	Pass	Pass	PASS

Publisher Notes:

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

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

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

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

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

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

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

Grade & Subject:G01600ISBN:9781328474773

Title Name:Into LiteraturPublisher:Houghton Mifflin Harcourt

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

SECTION I						
Alignment to Shifts						
Materials must meet 100% of the indicators in Section I.						
The instructional shifts are key to understanding the increased rigor of the standards. They reflect the skills and knowledge students need to be successful in the postsecondary or workforce arena. In an English language arts course, students should experience: building knowledge through content-rich literary and informational text; regular practice with complex text and its academic vocabulary; and reading and writing grounded in evidence from both literary and informational text.						
Knowledge: Materials are specifically chosen to build knowledge through content-rich literary and informational texts.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Text sets: Materials provide a strategic sequence of texts organized around a variety of concepts or topics. Students build knowledge systematically through interacting with the texts.	98	Yes		0		
	96	Yes		0		
	94	Yes		0		
	105	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 so teachers can have a deeper understanding of how information is intended to build throughout the units.			
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	98	Yes		0		
	96	Yes		0		
	94	Yes		0		
	105	Yes	Meets the indicator but a suggestion for improvement would be to provide more explicit instructions in the TE for how to provide more direct instruction of vocabulary.			
	103	No	The materials did not consistently meet the cognitive demand of the vocabulary shift because the majority of activities lacked rigor and did not require students to cite evidence and show how they knew the meaning of the word. For instance, on page 6 in the "Critical Vocabulary" activity, the fill in the blank questions are not text dependent or related to the text in any way. Additionally, during reading/contextual instruction was shallow and did not lead students in the thought process of finding the meaning of words in context. There are no direct instructions for teachers other than a few brief various forms of questioning at the end of each text. To improve consider adding more in-depth teacher facing materials with lesson plans and directions for teachers to help students overcome confusion. Rationale for the selection of Tier 2 and Tier 3 words could also be included.			
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	98	Yes		0		
	96	Yes		0		
	94	Yes		0		
	105	Yes		0		
	103	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.	98	Yes		0		
	96	Yes		0		
	94	Yes		0		
	105	Yes		0		
	103	Yes		0		
e. Text plays a central role in the English class period.	98	Yes		0		
	96	Yes		0		
	94	Yes		0		
	105	Yes		0		
	103	No	While there are embedded opportunities for students to read independently, for example in the lesson students have the ability to choose short texts on their Lexile levels and students also have access to novels to read independently through the Digital Library. However the materials lack teacher directions, lesson plans, and structures for when and how to implement independent reading into the class period. 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.			
f. Text selection should include a balanced representation of both literature and informational text	98	Yes		0		
	96	Yes		0		
	94	Yes		0		

across the year as indicated by the grade-level standards.	105	Yes	0			
	103	Yes	Although the materials do meet the indicator, to improve, consider including more narrative nonfiction texts in the selections in order to address the specific Tennessee standards. There are only two examples of narrative nonfiction throughout the entire textbook and one of them is an optional online selection.			
Evidence: Materials ensure that reading and writing are grounded in evidence from both literary and informational text.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
g. Text-dependent questions : •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			
	94	Yes	0			
	105	Yes	0			
	103	Yes	Although the materials do meet the indicator, to improve, consider including more questions that require students to select the best text evidence in order to enhance the alignment to state standards			
h. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.	98	Yes	0			
	96	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			
i. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	98	Yes	0			
	96	Yes	0			
	94	Yes	0			
	105	Yes	Meets the indicator but a suggestion for improvement would be to increase the frequency of discussions.			
	103	Yes	0			
Additional comments:	Reviewer	Evidence/Notes				
Additional comments on the three instructional shifts within the materials:	98		0		Total indicators to be re-reviewed:	0
	96		0			
	94		0			
	105		0			
	103		0			
Materials meet 100% alignment with Section I: Shifts in instruction? This means that all boxes in this section were marked “ yes ” and no boxes were marked “ no ”. If any boxes are marked “ No ”, then this program does not pass.	Reviewer	Aligned				
	98	Pass				
	96	Pass				
	94	Pass				
	105	Pass				
	103	Fail				
	Overall	Pass				

