

****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: G01H09

Reviewer	Section I	Section II	Section III	Overall
91	Pass	Pass	Pass	
73	Pass	Pass	Pass	
80	Pass	Pass	Pass	
97	Pass	Fail	Pass	
99	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:G01H09ISBN:9781328474803

Title Name:Into LiteraturePublisher:Houghton Mifflin Harcourt

Original Reviews Submitted:5Reviewers:91, 73, 80, 97, 99

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.	91	Yes		0		
	73	Yes		0		
	80	Yes		0		
	97	Yes		0		
	99	Yes		0		
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	91	Yes		0		
	73	Yes		0		
	80	Yes	This indicator exceeds expectations as evidenced by the supportive knowledge building activities that are present in multiple, varied instructional strategies throughout Units 1-6, including Unit 3, which is not indicated on the publisher provided correlation guide.			
	97	Yes		0		
	99	Yes		0		
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	91	Yes	Passed with reservations: There are certain standards present in the end-of-unit tasks that are not taught/reviewed in the selections and texts prior to the task. For example, 9.L.CSE.2 is measured in the end-of-unit task for Unit 1, but not present in the lessons prior to this; since this is such a huge standard and since it impacts the final product, it should be taught or mentioned prior to students being measured on it. For Unit 2, 9.W.PDW.5 is not present in the lessons leading up to the final task. In Unit 3, 9.W.TTP.3a-g (which is a huge writing standard) needs more direct instruction prior to students being measured on its successful completion. Perhaps there could be a lesson from the writing or grammar workshops that helped to remedy this problem.			
	73	Yes		0		
	80	Yes		0		
	97	Yes	This indicator exceeds expectations as evidence by the mentor texts aligned to each EoU/Culminating Task for EVERY unit. Providing mentor texts for students allows them to more deeply internalize a picture of success for each task AND provides the teacher a framework for meaningful, intentional writing instruction. Incorporating and referencing a mentor text also ensures that students are deeply analyzing the text(s) they've worked with throughout the course of the unit during this particular task.			
	99	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.	91	Yes		0		
	73	Yes		0		
	80	Yes		0		
	97	Yes	The complexity guide provided at the start of each text in the "planning" guide would be even more helpful if it listed the pages where it addresses each of the challenges/features identified on this first page.			
	99	Yes		0		
e. Text plays a central role in the English class/block.	91	Yes		0		
	73	Yes		0		
	80	Yes		0		
	97	Yes		0		
	99	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.	91	Yes	Passed with reservations: The selections appear to be heavier on the side of nonfiction which students will get in their other classes. The ELA classes need to lean toward literature, but there are only ten short stories in the text. Of course, pairing the textbook with some of the novels could help to remedy this problem, but at present, there appears to be a shortage of short stories and fiction for students to experience.			
	73	Yes		0		
	80	Yes	This indicator exceeds expectations as evidenced not only by the balanced selection of literature and texts within the units but also by the addition of "The Independent Reading" selections available in the eBook and listed as annotated bibliographies in the "Independent Reading" section at the end of every unit in both the student and teacher prior editions.			
	97	Yes		0		
	99	Yes		0		

