

**\*\*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:** Foundations of Language and Literature  
**Grade:** G01H09

Reviewer	Section I	Section II	Section III	Overall
3	Fail	Pass	Pass	
23	Pass	Pass	Pass	
24	Pass	Pass	Pass	
30	Pass	Fail	Fail	
1	Fail	Fail	Fail	
Overall	Pass	Pass	Pass	PASS

**Publisher Notes:**

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

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

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

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

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

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

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

Grade & Subject:G01H09ISBN:9781319286798

Title Name:Foundations of Publisher:Bedford Freeman & Worth

Original Reviews Submitted:5 Reviewers:3, 23, 24, 30, 1

SECTION I Alignment to Shifts Materials must meet <b>100%</b> of the indicators in Section I.						
The instructional shifts are key to understanding the increased rigor of the standards. They reflect the skills and knowledge students need to be successful in the postsecondary or workforce arena. In an English language arts course, students should experience: building knowledge through content-rich literary and informational text; regular practice with complex text and its academic vocabulary; and reading and writing grounded in evidence from both literary and informational text.						
Knowledge: Materials are specifically chosen to build knowledge through content-rich literary and informational texts.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. <b>Text sets:</b> Materials provide a strategic sequence of texts organized around a variety of concepts or topics. Students build knowledge systematically through interacting with the texts.	3	Yes		0		
	23	Yes	Chapters 1-4 focus on skill building in presentations, writing, reading and annotating, and research. Chapters 5-11 focus on using those skills to read and analyze genre based units. Inside the genre based units texts are scaffolded into three categories, which increase in complexity.			
	24	Yes	Units are built around building an understanding of genres or modes of writing. Introductory units (1-4) are built around the different strands (e.g., how to be an active listener, how to read critically) and then the remaining units are focused on genres. Suggestions for which texts could be used to create units based on themes are provided. Within in each genre unit, a Conversation section focuses on a question and has multiple texts related to that idea.			
	30	Yes		0		
	1	No	The materials do not meet the indicator because the texts are not organized around a variety of concepts or topics. The text is based on based upon literary genres and modes, not connected thematically through concepts or topics. There is a table of contents organized by theme, but themes are not used to organize the materials as a whole. The materials do not meet the indicator because there is no evidence of direct vocabulary instruction. A suggestion for improvement is to provide direct explicit vocabulary instruction including, but not limited to vocabulary notebooks, semantic maps, Latin/Greek roots, graphic organizers for Tier 2/3 vocabulary, and other applicable tools directly related to vocabulary instruction. The materials do not meet the indicator because the workshops at the end of units, do not require the students to have read the required texts from the unit. The do not require students to demonstrate literacy skills and convey their knowledge acquisition. Evidence/Notes Anchor texts are grade level, but a suggestion for improvement would be to include the analysis of the texts in the teacher edition of the textbook. An addition of a rationale for each anchor (central) text would also be beneficial. A suggestion for improvement would be to add more explicit instructions or lesson plans in the teacher edition about accessing the text. Also, specific lesson plans need to be added to meet this standard. The lesson plans should include times for re-reading a text or portions of it, independent reading , texts across various topics and types, and tasks across the multiple texts and contexts. Although the texts are included throughout the year, the texts need to be identified explicitly.			
b. <b>Vocabulary:</b> Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	3	Yes		0		
	23	Yes	After each reading there are questions labeled Vocabulary in Context under the Analyzing Language, Style and Structure heading. These questions (usually 2 per text) address context clues and morphological elements. In addition, further vocabulary worksheets are included in the teacher materials which give the students words in context (usually 10) and ask them to determine their meaning and effect.			
	24	Yes	Texts include multiple vocabulary building activities; words in context, vocabulary worksheets, discussion of connotative meanings of words and their impact on texts; more detailed instruction could be provided for teachers to guide students in determining the meanings of words (e.g., discussion of roots, prefixes, etc.); a table of roots and prefixes is included in an Appendix on p. 1267, but more emphasis on using this chart could be included. Overall, the focus on vocabulary in context is consistent and meaningful. Virtually every text has some focus on the author's use of vocabulary, the meaning of words in contexts, thinking about word roots, etc.			
	30	Yes	To improve in this indicator, consider including specific guidance for teachers to facilitate direct instruction of the vocabulary. The teacher resource materials and activities in the main textbook provide activities for students to complete, but not much guidance on how teachers can facilitate instruction around the noted vocabulary.			
	1	No	The materials do not meet the indicator because there is no evidence of direct vocabulary instruction. A suggestion for improvement is to provide direct explicit vocabulary instruction including, but not limited to vocabulary notebooks, semantic maps, Latin/Greek roots, graphic organizers for Tier 2/3 vocabulary, and other applicable tools directly related to vocabulary instruction.			
c. <b>End-of-unit/culminating tasks:</b> Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge	3	Yes		0		
	23	Yes	Extensive and varied questions follow each of the readings. Each genre unit also contains a Conversation section in which students read several texts and then respond to a prompt which demands that they synthesize the information from the texts. This process is divided into several steps to help students. Several workshops are also present in each unit, in which students are guided through a culminating activity related to the genre of that Unit. In Unit 5 students use a text to examine the essential elements of Fiction, write their own story, and write an analysis of a passage from the Central text of the unit. This process is repeated throughout the remaining genre units.			

