

****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: myPerspectives English Language Arts
Grade: G01H10

Reviewer	Section I	Section II	Section III	Overall
156	Pass	Pass	Pass	
138	Pass	Pass	Pass	
154	Pass	Pass	Pass	
158	Pass	Pass	Pass	
131	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:G01H10ISBN:9781418312091

Title Name:myPerspectivesPublisher:Pearson Education

Original Reviews Submitted:5Reviewers:156, 138, 154, 158, 131

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.	156	Yes		0		
	138	Yes		0		
	154	Yes		0		
	158	Yes		0		
	131	Yes	Exceeds expectations with a gradual release instructional model. Love the "Launch Text" before each unit that strategically builds knowledge appropriate for the Anchor text.			
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	156	Yes	Although this indicator has been met, to improve direct and contextual instruction, there should be clear lists discerning Tier 2 and Tier 3 vocabulary.			
	138	Yes		0		
	154	Yes		0		
	158	Yes		0		
	131	Yes	Exceeds expectations with the "Word Network" resource/strategy for student interaction with all texts.			
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	156	Yes		0		
	138	Yes		0		
	154	Yes		0		
	158	Yes		0		
	131	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.	156	Yes		0		
	138	Yes		0		
	154	Yes		0		
	158	Yes		0		
	131	Yes	Exceeds expectations with the "Reading Support" resource provided after each text that qualifies the quantitative and qualitative measures for that specific text.			
e. Text plays a central role in the English class/block.	156	Yes		0		
	138	Yes		0		
	154	Yes		0		
	158	Yes		0		
	131	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.	156	Yes		0		
	138	Yes		0		
	154	Yes		0		
	158	Yes		0		
	131	Yes	Meets expectations of a balanced representation. Love the addition of photo galleries as a non-print text.			
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	156	Yes		0		
	138	Yes		0		
	154	Yes		0		
	158	Yes		0		

a deeper understanding of a text.	131	Yes	Exceeds expectations with multiple entry points for questioning, including: first read: requires for beginning comprehension and the extension questions in Realize. My only suggestion is to provide a few examples of follow-up extension questions in the Teachers Edition alongside the text for quick reference.			
h. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.	156	Yes		0		
	138	Yes		0		
	154	Yes		0		
	158	Yes		0		
	131	Yes		0		
i. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	156	Yes		0		
	138	Yes		0		
	154	Yes		0		
	158	Yes		0		
	131	Yes		0		
Additional comments:	Reviewer	Evidence/Notes				
Additional comments on the three instructional shifts within the materials:	156			0	Total indicators to be re-reviewed:	0
	138			0		
	154			0		
	158			0		
	131			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				
	156	Pass				
	138	Pass				
	154	Pass				
	158	Pass				
	131	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 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.	156	Yes	0			
		138	Yes	0			
		154	Yes	0			
		158	Yes	0			
		131	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.	156	Yes	0			
		138	Yes	References are made in the Curriculum Map that are not made in the EL. Evidence exists in both, but the evidence does not always overlap.			
		154	Yes	0			
		158	Yes	0			
		131	Yes	0			
		156	Yes	0			
		138	Yes	The standard is taught throughout the units in various forms.			
		154	Yes	0			
		158	Yes	0			
		131	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.	156	Yes	0			
		138	Yes	The standard is taught throughout the units in various forms.			
		154	Yes	0			
		158	Yes	0			
		131	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.	156	Yes	The indicator is met; however, to improve this indicator there			
		138	No	There is no direct instruction related to determining and			
		154	Yes	0			
		158	Yes	0			
		131	Yes	0			
		156	Yes	0			
		138	Yes	0			
		154	Yes	0			
		158	Yes	0			
		131	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.	156	Yes	0			
		138	Yes	0			
		154	Yes	0			
		158	Yes	0			
		131	Yes	0			
	Informational Text: 9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.	156	Yes	0			
		138	Yes	There is strong evidence of this standard and its depth throughout the program.			
		154	Yes	0			
		158	Yes	0			
		131	Yes	0			
		156	Yes	0			
		138	Yes	0			
		154	Yes	0			
		158	Yes	0			
		131	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.	156	Yes	0			
		138	Yes	0			
		154	Yes	0			
		158	Yes	0			
		131	Yes	0	meets expectations, however, I would suggest more opportunities in the beginning units to introduce students to this skill - the connection of word choice with tone		
	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.	156	Yes	0			
		138	Yes	0			
		154	Yes	0			
		158	Yes	0			
		131	Yes	0	meets expectations, however, I would suggest more opportunities in the beginning units to introduce students to this skill - the connection of word choice with tone		
		156	Yes	0			
		138	Yes	0			
		154	Yes	0			
		158	Yes	0			
		131	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	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.	156	Yes	0			
		138	Yes	This standard is covered in all of the literary genres presented in the text. It is strongly supported throughout.			
		154	Yes	0			
		158	Yes	0			
		131	Yes	0			
	Informational Text: 9-10.RI.CS.5 Analyze how an author's ideas	156	Yes	0			
		138	Yes	The strongest examples are located in units 4 and 6 through evidence exists throughout the book.			