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: <ul style="list-style-type: none">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.	91	Yes		0		
	73	Yes		0		
	80	Yes		0		
	97	Yes	This indicator exceeds expectations because the "analyze the text" sections include exemplar responses that indicate places in the text students should revisit and reference in their responses as well as scaffold			
	99	Yes		0		
h. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.	91	Yes		0		
	73	Yes		0		
	80	Yes		0		
	97	Yes		0		
	99	Yes		0		
i. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	91	Yes		0		
	73	Yes		0		
	80	Yes		0		
	97	Yes	While ample opportunity for discussion grounded in evidence from the text is provided to students, not much guidance to assist teachers in holding students accountable for using that evidence are incorporated in the instructional materials. A suggestion for revision would be include sentence stems for students in the "collaborate and present" sections for Unit 3 on page 435 or in Unit 5 on page 479. Since this section repeats frequently throughout the materials, a transferable guide might also be included in the appendix and then referenced in these sections.			
	99	Yes		0		
Additional comments:	Reviewer	Evidence/Notes				
Additional comments on the three instructional shifts within the materials:	91	The greatest concern from this section is the lack of short stories to provide students with a richer, deeper appreciation for this type of text.			Total indicators to be re-reviewed:	0
	73			0		
	80			0		
	97			0		
	99			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				
	91	Pass				
	73	Pass				
	80	Pass				
	97	Pass				
	99	Pass				
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		91	No	while there are several instances when the text asks students to note evidence, there is no clear indication that students are encouraged or taught to utilize the "strongest, most compelling" evidence.			
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: 9-10.RL.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.	73	Yes		0		
		80	Yes		0		
		97	Yes	This indicator exceeds expectations because the textbook provides exemplary response and evidence in the margins for the regularly occurring "Analyze the Text" series following each of the major unit.	0		
		99	Yes		0		
	Informational Text: 9-10.RI.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.	91	No	just as with 9-10.RL.KID.1, this standard is present, but not as written in the Tennessee standards. The questions and tasks do not ask students to find the "strongest, most compelling" evidence. For			
		73	Yes		0		
		80	Yes		0		
		97	Yes	This indicator exceeds expectations because the textbook provides exemplary response and evidence in the margins for the regularly occurring "Analyze the Text" series following each of the major unit.	0		
		99	Yes		0		
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: 9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.	91	Yes		0		
		73	Yes	This indicator exceeds expectations as evidenced in the thematic	0		
		80	Yes		0		
		97	Yes	One possible way to strengthen this indicator is more clearly define	0		
	Informational Text: 9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.	99	Yes		0		
		91	Yes		0		
		73	Yes	This indicator exceeds expectations as evidenced in the thematic	0		
		80	Yes		0		
	Informational Text: 9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.	97	Yes	One way to strengthen this indicator would be to include more	0		
		99	Yes		0		
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: 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.	91	Yes		0		
		73	Yes		0		
		80	Yes		0		
		97	Yes		0		
	Informational Text: 9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.	99	Yes		0		
		91	Yes		0		
		73	Yes		0		
		80	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: 9-10.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.	91	Yes		0		
		73	Yes		0		
		80	Yes		0		
		97	Yes	The indicator would be improved if more questions tagged with this standard pushed students to think about the cumulative impact of particular words or phrases in the theme or purpose of the text. One	0		
	Informational Text: 9-10.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	99	Yes		0		
		91	Yes		0		
		73	Yes		0		
		80	Yes		0		
Standard 5 Category Craft and Structure Cornerstone 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.	Literature: 9-10.RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.	97	Yes		0		
		99	Yes		0		
		91	Yes		0		
		73	Yes		0		
	Informational Text: 9-10.RI.CS.5 Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	80	Yes		0		
		97	Yes	The "Analyze Author's Claim" section on page 191 and similar sections in the textbook are exemplary models of this indicator.	0		
		99	Yes		0		
		91	Yes		0		
Standard 6 Category Craft and Structure Cornerstone	Literature: 9-10.RL.CS.6 Analyze how point of view and/or author purpose shapes the content and style of diverse texts.	91	Yes		0		
		73	Yes		0		
		80	Yes		0		
		97	No	Many of the pages tagged with this standard don't actually have questions that require students to analyze point of view (312, for example), and while lots of the pages tagged with this standard have a	0		