acquisition.	24	Yes	Each chapter has at least two Workshops that provide different methods for students to convey their knowledge in a culminating task. Additionally, throughout the chapters, the different texts suggest multiple activities, writing assignments, discussion prompts, etc.			
	30	Yes	To improve, consider including/ revising the summative tasks (Workshops) to include more opportunities for students to speak and listen (for example, Multimedia presentations, etc).			
	1	No	The materials do not meet the indicator because the workshops at the end of units, do not require the students to have read the required texts from the unit. The do not require students to demonstrate literacy skills and convey their knowledge acquisition.			
<b>Text Complexity:</b> Materials ensure students engage in regular practice with complex text and its academic vocabulary.	<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
d. Anchor Texts are at grade level as determined by quantitative and qualitative measurements. See Appendix A of the Tennessee English Language Arts Standards for further guidance on text complexity metrics.	3	No	The only reason this indicator has not been met is because there are not lexile levels attached to the texts. Qualitatively this does meet the indicator.			
	23	Yes	Anchor texts include Two Kinds by Amy Tan, The Odyssey, and Romeo and Juliet			
	24	Yes	Each unit has a Central Text. Although these texts are often short, they are of appropriate difficulty. Furthermore, they relate to the essential question that anchors the Conversation portion of the chapter and relate to the supplemental texts.			
	30	Yes		0		
	1	No	The indicator is not met. There is not sufficient evidence to quantify it. Although the anchor texts are grade level, a suggestion for improvement for accessing the indicator would be to include the analysis of the texts in the teacher edition of the textbook. An addition of a rationale for each anchor (central) text and supplemental text would also be beneficial. The qualitative and quantitative reasoning behind the selection needs to be explicitly explained and identified.			
e. Text plays a central role in the English class/block.	3	Yes		0		
	23	Yes	All lessons are related to a text or texts.			
	24	Yes	Each chapter is organized around a genre or mode, but also has a section centered around an essential question. The selected texts are the basis for all questions, prompts, discussions.			
	30	Yes		0		
	1	No	A suggestion for improvement would be to add more explicit instructions or lesson plans in the teacher edition about accessing the text. Also, specific lesson plans need to be added to meet this standard. The lesson plans should include times for re-reading a text or portions of it, independent reading, texts across various topics and types, and tasks across the multiple texts and contexts.			
f. Text selection should include a balanced representation of both literature and informational text across the year as indicated by the grade-level standards.	3	Yes		0		
	23	Yes	There is an appropriate balance of Fiction and Nonfiction both in genre units and throughout the year.			
	24	Yes	A strength of the curriculum. Each chapter contains a mix of literature and informational/nonfiction texts.			
	30	Yes		0		
	1	Yes	Although the texts are included throughout the year, the texts need to be identified as literary or informational.			
<b>Evidence:</b> Materials ensure that reading and writing are grounded in evidence from both literary and informational text.	<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
g. <b>Text-dependent questions:</b> <ul style="list-style-type: none"> <li>Most questions and tasks require students to draw on textual evidence to support inferences and conclusions.</li> <li>High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text.</li> </ul>	3	Yes		0		
	23	Yes		0		
	24	Yes	Each text includes high-quality questions that guide students through the text to examine meaning, structure, style, vocabulary, and application.			
	30	Yes	To improve, consider adding more text dependent activities in the opening chapters. Most tasks are isolated from text in this section of the textbook. For Example, many parts of the chapter refer to a text or small text. Improvement to this indicator would be to identify both anchor texts used throughout the text dependent questions. They are well written and the majority ensure that the student has accessed the text, but it is not always clear how the text is used to support the question.			
	1	Yes				
h. <b>Writing to sources:</b> The majority of writing tasks require students to respond to texts and/or include textual evidence.	3	Yes		0		
	23	Yes		0		
	24	Yes	Each text has questions for composing in which various types of written response questions require textual evidence. Texts include passages for close reading and analysis (in writing). Culminating tasks (workshops) ask students to analyze specific texts.			
	30	Yes	To improve, consider including more writing tasks based on a text or revising tasks to require textual evidence. Most student writing occurs in the 3 workshops per chapter and currently only Workshop 3 in most chapters force students to analyze a text or section of text.			
	1	No	The indicator is not met because the majority of writing tasks are not responding to the studied texts and do not require sufficient background knowledge to ensure culminating task success. The indicator is not met, because there is no evidence of regular and frequent opportunities for the students to engage in collaborative discussions. A suggestion for improvement is to provide prompts and structures for discussions on each text in the book. There are some notes about instructional strategies in the teacher resources provided, but no explicit instructions on implementation.			
i. <b>Evidence-based discussions:</b> Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	3	Yes		0		
	23	Yes		0		
	24	Yes	Absolutely. Most texts provide multiple discussion prompts and questions. Each chapter has a conversation section that centers texts around a broad discussion question.			
	30	Yes	To improve, consider adding more specific guidance around how conversations should support texts. While each chapter has a conversation section, intentional and guided conversation is limited to this section and guidance is limited to the writing component of this section. Other sections and questions have sections that could be used for discussion, but there is not specific guidance or a directive to use them in any particular way. For example, many of the "Seeing the Connection" would be good for discussion, but there is no guidance to do so.			