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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?
Standard 1 Category Key Ideas and Details Cornerstone 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.	Literature: 6.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	98	Yes	0			
		96	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	Yes	The materials do meet the standards but the questions that require students to cite text evidence could consider asking students to cite the strongest text.			
	Informational Text: 6.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	98	Yes	0			
		96	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	Yes	The materials do meet the standards but the questions that require students to cite text evidence could consider asking students to cite the strongest text.			
Standard 2 Category Key Ideas and Details Cornerstone Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Literature: 6.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.	98	Yes	0			
		96	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	No	Standard 6.RL.KID.2 does not meet the cognitive			
	Informational Text: 6.RI.KID.2 Determine a central idea of a text and how it is conveyed through details; provide an objective summary.	98	Yes	0			
		96	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	No	Standard 6.RL.KID.2 does not meet the cognitive			
Standard 3 Category Key Ideas and Details Cornerstone Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Literature: 6.RL.KID.3 Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.	98	Yes	0			
		96	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	Yes	0			
	Informational Text: 6.RI.KID.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.	98	Yes	0			
		96	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	Yes	0			
Standard 4 Category Craft and Structure Cornerstone 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.	Literature: 6.RL.CS.4 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.	98	Yes	0			
		96	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	Yes	consider including more opportunities for students to annotate for unknown vocabulary words and how they understood the meaning of unknown words.			
	Informational Text: 6.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	98	Yes	0			
		96	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	Yes	0			
Standard 5 Category Craft and Structure Cornerstone Analyze the structure of texts, including how specific sentences, paragraphs, and	Literature: 6.RL.CS.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	98	Yes	0			
		96	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	Yes	0			
		98	Yes	0			

larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Informational Text: 6.RI.CS.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	96	Yes		0		
		94	Yes		0		
		105	Yes		0		
		103	Yes		0		
Standard 6 Category Craft and Structure Cornerstone Assess how point of view or purpose shapes the content and style of a text.	Literature: 6.RL.CS.6 Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.	98	Yes		0		
		96	Yes		0		
		94	Yes		0		
		105	Yes		0		
	Informational Text: 6.RI.CS.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in a text.	103	Yes		0		
		98	Yes		0		
		96	Yes		0		
		94	Yes		0		
		105	Yes		0		
		103	Yes		0		
Standard 7 Category Integration of Knowledge and Ideas Cornerstone Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	Literature: 6.RL.IK1.7 Compare and contrast the written version of a story, drama, or poem to the experience of listening to or viewing an audio, video, or live production of a text.	98	No	Although there are multiple activities provided in the text for students to view/experience and alternative form of the text, these activities don't all			
		96	Yes		0		
		94	No	The indicator is not met for this standard. While students are provided multiple opportunities to read poems and dramas aloud, as well as view non-print text			
		105	Yes		0		
	Informational Text: 6.RI.IK1.7 Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue.	103	No	The materials do not meet the cognitive demand of standard RL.IK1.7 because there was no indication that students were asked to compare and contrast the			
		98	Yes	Note for improvement: It is suggested that more opportunities be provided to students to analyze non-text formats; most of these activities provide for students			
		96	Yes		0		
		94	Yes		0		
		105	Yes		0		
		103	Yes		0		
Standard 8 Category Integration of Knowledge and Ideas Cornerstone Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Literature: Not applicable						
	Informational Text: 6.RI.IK1.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	98	Yes		0		
		96	Yes		0		
		94	Yes		0		
		105	Yes		0		
		103	Yes		0		
		98	Yes		0		
Standard 9 Category Integration of Knowledge and Ideas Cornerstone Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.	Literature: 6.RL.IK1.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	96	Yes		0		
		94	Yes		0		
		105	Yes		0		
		103	Yes		0		
	Informational Text: 6.RI.IK1.9 Compare and contrast two or more authors' presentation of the same topic or event.	98	Yes		0		
		96	Yes		0		
		94	Yes		0		
		105	Yes		0		
		103	Yes		0		
		98	Yes		0		
Standard 10 Category Range of Reading and Level of Text Complexity Cornerstone Read and comprehend complex literary and informational texts independently and proficiently.	Literature: 6.RL.RRTC.10 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.	96	Yes		0		
		94	Yes		0		
		105	Yes		0		
		103	Yes		0		
	Informational Text: 6.RI.RRTC.10 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.	98	Yes		0		
		96	Yes		0		
		94	Yes		0		
		105	Yes		0		
		103	Yes		0		
SPEAKING AND LISTENING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Comprehension and		98	Yes		0		