Standard 6 Category Assess how point of view or purpose shapes the content and style of a text.	Informational Text: 9-10.RI.CS.6 Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.	91	Yes	0			
		73	Yes	0			
		80	Yes	0			
		97	No	again, many of the questions tagged with this standard do not scaffold or support students in determining a point of view/purpose before asking about the function of a particular portion of the			
		99	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: 9-10.RL.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media.	91	Yes	This standard is not mentioned in the Instructional Overview for Unit 4, but is present on pages 276-280.			
		73	Yes	This indicator meets expectations; however, as a note of improvement, it would be great to see this standard addressed within unit four, which includes <i>Chalchicomula Dreams</i> .			
		80	Yes	0			
		97	Yes	0			
		99	Yes	0			
	Informational Text: 9-10.RI.IKI.7 Evaluate the topic or subject in two diverse formats or media.	91	Yes	0			
		73	Yes	0			
		80	Yes	0			
		97	Yes	0			
		99	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: 9-10.RI.IKI.8 Evaluate how reasoning and evidence affects the argument and specific claims in a text.	91	Yes	0			
		73	Yes	0			
		80	Yes	0			
		97	Yes	0			
		99	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: 9-10.RL.IKI.9 Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.	91	Yes				
		73	Yes	0			
		80	Yes	0			
		97	No	Page 280 is tagged as meeting this standard but does not actually require students to interpret the poem as an interpretation because it does not require any comparative analysis with source material.			
		99	Yes	0			
	Informational Text: 9-10.RI.IKI.9 Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.	91	Yes	0			
		73	Yes	0			
		80	Yes	0			
		97	Yes	0			
		99	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: 10.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.	91	Yes	There is a weakness here based on the fact that there are only ten short stories present in the entire book.			
		73	Yes	0			
		80	Yes	0			
		97	Yes	0			
		99	Yes	0			
	Informational Text: 10.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.	91	Yes	0			
		73	Yes	0			
		80	Yes	0			
		97	Yes	0			
		99	Yes	0			
SPEAKING AND LISTENING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category 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.	9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing one's own clearly and persuasively.	91	Yes	0			
		73	Yes	0			
		80	Yes	0			
		97	Yes	While the indicator is met due to the extensive opportunities provided for collaborative discussion, teachers would benefit from a more flesh-out suggestion for roles. For example, on page 29 under "Debate with a Small Group," the textbook provides suggestions for group roles but does not fully			
		99	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.	9-10.SL.CC.2 Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.	91	Yes	0			
		73	Yes	0			
		80	Yes	0			
		97	No	While the textbook repeatedly offers students opportunities to evaluate information presented in "diverse media formats," it does not support or push students to evaluate a source's credibility or accuracy. A suggestion for revision would be to include a mini-lesson/approximated resources in the text.			
		99	Yes	0			
Standard 3		91	Yes	Passed with reservations: On pages 135 and 166, rhetoric is not mentioned. There is no instruction about fallacious reasoning and/or exaggerated or distorted evidence. There needs to be some instruction and/or review of these ideas since they are an integral part of the text and this standard			

Category Comprehension and Collaboration Cornerstone Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	9-10.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.	73	Yes		0			
		80	Yes	Although these materials meet expectations for this indicator in Units 2 and 5 (where fallacious reasoning is explicitly addressed), considering that identifying fallacious reasoning is a new expectation, more meaningful learning opportunities could present with the addition of activities that				
		97	Yes	In order to more fully meet this indicator, the textbook should refer to fallacies more than twice throughout the course of the text and outline more explicit ideas for integration into instruction.				
		99	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	9-10.SL.PK1.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task.	91	Yes		0			
		73	Yes		0			
		80	Yes		0			
		97	Yes		0			
		99	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.	9-10.SL.PK1.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	91	Yes		0			
		73	Yes		0			
		80	Yes		0			
		97	Yes	One suggestion for improvement would be to add rubrics that expand on the short list of criteria included for each digital media/visual display idea. For example, on Page 143, the textbook might include a rubric for what an effective podcast should involve (like on Page 146), helping the teacher				
		99	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.	9-10.SL.PK1.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	91	Yes		0			
		73	Yes		0			
		80	Yes		0			
		97	Yes		0			
		99	Yes		0			
WRITING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes		Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Text Types and Protocols Cornerstone Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. a. Introduce precise claim(s). b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. d. Provide a concluding statement or section that follows from and supports the argument presented. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	91	Yes	Passed with reservations: On page 195, students do NOT develop a counterclaim, so part B of this standard should not be listed as present there. This falls short of being an argumentative piece of writing. In order to remedy this, the publisher needs to list this as informative/explanatory or require students to present a counterclaim with evidence.				
		73	Yes		0			
		80	Yes		0			
		97	Yes	The resources, scaffolds and supports provided in the Writing Studio are exemplary resources for meeting this indicator.				
		99	Yes		0			
Standard 2 Category Text Types and Protocols 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.	9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience. b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Provide a concluding statement or section that follows from and supports the information or explanation presented.	91	Yes	Passed with reservations: While the standard is present for certain tasks in the book, there is a glaring problem on pages 74-77. This task asks students to write a "personal essay" that fits more into the narrative writing genre (9.W.TTP.3) than here. Students are asked to write about a personal experience using the anchor text as a reference, but, again, this is a personal narrative and not explanatory or informative. The easiest remedy for this problem is to reclassify the writing on pages				
		73	Yes		0			
		80	Yes		0			
		97	Yes		0			