	1	No	The indicator is not met, because there is no evidence of regular and frequent opportunities for the students to engage in collaborative discussions. A suggestion for improvement is to provide prompts and structures for discussions on each text in the book. There are some notes about instructional strategies in the teacher resources provided, but no explicit instructions on implementation.			
Additional comments:	Reviewer	Evidence/Notes				
Additional comments on the three instructional shifts within the materials:	3		0		Total indicators to be re-reviewed:	0
	23		0			
	24		0			
	30		0			
	1	Due to the lack of explicit and direct instruction and/or lesson plans within the materials, there is not sufficient evidence for the evaluator to review the materials properly. If lesson plans for standards aligned direct instruction were included, the materials would most likely				
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				
	3	Fail				
	23	Pass				
	24	Pass				
	30	Pass				
	1	Fail				
	Overall	Pass				

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G01H09

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Publisher:

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Original Reviews Submitted:

5 Reviewers:

3, 23, 24, 30, 1

## SECTION II

## Alignment to Tennessee English Language Arts Standards

Materials must meet at least **90%** of indicators in Section II.

The instructional materials represent alignment with the Tennessee English Language Arts Standards and explicitly focus teaching and learning on the grade-level standards, at the rigor necessary for students to reach mastery. Tennessee expects the **full breadth and depth** of the standards to be taught in an **integrated** and **spiraled** manner throughout the school year.

READING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
<b>Standard 1</b>		3	Yes		0		
<b>Category</b>		23	Yes		0		
Key Ideas and Details		24	Yes	Each text has Understanding and Interpreting and Analyzing Language, Style, & Structure questions that ask students to analyze texts using evidence from the text; additionally, the <i>Teacher for</i>			
<b>Cornerstone</b>		30	Yes		0		
Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		1	No	Standard 9-10.RL.KID.1's cognitive demands are not met in the materials. There is no supporting instruction for how students are supposed to arrive at the determination of what the text says and			
		3	Yes		0		
		23	Yes		0		
		24	Yes	Each text has Understanding and Interpreting and Analyzing Language, Style, & Structure questions that ask students to analyze texts using evidence from the text; additionally, the <i>Teacher for</i>			
		30	Yes		0		
		1	No	Standard 9-10.RL.KID.1 indicator is not met due to only three examples being cited in the publisher's companion instrument of instruction for this standard. The companion cited do not correlate directly to			
		3	Yes		0		
		23	Yes		0		
		24	Yes	Each text has Understanding and Interpreting and Analyzing Language, Style, & Structure questions that ask students to analyze texts using evidence from the text; additionally, the <i>Teacher for</i>			
		30	Yes		0		
		1	No	Standard 9-10.RL.KID.1 indicator is not met due to only three examples being cited in the publisher's companion instrument of instruction for this standard. The companion cited do not correlate directly to			
		3	Yes		0		
		23	Yes		0		
		24	Yes	Ch. 3 gives instruction in identifying and analyzing theme and			
		30	No	The correlation guide provided does not seem to align with tasks			
		1	No	Standard 9-10.RL.KID.2 indicator is not met due to lack of evidence			
		3	Yes		0		
		23	Yes		0		
		24	Yes	Ch. 3 gives instruction in identifying and analyzing theme and			
		30	No	The correlation guide provided does not seem to align with tasks			
		1	No	Standard 9-10.RL.KID.2 is not met due to lack of evidence of explicit			
		3	Yes		0		
		23	Yes		0		
		24	Yes	Sections are devoted to the analysis of character, with background, examples, and application. Many questions deal with the development of character (e.g., p. 153-154, 174, 183, 190, 266, 285, 296, 306, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000)			
		3	Yes		0		
		23	Yes		0		
		24	Yes	Virtually every text has at least one and usually several questions focusing on the use of words in text and their impact on tone. Some examples: p. 174, 196, 237, 238			
		30	Yes		0		
		1	No	Standard 9-10.RL.CS.4 is not met due to insufficient evidence or direct explicit instruction of the standard. A suggestion for improvement would be to integrate a vocabulary program into the			
		3	Yes		0		
		23	Yes		0		
		24	Yes	Virtually every text has at least one and usually several questions focusing on the use of words in text and their impact on tone. Some examples: p. 251, 256, 260			
		30	Yes		0		
		1	No	Standard 9-10.RL.CS.4 is not met due to insufficient evidence or direct explicit instruction of the standard. A suggestion for improvement would be to integrate a vocabulary program into the			
		3	Yes		0		
		23	Yes		0		
		24	Yes	Texts have sections of questions focused specifically on craft and structure: p. 174, 190, 291, 277			
		30	Yes		0		
		1	No	Standard 9-10.RL.CS.5's cognitive demands are not met due to lack of sufficient evidence or direct explicit instruction of the standard. Also, this standard for instruction is not met due to lack of			
		3	Yes		0		
		23	Yes		0		
		24	Yes	Texts have sections of questions focused specifically on craft and structure: p. 351, 356, 360, 622			
		30	Yes		0		
		1	No	Standard 9-10.RL.CS.5's cognitive demands are not met due to lack of sufficient evidence or direct explicit instruction of the standard. Also, this standard for instruction is not met due to lack of			
		3	Yes		0		
		23	Yes		0		
		24	Yes	p. 197, 222, 277, 291			
		30	No	The materials include more instances of activities where students are asked to analyze how point of view or purpose shapes the content and style of the text. Instances of this standard are barely			
		1	No	Standard 9-10.RL.CS.6's cognitive demands are not met due to lack of sufficient evidence or direct explicit instruction of the standard. Also, this standard for instruction is not met due to no evidence			
		3	Yes		0		
		23	Yes		0		
		24	Yes	p. 197, 222, 277, 291			
		30	No	The materials include more instances of activities where students are asked to analyze how point of view or purpose shapes the content and style of the text. Instances of this standard are barely			
		1	No	Standard 9-10.RL.CS.6's cognitive demands are not met due to lack of sufficient evidence or direct explicit instruction of the standard. Also, this standard for instruction is not met due to no evidence			