Comprehension and Collaboration Cornerstone Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.	6.SL.CC.1 Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	96	Yes		0			
		94	Yes		0			
		105	Yes		0			
		103	Yes		0			
Standard 2 Category Comprehension and Collaboration Cornerstone Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.	6.SL.CC.2 Interpret information presented in diverse media formats; explain how source information contributes to a topic, text, or issue under study.	98	Yes	Note for Improvement: Most of the opportunities have students comparing text with another text. It is suggested that more opportunities be added for students to compare text with other non-print media.				
		96	Yes		0			
		94	Yes		0			
		105	Yes		0			
		103	No	Similarly to 6.RL.K.7, while students are being exposed to and interpreting information presented in diverse media formats (ex. poems, videos, fairytales, newsletters, blogs, etc.) the materials do not meet this indicator because				
Standard 3 Category Comprehension and Collaboration Cornerstone Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	6.SL.CC.3 Explain a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	98	Yes		0			
		96	Yes		0			
		94	Yes		0			
		105	Yes		0			
		103	Yes		0			
Standard 4 Category Presentation of Knowledge and Ideas Cornerstone Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.	6.SL.PK1.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	98	Yes		0			
		96	Yes		0			
		94	Yes		0			
		105	Yes		0			
		103	Yes		0			
Standard 5 Category Presentation of Knowledge and Ideas Cornerstone Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	6.SL.PK1.5 Include multimedia components and visual displays in presentations to clarify information.	98	Yes		0			
		96	Yes		0			
		94	Yes		0			
		105	Yes		0			
		103	Yes		0			
Standard 6 Category Presentation of Knowledge and Ideas Cornerstone Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.	6.SL.PK1.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	98	Yes		0			
		96	Yes		0			
		94	Yes		0			
		105	Yes		0			
		103	Yes		0			
WRITING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes		Revised or Referenced?	Publisher Comments	Re-Review?

Standard 1 Category Text Types and Protocol Cornerstone Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	6.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 is suggested that lessons be added that provide more explicit instruction on sentence structure and how that can be applied to varying sentences.			
		96	Yes		0		
		94	Yes		0		
		105	Yes		0		
		103	No	Overall the materials do not meet the demands of standard 6.W.TTP.2. At the 6th grade level, students are being asked for the first time to address counterclaims. Therefore, much guidance for both teachers and students must be present. For instance in SE page 160-162, students are told to "Be sure to—" address			
Standard 2 Category Text Types and Protocol Cornerstone Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	6.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 is suggested that lessons be added that provide more explicit instruction on sentence structure and how that knowledge can be applied to varying sentences.			
		96	Yes		0		
		94	Yes		0		
		105	Yes		0		
		103	No	The materials meet every demand of this robust standard except 6.W.TTP.2.g and 6.W.TTP.2.i. In regards to 6.W.TTP.2.h, 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 get a lesson that includes models, practice and guidance on what transition words are and			
Standard 3 Category Text Types and Protocol Cornerstone Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	6.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 speaker/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 and signal shifts and show the 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	98	Yes	Note for improvement: WTPP.3.f: It is suggested that lessons be added that provide more explicit instruction on crafting conclusions that reflect on the narrated experiences or events			
		96	Yes		0		
		94	Yes		0		
		105	Yes		0		
		103	No	The materials meet every demand of this robust standard except for 6.W.TTP.3.e and 6.W.TTP.3.f. It does not meet these aspects of the standard because while the prompts, rubrics, and checklists in the SE tell students that they should use specific transition words, they do not tell them how to use them. The Writing Studio addresses the overall structure of Narrative writing, but does not address			
Standard 4 Category Production and Distribution of Writing Cornerstone Produce clear and coherent writing in which the development and organization are appropriate	6.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	98	Yes		0		
		96	Yes		0		
		94	Yes		0		
		105	Yes		0		

to task, purpose, and audience.		103	Yes	0			
Standard 5 Category Production and Distribution of Writing Cornerstone Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	6.W.PDW.5 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. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grade 6.)	98	Yes	0			
		96	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	Yes	0			
Standard 6 Category Production and Distribution of Writing Cornerstone Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	6.W.PDW.6 Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.	98	Yes	0			
		96	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	Yes	0			
Standard 7 Category Research to Build and Present Knowledge Cornerstone Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.	6.W.RBPK.7 Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.	98	Yes	0			
		96	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	No	0	The materials did not meet the cognitive demand of Standard 6.W.RBPK.7 because while there were opportunities for research throughout the materials that were related to the texts, there were limited opportunities for students to		
Standard 8 Category Research to Build and Present Knowledge Cornerstone Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.	6.W.RBPK.8 Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	98	Yes	0			
		96	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	Yes	0			
Standard 9 Category Research to Build and Present Knowledge Cornerstone Draw evidence from literary or informational texts to support analysis, reflection, and research.	6.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.	98	Yes	0			
		96	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	Yes	0			
Standard 10 Category Range of Writing Cornerstone Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	6.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	98	Yes	0			
		96	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	Yes	0			