	e. Use appropriate formatting, graphics, and multimedia to aid comprehension. f. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	99	Yes	0			
Standard 3 Category Text Types and Protocols Cornerstone Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters. b. Sequence events so that they build on one another to create a coherent whole. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. g. Establish and maintain an appropriate style and tone.	91	Yes		The writing task on page 113 seems more informative/explanatory than narrative.		
		73	Yes	0			
		80	Yes	0			
		97	Yes	0			
		99	Yes	0			
Standard 4 Category Production and Distribution of Writing Cornerstone Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	9-10.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.)	91	Yes	0			
		73	Yes	0			
		80	Yes	0			
		97	Yes	0			
		99	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.	9-10.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 9-10.)	91	Yes		Writing Studios are very helpful! They allow for teaching, reinforcement and remediation, and extension.		
		73	Yes	0			
		80	Yes	0			
		97	Yes	0			
		99	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.	9-10.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	91	Yes	0			
		73	Yes	0			
		80	Yes	0			
		97	Yes		While the indicator is met, one suggestion for revision would be to include ways students should practice interacting with one another via technology. For example, page 113 includes the suggestion of having student create a blog post but does not include any information for students on how the		
		99	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.	9-10.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.	91	Yes	0			
		73	Yes		This indicator exceeds expectations as evidenced in many lessons asking students to create and present at the end of the reading selection as students reflect on learning. Unit 1 includes 6 opportunities for short research along to 12 p. 30 p. 42 p. 52 p. 60 and p. 60.		
		80	Yes	0			
		97	Yes	0			
		99	Yes	0			
Standard 8 Category Research to Build and Present Knowledge Cornerstone Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.	9-10.W.RBPK.8 Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	91	Yes	0			
		73	Yes	0			
		80	Yes		This indicator exceeds expectations with the addition of an online plagiarism checker that gives both student and teacher reports containing the percentage of online matches, complete with links to those matches for teacher review.		
		97	No		In order to meet this indicator, more supports should be placed in the hardcopy textbook for helping students determine quality sources. While the textbook "Writing Studio" provides supports for helping students determine which type of source to use, little to no attention is paid to helping students avoid		
		99	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.	9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.	91	Yes	0			
		73	Yes	0			
		80	Yes	0			
		97	Yes	0			
		99	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.	9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	91	Yes	0			
		73	Yes	0			
		80	Yes	0			
		97	Yes	0			
		99	Yes	0			
LANGUAGE STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Conventions of Standard English Cornerstone Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.	91	Yes	The Grammar Studios/Workshops are extremely helpful in that they allow for teaching remediation and review and extension.			
		73	Yes	0			
		80	Yes	0			
		97	Yes	0			
		99	Yes	0			
Standard 2 Category Conventions of Standard English Cornerstone Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.	91	Yes	The Grammar Studios/Workshops are extremely helpful in that they allow for teaching remediation and review and extension.			
		73	Yes	0			
		80	Yes	0			
		97	Yes	0			
		99	Yes	0			
Standard 3 Category Knowledge of Language Cornerstone Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	9-10.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	91	Yes	Passed with reservations: The standard is not really present on pages 135 and 207. On page 135, students are asked to identify the			
		73	Yes	0			
		80	Yes	0			
		97	Yes	This indicator would be more fully met if the textbook actually outlined a comparison between styles rather than simply pushing the			
		99	Yes	0			
Standard 4 Category Vocabulary Acquisition and Use Cornerstone Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.	91	Yes	0			
		73	Yes	0			
		80	Yes	0			
		97	Yes	0			
		99	Yes	0			
Standard 5 Category Vocabulary Acquisition and Use Cornerstone Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	9-10.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.	91	Yes	0			
		73	Yes	0			
		80	Yes	0			
		97	Yes	0			
		99	Yes	0			
Standard 6 Category Vocabulary Acquisition and Use		91	Yes	0			