section, chapter, scene, or stanza) relate to each other and the whole.	or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	154	Yes		0		
		158	Yes		0		
		131	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: 9-10.RL.CS.6 Analyze how point of view and/or author purpose shapes the content and style of diverse texts.	156	Yes	Although this indicator has been met, to improve this indicator, there should be more questions or guidance of how point of view shapes the content and style of diverse texts.	0		
		138	Yes		0		
		154	Yes		0		
		158	Yes		0		
		131	Yes	meets expectations; however, there needs to be more direct instruction (teacher moves) in regards to how perspective shapes an author's style.	0		
	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.	156	Yes		0		
		138	Yes		0		
		154	Yes		0		
		158	Yes		0		
		131	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.	156	No	This indicator is not met as it is only available in a few places or does not speak to the spirit of the standard. For example, on page 752 for the poem "On Mir Blindness," there does not	0		
		138	Yes		0		
		154	Yes		0		
		158	Yes		0		
		131	Yes	Exceeds expectations with the use of photo galleries and appropriate video clips.	0		
	Informational Text: 9-10.RI.IKI.7 Evaluate the topic or subject in two diverse formats or media.	156	Yes	meGrade 10 myPerspectives English Language Arts textbook only offer two opportunities for this standard as seen on pages 204, 205 and 227; consider revision to provide more	0		
		138	Yes		0		
		154	Yes		0		
		158	Yes		0		
		131	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.	156	Yes	meGrade 10 myPerspectives English Language Arts textbook only offer two opportunities for this standard as seen on pages 220 and 228; consider revision to provide more opportunities	0		
		138	Yes		0		
		154	Yes		0		
		158	Yes		0		
		131	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.	156	Yes		0		
		138	Yes		0		
		154	Yes		0		
		158	Yes		0		
		131	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.	156	Yes		0		
		138	Yes		0		
		154	Yes		0		
		158	Yes		0		
		131	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.	156	Yes		0		
		138	Yes		0		
		154	Yes		0		
		158	Yes		0		
		131	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.	156	Yes		0		
		138	Yes		0		
		154	Yes		0		
		158	Yes		0		
		131	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	9-10.SL.CC.1 Initiate and participate effectively with varied	156	Yes		0		
		138	Yes	The speaking opportunities do not offer guidelines or structures for effectiveness. Prompts are vague, such as "conduct a small group discussion about..."			

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.	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.	154	Yes	0			
		158	Yes	0			
		131	Yes	Meets expectations; however, many of the opportunities are presented in the "Small Group Learning" instruction. A suggestion would be to include more discussion protocols within the "Whole Class Learning" for a more differentiated experience.			
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.	156	Yes	0			
		138	No	While there are multiple lessons and assignments for students to integrate sources in diverse media formats, there is no evidence of students being taught how or asked to evaluate the credibility and accuracy of sources. For revision, the publisher should include			
		154	Yes	0			
		158	Yes	0			
		131	Yes	0			
Standard 3 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.	156	Yes	0			
		138	No	Multiple opportunities exists for students to evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; however, there is no evidence of students being taught how or asked to identify any fallacious reasoning and/or exaggerated or distorted evidence.			
		154	Yes	0			
		158	Yes	0			
		131	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.PKI.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.	156	Yes	0			
		138	Yes	0			
		154	Yes	0			
		158	Yes	0			
		131	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.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	156	Yes	0			
		138	Yes	0			
		154	Yes	0			
		158	Yes	0			
		131	Yes	Exceeds expectations. Love how this medium is established in the Small Group Learning instruction. More opportunities within the Whole Group Learning experience would be a great asset.			
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.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	156	Yes	0			
		138	Yes	0			
		154	Yes	0			
		158	Yes	0			
		131	Yes	0			
WRITING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
	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)	156	Yes	0			