<b>Standard 6</b> <b>Category</b> Assess how point of view or purpose shapes the content and style of a text.	<b>Informational Text: 9-10.RI.CS.6</b> Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.	3	Yes		0			
		23	Yes		0			
		24	Yes	p. 368, 372, 396				
		30	No	To improve, include more instances or activities where students are asked to determine the point of view or purpose expressed by the author or speakers to advance that point of view or purpose.				
		1	No	Standard 9-10.RI.CS.6's cognitive demands are not met due to lack of sufficient evidence of direct explicit instruction of the standard. To improve the materials to meet this standard, cite how the standard is being addressed. All of the				
<b>Standard 7</b> <b>Category</b> Integration of Knowledge and Ideas <b>Cornerstone</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	<b>Literature: 9-10.RL.IKI.7</b> Evaluate the topic, subject, and/or theme in two diverse formats or media.	3	Yes		0			
		23	Yes		0			
		24	Yes	Throughout the units, themes are presented in various formats or media: Graphic novels, cartoons, advertisements, charts, and more are provided in the text; video suggestions for YouTube as well as the organization of the text (by genre) does not easily allow for a topic or theme to be discussed in a				
		30	No	The materials do not meet the indicator because the standards are not addressed nor are there lesson plans for explicit direct instruction provided.				
		1	No					
	<b>Informational Text: 9-10.RI.IKI.7</b> Evaluate the topic or subject in two diverse formats or media.	3	Yes		0			
		23	Yes		0			
		24	Yes	Throughout the units, topics are presented in various formats or media: Cartoons, etc.				
		30	No	The organization of the text (by genre) does not easily allow for a topic or theme to be discussed in a single genre/format. The resource is mostly text-based and has limited instances that suggest that the materials do not meet the indicator because the standards are not addressed nor are there lesson plans for explicit direct instruction provided.				
		1	No					
<b>Standard 8</b> <b>Category</b> Integration of Knowledge and Ideas <b>Cornerstone</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<b>Literature:</b> Not applicable							
		3	Yes		0			
		23	Yes		0			
		24	Yes	An entire chapter is devoted to argument (ch. 6).				
		30	No	Instances of this standard are heavily weighted in chapter 6 and should be found more consistently throughout the materials. The materials do not meet the indicator because the standards are not addressed nor are there lesson plans for explicit direct instruction provided. The strongest writing workshop in the materials could be				
	<b>Informational Text: 9-10.RI.IKI.8</b> Evaluate how reasoning and evidence affects the argument and specific claims in a text.	1	No					
		3	Yes		0			
		23	Yes		0			
		24	Yes		0			
		30	Yes		0			
<b>Standard 9</b> <b>Category</b> Integration of Knowledge and Ideas <b>Cornerstone</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.	<b>Literature: 9-10.RL.IKI.9</b> 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.	1	No					
		3	Yes		0			
		23	Yes		0			
		24	Yes	Every chapter contains a Conversations section that presents various texts related to an essential question; the texts present various viewpoints as well.				
		30	Yes	The materials do not meet the indicator because the standards are not addressed nor are there lesson plans for explicit direct instruction provided.				
	<b>Informational Text: 9-10.RI.IKI.9</b> Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.	1	No					
		3	Yes		0			
		23	Yes		0			
		24	Yes	Every chapter contains a Conversations section that presents various texts related to an essential question; the texts present various viewpoints as well.				
		30	Yes		0			
<b>Standard 10</b> <b>Category</b> Range of Reading and Level of Text Complexity <b>Cornerstone</b> Read and comprehend complex literary and informational texts independently and proficiently.	<b>Literature: 10.RL.RRTC.10</b> Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.	1	No	The materials do not meet the demands of the standard indicator				
		3	Yes		0			
		23	Yes		0			
		24	Yes	A broad range of texts are provided within the grade band – both at the lower end and the higher end, and beyond.				
		30	Yes		0			
	<b>Informational Text: 10.RI.RRTC.10</b> Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.	1	No	Standard 9-10.RL.RRTC.10's cognitive demands are not met due to lack of sufficient evidence of direct explicit instruction of the standard. To improve the materials to meet this standard, cite how the standard is being addressed. All of the				
		3	Yes		0			
		23	Yes		0			
		24	Yes	A broad range of texts are provided within the grade band – both at the lower end and the higher end, and beyond.				
		30	Yes		0			
<b>SPEAKING AND LISTENING STANDARDS</b>		<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>	
<b>Standard 1</b> <b>Category</b> Comprehension and Collaboration <b>Cornerstone</b> Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.	<b>9-10.SL.CC.1</b> 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.	3	Yes		0			
		23	Yes		0			
		24	Yes	At first I marked no; however, after considering the Teaching Ideas (red light bulb icons in Teacher's Edition), I have changed my mind. There are a lot of these Teaching Ideas that include collaborative discussions (e.g., TE p. 211, 216, 236).				
		30	No	While the "Conversations" sections exist, there lacks guidance around facilitating an effective collaborative discussion. To improve, include specific guidance around student discussion for teachers and students.				
		1	No	Standard 9-10.SL.CC.1's cognitive demands are not met due to lack of sufficient evidence of direct explicit instruction of the standard. To improve the materials to meet this standard, instructional lesson plans for the teacher need to be included citing how the standard is being addressed. All of the				
<b>Standard 2</b> <b>Category</b> Comprehension and Collaboration <b>Cornerstone</b> Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.	<b>9-10.SL.CC.2</b> Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.	3	Yes		0			
		23	Yes		0			
		24	Yes	Pages 120-131 are devoted to evaluating the credibility of sources. Additionally, each chapter provides multiple opportunities for research and encourages students to evaluate the credibility of various sources; none that they find on their own; none that are directed to; none that are included within.				
		30	No	There is limited inclusion of opportunities for students to evaluate multiple sources and diverse formats. To improve, include more opportunities for students to evaluate the credibility and accuracy of multiple sources.				
		1	No	Standard 9-10.SL.CC.2's cognitive demands are not met due to lack of sufficient evidence of direct explicit instruction of the standard. To improve the materials to meet this standard, instructional lesson plans for the teacher need to be included citing how the standard is being addressed and				
<b>Standard 3</b>		3	Yes		0			