Cornerstone Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	9-10.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.	73	Yes		0			
		80	Yes		0			
		97	Yes		0			
		99	Yes		0			
Additional Comments		Reviewer	Evidence/Notes					
Additional Comments on Section II Standards		91	The concern for Standard 1 in both reading literature and reading informational text is				Total indicators to be re-reviewed:	0
		73	0					
		80	0					
		97	0					
		99	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.)		91	Pass					
		73	Pass					
		80	Pass					
		97	Fail					
		99	Pass					
Overall		Pass						

Grade & Subject:G01H09ISBN:9781328474803

Title Name:Into LiteraturePublisher:Houghton Mifflin Harcourt

Original Reviews Submitted:5 Reviewers:91, 73, 80, 97, 99

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 or topic and include essential questions and enduring understandings.	91	Yes		0		
	73	Yes	The evidence for this standard exceeds expectations. Each themed unit is guided by an essential question that students are asked to reflect upon after each text. Students then use this when they begin the culminating task for the unit.			
	80	Yes		0		
	97	Yes		0		
	99	Yes		0		
b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.	91	Yes		0		
	73	Yes		0		
	80	Yes		0		
	97	Yes		0		
	99	Yes		0		
c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.	91	Yes		0		
	73	Yes		0		
	80	Yes		0		
	97	Yes		0		
	99	Yes		0		
d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	91	Yes	There is too much of an emphasis on informational text with a shortage of short stories for students to experience.			
	73	Yes		0		
	80	Yes	This indicator exceeds expectations in the wide array of texts and genres; specifically, the inclusion of classic and contemporary texts throughout the units goes beyond this indicator’s requirements.			
	97	Yes		0		
	99	Yes		0		
e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.	91	Yes		0		
	73	Yes		0		
	80	Yes		0		
	97	Yes		0		
	99	Yes		0		
f. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical, time period) while appealing to students’ interests.	91	Yes		0		
	73	Yes		0		
	80	Yes		0		
	97	Yes		0		
	99	Yes		0		
g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.	91	Yes		0		
	73	Yes	The evidence for this standard exceeds expectations. Each unit includes a variety of opportunities for students to engage with the text with small groups, partners, and independently. These are scaffolded throughout the lessons.			
	80	Yes		0		
	97	Yes	It would be helpful for the textbook to outline suggested approaches to reading in the Teacher Edition’s table of contents or in some other central location.			
	99	Yes		0		
	91	Yes	The inclusion of Notice and Note is a wonderful addition to the program!			

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).	73	Yes		0			
	80	Yes		0			
	97	Yes	The "Notice and Note" model provides an exemplary overview of how to plan and execute close reads for teachers.				
	99	Yes		0			
i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	91	Yes		0			
	73	Yes	The evidence for this standard exceeds expectations. The textbook provides teacher assistance for ELL, differentiated instruction based on student achievement levels, and additional reading sources with a monitoring system for independent reading.				
	80	Yes		0			
	97	Yes	This indicator would be better met if the textbook list of suggested novel connections also included suggested reading schedules/logs/systems for supporting students in persisting through extended texts like novels. Because the suggested novels are optional and their inclusion in the curricula not fully fleshed out in the materials, they aren't helpful to teachers trying to determine how to support reader stamina via novel-reading.				
j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.	99	Yes		0			
	91	Yes		0			
	73	Yes		0			
	80	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.	97	Yes		0			
	99	Yes		0			
	91	No	Writing exercises seem to be longer for presentation or requiring several paragraphs. Some assignments should be shortened in order for students to focus on specific sections of writing models.				
	73	Yes		0			
l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	80	Yes	This indicator exceeds expectations as evidenced by the inclusion of not only narrative, informative/explanatory, and argument writing but also short story and literary analysis-further identified as compare/contrast, which are not only similar modes but also give students exceptional writing experiences that allow deeper understanding and, therefore, increased likelihood for success in the required modes.				
	97	Yes		0			
	99	Yes		0			
	91	Yes		0			
m. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.	73	Yes	The evidence for this standard exceeds expectations. Each unit task prompts students to plan, organize, use a mentor text, draft, revise, edit, and publish work. The grading rubric is provided as well as support for each of these writing stages.				
	80	Yes		0			
	97	Yes		0			
	99	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.	91	Yes		0			
	73	Yes		0			
	80	Yes		0			
	97	Yes		0			
o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	99	Yes		0			
	91	Yes		0			
	73	Yes		0			
	80	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).	97	Yes	While the indicator is technically met because of the three instances of explicit instruction around Greek/Latin roots and morphology, a more regular cadence of instruction would be helpful to teachers working to build a				
	99	Yes		0			
	91	Yes		0			
	73	Yes		0			