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.	a. Analyze issues, precise claims, and counterclaims. 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.	138	Yes	All parts of argumentative writing are included. The indicator is most fully supported in section "b." The weakest support is in section "d" with references to a conclusion included but not taught through direct instruction.			
		154	Yes				
		158	Yes				
		131	Yes				
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. 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.	156	Yes				
		138	Yes	The majority of the lengthy informational writing tasks are compare/contrast essays. While there are short informational writings such as character analyses, there are no formal essays covering literary analysis. For revision, the publisher could add an informative essay on theme in one unit.			
		154	Yes				
		158	Yes				
		131	Yes				
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.	156	Yes				
		138	Yes	Though there are short narrative pieces, the major narrative students write is in Unit 6. It is well-developed with student selection in terms of choosing an event about which to write. The majority of the subcomponents of this standard are covered in this writing sequence and are not thoroughly addressed until this part of the text.			
		154	Yes				
		158	Yes				
		131	Yes	Meets expectations; however, the explicit instruction for the nonfiction narrative doesn't occur until Unit 6. Earlier opportunities would be helpful to lay the groundwork for narrative techniques.			
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.)	156	Yes				
		138	Yes				
		154	Yes				
		158	Yes				
		131	Yes				
Standard 5 Category Production and Distribution of Writing Cornerstone Develop and strengthen	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	156	Yes				
		138	Yes				
		154	Yes				

	writing as needed by planning, revising, editing, rewriting, or trying a new approach.	demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 9-10.)	158	Yes		0			
			131	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.		156	Yes		0			
			138	Yes	This standard is mostly addressed through research components.				
			154	Yes		0			
			158	Yes		0			
			131	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.		156	Yes		0			
			138	Yes		0			
			154	Yes		0			
			158	Yes		0			
			131	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.		156	Yes		0			
			138	Yes	While the text references that citations are needed, there is no direct instruction in how to do so. There is no guidance in the teacher-facing material. Also, "integrat[ing] information into the text selectively to maintain the flow of ideas" is weak. For revision, the publisher				
			154	Yes		0			
			158	Yes		0			
			131	Yes	Meets expectations; however, earlier opportunities to engage in this skill would be helpful to all performance-based writing tasks.				
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.		156	Yes		0			
			138	Yes		0			
			154	Yes		0			
			158	Yes		0			
			131	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.		156	Yes		0			
			138	Yes		0			
			154	Yes		0			
			158	Yes		0			
			131	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	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.		156	Yes		0			
			138	Yes		0			
			154	Yes		0			
			158	Yes		0			

English grammar and usage when writing or speaking		131	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.	156	Yes	0			
		138	No	There is no instruction on colons; therefore, this indicator is not met. "Colons" does not exist in the skills index for			
		154	Yes	0			
		158	Yes	0			
		131	Yes	Meets expectations; however, earlier practice in the beginning units with deliberate semicolon and colon instruction would			
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.	156	Yes	0			
		138	Yes	0			
		154	Yes	0			
		158	Yes	0			
		131	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.	156	Yes	0			
		138	Yes	0			
		154	Yes	0			
		158	Yes	0			
		131	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.	156	Yes	0			
		138	Yes	0			
		154	Yes	0			
		158	Yes	0			
		131	Yes	0			
Standard 6 Category Vocabulary Acquisition and Use 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 readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.	156	Yes	0			
		138	Yes	0			
		154	Yes	0			
		158	Yes	0			
		131	Yes	Exceeds expectations with "Word Network" resource/tool throughout all units.			
Additional Comments		Reviewer	Evidence/Notes				
Additional Comments on Section II Standards		156	0			Total indicators to be re-reviewed:	0
		138	0				
		154	0				
		158	0				
		131	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.		156	Pass				
		138	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.)	154	Pass
	158	Pass
	131	Pass
	Overall	Pass

Grade & Subject:G01H10ISBN:9781418312091

Title Name:myPerspectivPublisher:Pearson Education

Original Reviews Submitted:5Reviewers:156, 138, 154, 158, 131

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.	156	Yes	0			
	138	Yes	0			
	154	Yes	0			
	158	Yes	0			
	131	Yes	Exceeds expectations in terms of clarity and direct instruction. Each text has a clear “Connection to the Essential Question.”			
b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.	156	Yes	0			
	138	Yes	0			
	154	Yes	0			
	158	Yes	0			
	131	Yes	0			
c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.	156	Yes	0			
	138	Yes	0			
	154	Yes	0			
	158	Yes	0			
	131	Yes	0			
d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	156	Yes	0			
	138	Yes	0			
	154	Yes	0			
	158	Yes	0			
	131	Yes	Exceeds expectations with the array of texts offered in both Whole Class and Small Group Learning, as well as the resource of Trade Books and the “Reading Spot.”			
e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.	156	Yes	0			
	138	Yes	Though this indicator is met, it is one of the weaker indicators for this publisher.			
	154	Yes	0			
	158	Yes	0			
	131	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.	156	Yes	0			
	138	Yes	0			
	154	Yes	Excellent portrayal of diverse and multicultural perspectives, far better than teachers can find on their own without investing great amounts of time.			
	158	Yes	0			
	131	Yes	0			
g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.	156	Yes	0			
	138	Yes	0			
	154	Yes	0			
	158	Yes	0			
	131	Yes	0			
h. Materials include multiple opportunities for students to engage in repeated reads of a text with varying purposes for each reading (i.e., close	156	Yes	0			
	138	Yes	0			
	154	Yes	0			