<b>Category</b> Comprehension and Collaboration <b>Cornerstone</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	<b>9-10.SL.CC.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.	23	Yes	0			
		24	Yes	The Argument chapter is filled with many examples of this. (e.g., p. 351, 353, 355, 356 - particularly #4, 535, 628, 629, 678-679, 714)			
		30	No	Improve by including more opportunities for students to share orally and view speakers throughout and more questions and tasks that support this standard.			
		1	No	Standard 9-10.SL.CC.3's cognitive demands are not met due to lack of sufficient evidence of direct explicit instruction of the standard. To improve the materials to meet this standard, instructional lesson plans for the teacher need to be included citing how the standard is being addressed. All of the			
<b>Standard 4</b> <b>Category</b> Presentation of Knowledge and Ideas <b>Cornerstone</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to	<b>9-10.SL.PK1.4</b> 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.	3	Yes	0			
		23	Yes	0			
		24	Yes	Each chapter provides multiple opportunities to present arguments, information, research in various formats including multimedia presentations, artistic displays or charts, original works/essays, etc.			
		30	No	Improve by including more opportunities for students to share orally and view speakers throughout and more questions and tasks that support this standard.			
<b>Standard 5</b> <b>Category</b> Presentation of Knowledge and Ideas <b>Cornerstone</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	<b>9-10.SL.PK1.5</b> Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	1	No	Standard 9-10.SL.PK1.4's cognitive demands are not met due to lack of sufficient evidence of direct explicit instruction of the standard. To improve the materials to meet this standard, instructional lesson plans for the teacher need to be included citing how the standard is being addressed. All of the			
		3	No	Very limited in this indicator. Incorporate more opportunities for students to present using technology platforms.			
		23	Yes	0			
		24	Yes	Throughout all chapters are multiple opportunities to use media and visual displays in presentations to enhance message; many "multimodal" Topics for Composing; e.g., p. 197, 248, 348, 506, 526, 535			
<b>Standard 6</b> <b>Category</b> Presentation of Knowledge and Ideas <b>Cornerstone</b> Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.	<b>9-10.SL.PK1.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	30	Yes	0			
		1	No	Standard 9-10.SL.PK1.5's cognitive demands are not met due to lack of sufficient evidence of direct explicit instruction of the standard. To improve the materials to meet this standard, instructional lesson plans for the teacher need to be included citing how the standard is being addressed. All of the			
		3	Yes	0			
		23	Yes	0			
		24	Yes	Many opportunities for different types of speech in presentations or different types; increasing opportunities for collaborative discussion, as noted in 9-10.SL.CC.1, would strengthen addressing of the standard.			
		30	No	To improve, include a variety of speaking tasks for students to engage in.			
		1	No	Standard 9-10.SL.PK1.6's cognitive demands are not met due to lack of sufficient evidence of direct explicit instruction of the standard. To improve the materials to meet this standard, instructional lesson plans for the teacher need to be included citing how the standard is being addressed. All of the			
<b>WRITING STANDARDS</b>		<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
<b>Standard 1</b> <b>Category</b> Text Types and Protocols <b>Cornerstone</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<b>9-10.W.TTP.1</b> 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.	3	Yes	0			
		23	Yes	0			
		24	Yes	Students are asked to write an argument as the culminating task in ch. 6. Additionally, options for argumentative writing are provided in the Topics for Composing throughout the chapters. Students are taken through each step of the process, including finding a focus, gathering evidence, organizing information, presenting counterclaims, intros and conclusion, revision.			
		30	Yes	While there is an entire chapter devoted to this type of writing, it is limited to the post reading questions in other chapters. To improve, provide specific teaching notes around the argumentative prompt found throughout the chapters in the post reading questions. Teachers should have and be able to provide to students the expectations for the writing and the components that should be			
		1	No	Standard 9-10.W.TTP.1's cognitive demands are not met due to lack of sufficient evidence of direct explicit instruction of the standard. To improve the materials to meet this standard, instructional lesson plans for the teacher need to be included citing how the standard is being addressed. All of the standards should be labeled and have lesson plans aligned to the standard.			
<b>Standard 2</b> <b>Category</b> Text Types and Protocols <b>Cornerstone</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<b>9-10.W.TTP.2</b> 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.	3	Yes	0			
		23	Yes	0			
		24	Yes	Students are asked to write an expository essay as the culminating task in ch. 8. Additionally, options for expository writing are provided in the Topics for Composing throughout the chapters. Students are taken through each step of the process, from planning, to drafting, to revision.			
		30	Yes	While there is an entire chapter devoted to this type of writing, it is limited to the post reading questions in other chapters. To improve, provide specific teaching notes around the "Topics for Composing" prompts found throughout the chapters in the post reading questions. Teachers should have and be able to provide to students the expectations for the writing and the components that should be included.			