	99	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.	91	Yes	0			
	73	No	This standard is not met. While lessons do prompt academic discussions, questions and evaluation tools to strengthen students' ability to listen and to respond in sophisticated ways with evidence is missing. A suggested idea for revision is to include student questions for discussion prompts at the end of each lesson. Provide			
	80	Yes	0			
	97	Yes	0			
	99	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.	91	Yes	0			
	73	Yes	0			
	80	Yes	0			
	97	Yes	0			
	99	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.	91	Yes	Diagnostic tests are available on the site. There are repeated instances that require students to analyze a text at the end of a selection. There are higher level thinking questions that build in complexity.			
	73	Yes	0			
	80	Yes	Although these materials meet expectations for this indicator in that assessments provide varied assessment methods and formats, including all possible formats listed in the indicator except multiple select. For further clarification, multiple choice is present, but multiple select is not present. Although this indicator suggests possible formats include, but are not limited to, checks for understanding, select response (multiple choice,			
	97	Yes	0			
	99	Yes	0			
t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	91	Yes	0			
	73	No	This standard is not met because the publisher does not provide the standards alignment for student assessments within the student or teacher editions of the text. This should be provided for all assessments, questions, and tasks. The guide notes that teachers can view standards after students take text, but the ability to			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional comments about high-quality instruction within the materials:	91				Total indicators to be re-reviewed:	0
	73					
	80					
	97					
	99					
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.	91		Pass			
	73		Pass			
	80		Pass			
	97		Pass			
	99		Pass			
		Overall	Pass			

Grade & Subject: G01H09 ISBN: 9781328474803
 Title Name: Into Literature Publisher: Houghton Mifflin Harcourt
 Original Reviews Submitted: 5 Reviewers: 91, 73, 80, 97, 99

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.	91	Yes	0			
	73	Yes	0			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	91	Yes	0			
	73	Yes	Close reading strategies are included and are show alignment to the standards; however, the specific standard is not included in the task. Please consider adding the standard to the close reading strategy used.			
	80	Yes	0			
	97	Yes	This indicator is exemplary because it provides exemplar responses to annotation questions in the margins of the Teacher Edition. For example, on Page 50 in the close read of the poem, one of the annotation prompts asks students to identify and then interpret the presence of figurative language in the poem and the TE's margin notes describe an appropriate response.			
	99	Yes	0			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	91	Yes	0			
	73	Yes	Standards are available at the beginning of each unit. Please consider adding standards to the assessment sections of each lesson and assessment.			
	80	Yes	0			
	97	Yes	One note for suggestion would be to tag page number to standards to help teachers more easily identify where particular standards are being evaluated throughout a given unit.			
	99	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.	91	Yes	0			
	73	Yes	0			
	80	No	These materials do not meet this expectation. Although opportunities for connections to grade-level content from other TN Academic Standards are present in multiple lessons throughout the units, the standards connections are NOT clearly documents. A suggested improvement would be to add those standard connections.			
	97	No	While multiple cross-curricular opportunities exist in the textbook, the aligned Tennessee Academic Standard is not identified. For example, alignment opportunities with Tennessee math standards exists under the "Numbers and Stats" section on Page 108, but that particular standard and connection is not identified in this section.			
	99	Yes	0			