varying purposes for each reading (i.e., close reading).	158	Yes		0			
	131	Yes		0			
i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	156	Yes		0			
	138	Yes	Online components have additional novels and supporting materials.				
	154	Yes		0			
	158	Yes		0			
	131	Yes		0			
j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.	156	Yes		0			
	138	Yes		0			
	154	Yes	Excellent at having students apply grammar conventions in their writing.				
	158	Yes		0			
	131	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.	156	Yes		0			
	138	Yes		0			
	154	Yes		0			
	158	Yes		0			
	131	Yes		0			
l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	156	Yes		0			
	138	Yes		0			
	154	Yes		0			
	158	Yes		0			
	131	Yes		0			
m. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.	156	Yes		0			
	138	Yes		0			
	154	Yes		0			
	158	Yes		0			
	131	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.	156	Yes		0			
	138	Yes		0			
	154	Yes		0			
	158	Yes		0			
	131	Yes		0			
o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	156	Yes		0			
	138	Yes		0			
	154	Yes		0			
	158	Yes		0			
	131	Yes	Exceeds expectations with explicit instruction embedded into the Whole Class Learning curriculum.				
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).	156	Yes		0			
	138	Yes		0			
	154	Yes		0			
	158	Yes		0			
	131	Yes	Exceeds expectations! Specific academic language at the start of each unit for the specified mode of writing for the performance-based assessment is so beneficial to the foundational understanding of the modes of writing. Indicator Q in the 10th grade curriculum, as seen via the group presentation on pages 113-115, does not meet the indicator because there are no listening prompts or instruction on asking relevant questions, elaborating, stating what the other person said, etc. I suggested ideas for revision is to include listening prompts and most speaking assignments are identical and occur after the independent read. Students write and speak about the text they read. As far as listening prompts and evaluation tools, few exist, and those that do, are evaluative of the product or presentation, not the oral presentation. For revision, the publisher should include prompt				
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.	156	No					
	138	No					
	154	Yes		0			
	158	Yes		0			

	131	Yes	Meets expectations; however, most of the protocols appear in the Small Group Learning instruction. More accountable talk procedures (discussion skills) are needed in Whole Class Learning.			
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.	156	Yes	0			
	138	Yes	Online translations are available in Spanish, pre-work for those performing below grade-level is available with each unit (labeled "RP"), there are some modifications for English Learners in each lesson.			
	154	Yes	0			
	158	Yes	0			
	131	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.	156	Yes	0			
	138	Yes	0			
	154	Yes	0			
	158	Yes	0			
	131	Yes	0			
t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	156	Yes	0			
	138	Yes	0			
	154	Yes	0			
	158	Yes	0			
	131	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional comments about high-quality instruction within the materials:	156				Total indicators to be re-reviewed:	0
	138					
	154					
	158					
	131					
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.	156		Pass			
	138		Pass			
	154		Pass			
	158		Pass			
	131		Pass			
	Overall		Pass			

Grade & Subject:G01H10ISBN:9781418312091

Title Name:myPerspective: Publisher:Pearson Education

Original Reviews Submitted:5 Reviewers:156, 138, 154, 158, 131

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.	156	Yes	0			
	138	Yes	0			
	154	Yes	0			
	158	Yes	0			
	131	Yes	0			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	156	Yes	0			
	138	Yes	0			
	154	Yes	0			
	158	Yes	0			
	131	Yes	0			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	156	Yes	0			
	138	Yes	0			
	154	Yes	0			
	158	Yes	0			
	131	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.	156	Yes	0			
	138	No	Interdisciplinary references occur throughout, but standards outside of ELA are not referenced.			
	154	Yes	While there are connections to content from other TN Academic Standards, they are difficult to find. A suggestion for improvement is to include a guide for teachers to locate them and strategically plan to make use of them.			
	158	Yes	0			
	131	Yes	Meets expectations of "when appropriate"; however, more connections throughout the text would be helpful. The connections seem scattered throughout this resource, so maybe a specific page dedicated to connections would be a great resource at the start of the Teacher's Edition.			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	156	Yes	0			
	138	Yes	0			
	154	Yes	0			
	158	Yes	0			
	131	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.	156	No	0			
	138	Yes	0			
	154	Yes	0			
	158	Yes	0			
	131	No	Implicit directions, not necessarily misconceptions. To meet this requirement, I believe that the directions need to be explicit in the Teacher's Edition.			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	156	Yes	0			
	138	Yes	0			
	154	Yes	0			
	158	Yes	0			
	131	Yes	0			