	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.	1	No	Standard 9-10.W.TTP.2's cognitive demands are not met due to lack of sufficient evidence of direct explicit instruction of the standard. To improve the materials to meet this standard, instructional lesson plans for the teacher need to be included citing how the standard is being addressed. All of the standards should be labeled and have lesson plans aligned to the standard.			
<b>Standard 3</b> <b>Category</b> Text Types and Protocols <b>Cornerstone</b> 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.	3	Yes		0		
		23	Yes		0		
		24	Yes	Students are asked to write an narratives as the culminating task in ch. 9. Additionally, options for narrative writing are provided in the Topics for Composing throughout the chapters. Students are taken through each step of the process, from planning, to drafting, to revision.			
		30	Yes	While there is an entire chapter devoted to this type of writing, it is limited to the post reading questions in other chapters. To improve, provide specific teaching notes around the narrative prompts found throughout the chapters in the post reading questions. Teachers should have and be able to provide to students the expectations for the writing and the components that should be included.			
		1	No	Standard 9-10.W.TTP.3's cognitive demands are not met due to lack of sufficient evidence of direct explicit instruction of the standard. To improve the materials to meet this standard, instructional lesson plans for the teacher need to be included citing how the standard is being addressed. All of the standards should be labeled and have lesson plans aligned to the standard.			
<b>Standard 4</b> <b>Category</b> Production and Distribution of Writing <b>Cornerstone</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	<b>9-10.W.PDW.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	3	Yes		0		
		23	Yes		0		
		24	Yes	Every chapter has multiple opportunities to write in various modes at various levels.			
		30	Yes		0		
		1	No	Standard 9-10.W.PDW.4's cognitive demands are not met due to lack of sufficient evidence of direct explicit instruction of the standard. To improve the materials to meet this standard, instructional lesson plans for the teacher need to be included citing how the standard is being addressed. All of the standards should be labeled and have lesson plans aligned to the standard.			
<b>Standard 5</b> <b>Category</b> Production and Distribution of Writing <b>Cornerstone</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<b>9-10.W.PDW.5</b> 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.)	3	Yes		0		
		23	Yes		0		
		24	Yes	Each chapter takes students through the writing process to develop pieces; revision includes considering how changing different aspects of the piece (e.g., diction, point of view) impacts the overall message or appropriateness for audience.			
		30	Yes		0		
		1	No	Standard 9-10.W.PDW.5's cognitive demands are not met due to lack of sufficient evidence of direct explicit instruction of the standard. To improve the materials to meet this standard, instructional lesson plans for the teacher need to be included citing how the standard is being addressed. All of the standards should be labeled and have lesson plans aligned to the standard.			
<b>Standard 6</b> <b>Category</b> Production and Distribution of Writing <b>Cornerstone</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<b>9-10.W.PDW.6</b> 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.	3	No	Offer ideas for students to use Google Docs or other tech platforms to encourage that this indicator is met.			
		23	Yes		0		
		24	Yes	Each chapter contains opportunities for multimodal writing assignments that use technology for authentic purposes			
		30	No	To improve, include more instances for students to use technology for individual and shared writing tasks.			
		1	No	Standard 9-10.W.PDW.6's cognitive demands are not met due to lack of sufficient evidence of direct explicit instruction of the standard. To improve the materials to meet this standard, instructional lesson plans for the teacher need to be included citing how the standard is being addressed. All of the standards should be labeled and have lesson plans aligned to the standard.			
<b>Standard 7</b> <b>Category</b> Research to Build and Present Knowledge <b>Cornerstone</b> Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.	<b>9-10.W.RBPK.7</b> 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.	3	Yes		0		
		23	Yes		0		
		24	Yes	Each chapter contain multiple opportunities for research projects and writing, including opportunities for students to generate their own questions - e.g., p. 448-461			
		30	No	To improve, include more instances for short and sustained research projects.			
		1	No	Standard 9-10.W.RBPK.7's cognitive demands are not met due to lack of sufficient evidence of direct explicit instruction of the standard. To improve the materials to meet this standard, instructional lesson plans for the teacher need to be included citing how the standard is being addressed. All of the standards should be labeled and have lesson plans aligned to the standard.			
<b>Standard 8</b> <b>Category</b> Research to Build and Present Knowledge <b>Cornerstone</b> Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.	<b>9-10.W.RBPK.8</b> 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.	3	Yes		0		
		23	Yes		0		
		24	Yes	Ch. 9 is dedicated to using sources, integrating and documenting information from different types of sources, avoiding plagiarism. A culminating activity (p. 144-147) applies these skills. Then, multiple opportunities for research are provided in which the same students are encouraged to utilize using and			
		30	No	To improve, include more instances for research that require students to use multiple search terms to generate a variety of sources.			
		1	No	Standard 9-10.W.RBPK.8's cognitive demands are not met due to lack of sufficient evidence of direct explicit instruction of the standard. To improve the materials to meet this standard, instructional lesson plans for the teacher need to be included citing how the standard is being addressed. All of the standards should be labeled and have lesson plans aligned to the standard.			