LANGUAGE STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Language Standard 1: Conventions of Standard English	6.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, explain the function of pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement). b. When writing or speaking, use pronouns (pronoun case, intensive pronouns,	98	Yes	0			
		96	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	Yes	0	As teachers differ and have strengths in different areas of instruction, many teachers need support in not only reading students in grammar and		
Language Standard 2: Conventions of Standard English	6.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and use them correctly to do so.	98	Yes	0			
		96	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	Yes	0			
Language Standard 3: Knowledge of Language	6.L.KL.3 When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.	98	Yes	0			
		96	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	Yes	0			
Language Standard 4: Vocabulary Acquisition and Use	6.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th 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	98	Yes	0			
		96	Yes	0			
		94	Yes	0			
		105	Yes	0			
		103	Yes	0			
Language Standard 5: Vocabulary Acquisition and Use	6.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			
		94	Yes	0			
		105	Yes	0			
		103	Yes	0			
Language Standard 6: Vocabulary Acquisition and Use	6.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			
		94	Yes	0			
		105	Yes	0			
		103	Yes	0			
Additional Comments		Reviewer	Evidence/Notes				
Additional Comments on Section II Standards		98	0			Total indicators to be re-reviewed:	0
		96	0				
		94	0				
		105	0				
		103	0				
Alignment with Section II: ELA Standards.		Reviewer	Aligned				
This means that no more than 4 boxes were marked "No." If more than 4 "No" boxes are marked, then this program does not pass. (Note: Reading Literature and Reading Informational Text count as separate standards. If the screening instrument was checked "no" for 2 Reading Literature standards and 3 Informational Text standards, then it would NOT pass the screening instrument.)		98	Pass				
		96	Pass				
		94	Pass				
		105	Pass				
		103	Fail				
Overall			Pass				

Grade & Subject:G01600ISBN:9781328474773

Title Name:Into LiteraturePublisher:Houghton Mifflin Harcourt

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

SECTION III						
High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks						
Materials meet at least 80% of indicators in Section III.						
Standards are taught in an integrated fashion to support students in developing proficiency as readers and writers as they make meaning of texts through reading, writing, speaking and listening. Instructional decisions for standards instruction centers on the texts that have been selected to strategically build students' knowledge, and the standards are spiraled throughout the year to promote continued practice and application with ever increasing text complexity.						
Indicator	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Units are built around a concept, topic, or theme, and include essential questions and enduring understandings.	98	No	Although the texts are organized around a theme and an essential questions, there do not appear to be explicit enduring understandings presented. It is suggested that enduring understandings be presented at the beginning of each unit along with the essential questions and unit themes that are already embedded in the text.			
	96	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	No	On pages TE U1, pg. 1 and at the beginning of each unit, the topic and essential question of the unit is introduced. However, units lack enduring understandings. A suggested idea for revision is to include enduring understandings in each unit.			
b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.	98	Yes	0			
	96	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	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			
	94	Yes	0			
	105	Yes	0			
	103	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			
	94	Yes	0			
	105	Yes	0			
	103	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			
	94	Yes	0			
	105	Yes	0			
	103	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			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			
g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.	98	Yes	Note for improvement: While opportunities are provided in the text for varied readings of the text, there do not appear to be many opportunities for true small group readings. There are some instances where small groups are asked to revisit the text but it is suggested that some opportunities for small group first reads be added.			
	96	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	No	While the materials include some opportunities for students to read independently, build fluency in partners, and interact with texts in small groups, there are no opportunities or embedded guidance for small group lessons with the teacher. A suggested idea for improvement is to include teacher facing materials and lessons for small-group reading and independent reading versus just an explanation of a small group activity in bullet points like on page TE U2, pg. 185.			