h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	156	No	0			
	138	Yes	0			
	154	Yes	0			
	158	Yes	0			
	131	Yes	Exceeds expectations with the "Reading Support" resource for each text that provides not only "strategic support" for each standard, but also "challenge" instruction as well.			
i. Teacher-facing materials provide suggestions in daily lessons or units of instruction on appropriate opportunities for formative assessments and adjusting lessons if necessary.	156	Yes	0			
	138	Yes	0			
	154	Yes	0			
	158	Yes	0			
	131	Yes	0			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	156	No	0			
	138	No	Instruction includes turn and talk, talk about it, accountable talk, and collaborative partner/group work. However, talk structures are relatively absent. Directions for a round-table discussion does occur in unit 6.			
	154	Yes	0			
	158	Yes	0			
	131	Yes	0			
k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards.	156	Yes	0			
	138	Yes	0			
	154	Yes	0			
	158	Yes	0			
	131	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.	156	Yes	0			
	138	Yes	Anchor papers for the three modes of writing are included at the end of the textbook. There is not an anchor paper for each assignment in each unit, rather there are three anchors total in the book (one for each mode with samples scored 1-4 on the applicable rubric).			
	154	Yes	0			
	158	Yes	0			
	131	Yes	Meets expectations within the Student Edition ToolKit.			
m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	156	Yes	0			
	138	Yes	0			
	154	Yes	0			
	158	Yes	0			
	131	Yes	0			
n. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	156	No	0			
	138	Yes	0			
	154	No	Three benchmarks are provided. Access to Exam View and many remedial materials are provided so that teachers can personalize re-testing and also create one more quarterly benchmark to supplement the excellent materials that are provided.			
	158	Yes	0			
	131	Yes	Meets expectations in that the benchmark assessments are offered at the beginning, middle, and end of the semester...not necessarily quarterly.			
o. Materials include suggestions and tools to keep students and parents informed about students' progress.	156	Yes	0			
	138	No	Parent letters exist for each unit. The letters explain upcoming themes and an overview of reading assignments. There are no tools for keeping parents informed about a student's progress towards mastery of the standards. For revision, the publisher could incorporate a progress report based on the data provided in the Pearson Realize data section.			
	154	Yes	0			

	158	Yes	0			
	131	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.	156	Yes	0			
	138	Yes	0			
	154	Yes	0			
	158	Yes	0			
	131	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.	156	Yes	0			
	138	Yes	0			
	154	Yes	0			
	158	Yes	0			
	131	Yes	0			
r. Program components, lesson plans, and the relationships among the parts are clear.	156	Yes	0			
	138	Yes	0			
	154	Yes	0			
	158	Yes	0			
	131	Yes	0			
s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	156	Yes	0			
	138	Yes	0			
	154	Yes	0			
	158	Yes	0			
	131	Yes	0			
t. Each lesson contains a list of required materials.	156	Yes	0			
	138	Yes	0			
	154	Yes	0			
	158	Yes	0			
	131	Yes	Meets expectations; however, the list is found at the start of the book (more of an accumulative list for the unit) instead of a list before each lesson.			
u. Lessons, chapters, and units contain estimated instructional times.	156	Yes	0			
	138	Yes	0			
	154	Yes	0			
	158	Yes	0			
	131	Yes	0			
v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	156	Yes	0			
	138	Yes	0			
	154	Yes	0			
	158	Yes	0			
	131	Yes	0			
w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	156	Yes	0			
	138	Yes	0			
	154	Yes	0			
	158	Yes	0			
	131	Yes	0			
x. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	156	Yes	0			
	138	No	An explanation of design is included in Pearson's provided screening instrument, but there is not a clear explanation of research behind the program within the materials.			
	154	Yes	0			
	158	Yes	0			
y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	131	Yes	0			
	156	Yes	0			
	138	Yes	0			
	154	Yes	0			

Additional Comments:	Reviewer	Evidence/Notes			
Additional Comments about Section V: Additional Components	156	0		Total indicators to be re-reviewed:	0
	138	0			
	154	0			
	158	0			
	131	0			

[illegible]