<b>Standard 9</b> <b>Category</b> Research to Build and Present Knowledge <b>Cornerstone</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	<b>9-10.W.RBP.9</b> 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.	3	Yes		0			
		23	Yes		0			
		24	Yes	Multiple opportunities to interpret, analyze, research, and reflect upon texts are provided.				
		30	Yes		0			
		1	No	Standard 9-10.W.RBP.9's cognitive demands are not met due to lack of sufficient evidence or direct explicit instruction of the standard. To improve the materials to meet this standard, instructional lesson plans for the teacher need to be included citing how the standard is being addressed. All of the				
<b>Standard 10</b> <b>Category</b> Range of Writing <b>Cornerstone</b> 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.	<b>9-10.W.RW.10</b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	3	Yes		0			
		23	Yes		0			
		24	Yes	Each chapter gives ample opportunities for writing, in response to a single text or over the course of a unit. Writing opportunities for various tasks, purposes, and audiences are frequent as they are provided in each chapter/unit.				
		30	Yes		0			
		1	No	Standard 9-10.W.RW.10's cognitive demands are not met due to lack of sufficient evidence of direct explicit instruction of the standard. To improve the materials to meet this standard, instructional lesson plans for the teacher need to be included citing how the standard is being addressed. All of the				
<b>LANGUAGE STANDARDS</b>		<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>	
<b>Standard 1</b> <b>Category</b> Conventions of Standard English <b>Cornerstone</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>9-10.L.CSE.1</b> 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.	3	Yes		0			
		23	Yes		0			
		24	No	While there is a Grammar Workshop section in the Appendices, there is little focus on the use of grammar/usage throughout the units. The				
		30	Yes		0			
		1	No	Standard 9-10.L.CSE.1's cognitive demands are not met due to lack of sufficient evidence of direct explicit instruction of the standard. To				
<b>Standard 2</b> <b>Category</b> Conventions of Standard English <b>Cornerstone</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>9-10.L.CSE.2</b> 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.	3	Yes		0			
		23	Yes		0			
		24	No	As with the previous standard, Grammar Workshops are included in the back, but more specific instruction in skills with the units is				
		30	Yes		0			
		1	No	Standard 9-10.L.CSE.2's cognitive demands are not met due to lack of sufficient evidence of direct explicit instruction of the standard. To				
<b>Standard 3</b> <b>Category</b> Knowledge of Language <b>Cornerstone</b> 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.	<b>9-10.L.KL.3</b> 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.	3	Yes		0			
		23	Yes		0			
		24	Yes	Questions for each text address how the author has used language functions effectively. Students also practice applying these functions				
		30	Yes		0			
		1	No	Standard 9-10.L.KL.3's cognitive demands are not met due to lack of sufficient evidence of direct explicit instruction of the standard. To				
<b>Standard 4</b> <b>Category</b> Vocabulary Acquisition and Use <b>Cornerstone</b> 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.	<b>9-10.L.VAU.4</b> 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.	3	Yes		0			
		23	Yes		0			
		24	Yes	As stated in Section I, vocabulary in context is a strength of the curriculum.				
		30	Yes		0			
		1	No	Standard 9-10.L.VAU.4's cognitive demands are not met due to lack of sufficient evidence of direct explicit instruction of the standard. To improve the materials to meet this standard, instructional lesson				
<b>Standard 5</b> <b>Category</b> Vocabulary Acquisition and Use <b>Cornerstone</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>9-10.L.VAU.5</b> 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.	3	Yes		0			
		23	Yes		0			
		24	Yes	There are many opportunities for this throughout every chapter.				
		30	Yes		0			
		1	No	Standard 9-10.L.VAU.5's cognitive demands are not met due to lack of sufficient evidence of direct explicit instruction of the standard. To				
<b>Standard 6</b> <b>Category</b> Vocabulary Acquisition and Use		3	Yes		0			