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).	98	Yes	0			
	96	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			
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			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			
j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.	98	Yes	0			
	96	Yes	0			
	94	Yes	0			
	105	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.	98	Yes	0			
	96	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			
l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	98	Yes	0			
	96	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			
m. Writing mini-lessons provide explicit instruction about the writing process, organization/structure, and writing craft.	98	Yes	0			
	96	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	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			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			
o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	98	Yes	0			
	96	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	Yes	While explicit vocabulary instruction on morphology and Latin/Greek roots exists in the Grammar Studio portion of the materials and intermittently throughout the textbook, consider including more teacher-facing materials on how to guide instructions in this area beyond just providing the activities or questions for students to			
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			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			
	98	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.	96	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	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			
	94	Yes	0			
	105	Yes	0			
	103	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.	98	Yes	0			
	96	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	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			
	94	Yes	0			
	105	Yes	0			
	103	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					
	94					
	105					
	103					
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			
	94		Pass			
	105		Pass			
	103		Pass			

Overall	Pass
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Grade & Subject:G01600ISBN:9781328474773

Title Name:Into LiteraturePublisher:Houghton Mifflin Harcourt

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

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			
	94	Yes	0			
	105	Yes	0			
	103	No	Teacher-facing materials provide 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, content and 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.			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	98	Yes	0			
	96	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	98	Yes	0			
	96	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			
	98	Yes	0			
	96	Yes	0			
	94	No	Some similar topics are addressed, however, minimal correlations can be made to non-ELA 6th grade subject standards. Connections are not documented. Consider revising to include informational text with strong support to TN 6th grade Science and Social Studies standards.			
	105	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	While there may be tangential connections between the texts within the materials and other Tennessee Academic Standards, there are no clearly documented connections made for the teacher to help them guide the students in making connections across content areas. For instance, in Unit 1 the text "Wired for Fear" discusses the human brain which could be related to science; however, students learn more about the human body and human anatomy in 7th grade science in Tennessee. Therefore, texts are mostly tangentially related to other content areas rather than grade-level content from other Tennessee Academic Standards. To improve, consider making connections between the texts and the contents more clear, providing teacher facing materials to help teachers prompt student thinking in order to make those connections, and find places in the materials where the texts or skills are connected to other grade-level content and draw a clear connection (for instance Unit 2 could be connected to TN Science standard 6.ESS3.3.)			
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 direction on how to model the think-aloud process for novice teachers and sample think-alouds that relate to the texts that teachers can use during instruction.			
	94	Yes	0			
	105	Yes	0			
	103	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	Note for improvement: Student misconceptions are only addressed twice and only once does it lay out what those possibly misconceptions are. On top of that these misconceptions are specific to ESL students only. It would be helpful to address misconceptions that other students might have as well			
	96	Yes	This textbook meets this 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, especially the craft and structure standards, which are often more difficult for students to understand.			
	94	No	While guidance is frequently provided to scaffold attainment of standards, there is no emphasis on misconceptions. Consider revising to include common misconceptions for students when performing tasks toward standard mastery.			
	105	Yes	0			
	103	Yes	0			
	98	Yes	0			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	96	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			
	98	Yes	0			
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	96	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			

	103	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			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	98	Yes	0			
	96	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	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			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			
Monitoring Student Progress	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
l. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.	98	Yes	0			
	96	Yes	0			
	94	Yes	0			
	105	Yes	Writng rubrics included for each culminating task.			
	103	Yes	0			
m. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	98	Yes	0			
	96	Yes	0			
	94	Yes	0			
	105	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 like a multitude of 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.			
n. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	98	Yes	0			
	96	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	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 a parent letter regarding the content of the unit and progress reporting forms to track student mastery that are accessible in both digital and hardcopy formats.			
	94	Yes	0			

	105	No	The materials do not meet the indicator because methods to review assignments and monitor progress are only available in the digital version. A suggestion for revision would be to also include these these methods in a paper format the teacher could utilize.			
	103	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			
	94	Yes	0			
	105	Yes	0			
	103	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			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			
r. Program components, lesson plans, and the relationships among the parts are clear.	98	Yes	0			
	96	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	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			
	94	Yes	0			
	105	Yes	0			
	103	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.			
	94	Yes	0			
	105	Yes	0			
	103	No	Units do 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.			
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.			
	94	Yes	0			
	105	Yes	0			
	103	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			
	94	Yes	0			
	105	Yes	0			

	103	Yes	0			
	98	Yes	0			
w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	96	Yes	This textbook meets this indicator, however, the overview of the units included in the student edition is 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.			
	94	Yes	0			
	105	Yes	0			
	103	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			
	94	Yes	0			
	105	Yes	0			
	103	Yes	0			
y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	98	Yes	0			
	96	Yes	0			
	94	Yes	0			
	105	Yes	0			
	103	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				
	94	A plagiarism check is available for student writing assignments, allowing students to				
	105	0				
	103	0				

[illegible]