e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	91	No	There are no real indication of think-alouds to model for students. There are questions sending students back to the text, but not truly think-alouds as the textbook progresses. (Notice and Note presents the perfect opportunity for teachers to think-aloud for annotation and comprehension strategies.)			
	73	Yes		0		
	80	Yes		0		
	97	No	Think-alouds are included for supporting English Learners, which is a great inclusion for differentiation and support of all learners, but need to be included within the purview of standard instruction in order to meet this indicator.			
	99	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.	91	Yes		0		
	73	Yes		0		
	80	Yes		0		
	97	Yes	One suggestion for improvement would be to include a "When Students Struggle..." section for ALL unit texts.			
	99	Yes		0		
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	91	Yes		0		
	73	Yes		0		
	80	Yes		0		
	97	Yes		0		
	99	Yes		0		
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	91	Yes		0		
	73	Yes		0		
	80	Yes		0		
	97	No	Extension activities are not clearly labeled as extension opportunities are do not always have clearly identified connections to established skills/strategies/themes/topics/concepts. If the "Research" section on page 473 is an extension activity, it should be marked as such. This section includes a "connect," but it is unclear if it is connecting to the text or to the written assessment for the unit.			
	99	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.	91	Yes		0		
	73	Yes		0		
	80	Yes		0		
	97	Yes		0		
	99	Yes		0		
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	91	Yes		0		
	73	Yes		0		
	80	Yes		0		
	97	Yes		0		
	99	Yes		0		
k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards.	91	Yes		0		
	73	Yes		0		
	80	Yes		0		
	97	Yes		0		
	99	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.	91	Yes	0			
	73	Yes	0			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	91	Yes	0			
	73	Yes	0			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
n. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	91	No	There are unit tests available, but there are no benchmarks. There are also diagnostic tests to give before beginning a unit of study. As per the criteria, however, there are no tests identified solely as benchmarks which could be given at the end of a grading period.			
	73	No	These are available online. Without a class, the review cannot determine if these assessments meet the requirements for this standard.			
	80	No	These materials do not meet this expectation. Although unit assessments along with selection assessments are provided, it is up to the teacher to align teaching in such a way as to administer those tests on a quarterly basis. A suggested improvement would be to add a "suggested timeline" for instruction that places Unit assessments as quarterly assessments.			
	97	Yes	0			
	99	Yes	0			
o. Materials include suggestions and tools to keep students and parents informed about students' progress.	91	Yes	0			
	73	No	These are available online. Without a class, the review cannot determine if these assessments meet the requirements for this standard.			
	80	No	These materials do not meet this expectation. Although suggestions and tools for students and teachers are in place, none directly address parents or directly facilitate informing parents of students' progress. A suggested improvement would be to add a template for parental contact designed to indicate student progress towards TNReady Standards and achievement of learning goals.			
	97	Yes	0			
	99	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.	91	Yes	0			
	73	Yes	0			
	80	Yes	0			
	97	Yes	0			
	99	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.	91	Yes	0			
	73	Yes	0			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
r. Program components, lesson plans, and the relationships among the parts are clear.	91	Yes	0			
	73	Yes	0			
	80	Yes	0			
	97	No	The textbook does not clearly delineate the order in which various aspects of the lesson should be executed.			
	99	Yes	0			
s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic	91	Yes	0			
	73	Yes	0			
	80	Yes	0			

Language Arts standards for the academic instructional year.	97	Yes	0			
	99	Yes	0			
t. Each lesson contains a list of required materials.	91	Yes	0			
	73	Yes	0			
	80	No	There does not exist a required material list.			
	97	No	According to the "Correlation Guide to the Tennessee English Language Arts Materials Screening Instrument," only the digital materials are listed.			
	99	Yes	0			
	91	Yes	0			
u. Lessons, chapters, and units contain estimated instructional times.	73	Yes	0			
	80	No	Lesson, chapters and units do not include estimated instructional times.			
	97	No	Individual lessons should include estimated instructional times if this indicator is to be fully met. Texts are given certain day allocations at the start of each unit but this guidance is too general.			
	99	Yes	0			
	91	Yes	0			
	73	Yes	0			
v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
	91	Yes	0			
	73	Yes	0			
	80	Yes	0			
w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	97	Yes	0			
	99	Yes	0			
	91	Yes	0			
	73	Yes	0			
	80	No	There are no ELA glossaries.			
	97	Yes	0			
x. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	99	Yes	0			
	91	Yes	0			
	73	Yes	0			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	91	Yes	0			
	73	Yes	0			
	80	Yes	0			
	97	Yes	0			
	99	Yes	0			
	91	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional Comments about Section V: Additional Components	91	0			Total indicators to be re-reviewed:	0
	73	0				
	80	0				
	97	0				
	99	0				

[illegible]