<b>Cornerstone</b> 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.	<b>9-10.L.VAU.6</b> 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.	23	Yes	0			
		24	Yes	Yes. Ample opportunities throughout.			
		30	Yes	0			
		1	No	Standard 9-10.L.VAU.6's cognitive demands are not met due to lack of sufficient evidence of direct explicit instruction of the standard. To improve the materials to meet this standard, instructional lesson			
		<b>Additional Comments</b>		<b>Reviewer</b>	<b>Evidence/Notes</b>		
<b>Additional Comments on Section II Standards</b>	3	0			Total indicators to be re-reviewed:	0	
	23	0					
	24	0					
	30	0					
	1	Section II of the screening document could not be met with the provided materials. The					
	<b>Alignment with Section II: ELA Standards.</b>		<b>Reviewer</b>	<b>Aligned</b>			
This means that no more than 4 boxes were marked "No." If more than 4 "No" boxes are marked, then this program does not pass.  (Note: Reading Literature and Reading Informational Text count as separate standards. If the screening instrument was checked "no" for 2 Reading Literature standards and 3 Informational Text standards, then it would NOT pass the screening instrument.)	3	Pass					
	23	Pass					
	24	Pass					
	30	Fail					
	1	Fail					
<b>Overall</b>		<b>Pass</b>					

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Original Reviews Submitted:5Reviewers:3, 23, 24, 30, 1

SECTION III						
High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks						
Materials meet <b>at least 80%</b> of indicators in Section III.						
Standards are taught in an integrated fashion to support students in developing proficiency as readers and writers as they make meaning of texts through reading, writing, speaking and listening. Instructional decisions for standards instruction centers on the texts that have been selected to strategically build students’ knowledge, and the standards are spiraled throughout the year to promote continued practice and application with ever increasing text complexity.						
Indicator	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Units are built around a concept or topic and include essential questions and enduring understandings.	3	Yes		0		
	23	Yes	Units 1-4 are built around essential skills and Units 5-11 are grouped by genre.			
	24	Yes	Chapters are built around different genres or modes of writing. Also, within each chapter there is a Conversations section that unifies texts around an essential question.			
	30	Yes		0		
	1	No	This indicator is not met due to the units not being designed around a concept, topic, or theme. The units are designed around literary terms and is aligned with the standards for teaching pre-AP courses and not Tennessee standard aligned courses. An improvement would be to design the textbook along the themes that are studied in the materials to ensure that the essential questions and enduring understandings are included			
b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.	3	Yes		0		
	23	Yes		0		
	24	Yes	Each text (or text pair/set) involves at least two strands.			
	30	Yes		0		
	1	No	There is insufficient evidence of the alignment of any standard due to the lack of explicit instruction on any of the standards. None of the instructional materials are labeled with Tennessee English Language Arts standards.			
c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.	3	Yes		0		
	23	Yes		0		
	24	Yes	Nearly all texts are authentic and previously published. Very impressed with the selection of texts - the quality, the variety, the relevance, etc.			
	30	Yes		0		
	1	Yes		0		
d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	3	Yes		0		
	23	Yes	Central texts include Fiction, arguments, poetry, expository writing, narratives, drama, graphic novels and mythology. Excerpts of The Odyssey are provided, as well as some of the supporting texts.			
	24	Yes	Very impressed with the range of texts - full-length texts are included (e.g., Romeo & Juliet, many short stories, essays, speeches, graphic texts, poems)			
	30	Yes		0		
	1	Yes		0		
e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.	3	Yes		0		
	23	Yes	Authors and texts are both classic and contemporary and a wide variety of cultures are represented.			
	24	Yes	Absolutely. Love the variety of texts and the issues represented. Very appealing and compelling texts for adolescents.			
	30	Yes		0		
	1	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.	3	Yes		0		
	23	Yes		0		
	24	Yes	Very impressed with text selection - lots of diversity			
	30	Yes		0		
	1	Yes		0		
	3	Yes		0		

g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.	23	No	Most texts are presented without instructions on how students should engage with the text while reading. Consider providing explicit instructions providing students with varied opportunities to engage with the text.			
	24	Yes	Teaching Ideas (red light bulbs) throughout most texts provided varied opportunities to engage with the text. For example, TE p. 211, 216, 236.			
	30	No	The way in which reading should occur is often not described. To improve, consider including specific guidance around how students should engage with the text.			
	1	No	This indicator is not met due to lack of lesson plans or teacher facing materials addressing how to organize varied opportunities to engage in text different ways. There are "light bulb" icons in the teacher's edition of the textbook, but no lesson plans with direct explicit instruction on this indicator.			
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).	3	Yes	Improvement Comment: Give more explicit instruction to teachers to remind students to do a reread within each purpose for reading.			
	23	Yes	Close reading suggestions are provided for modeling in the teacher's edition. Students are also expected to go back to the text to answer questions, and in many cases to synthesize information in a writing prompt or discussion. Passage excerpts are also provided for annotation and analysis.			
	24	Yes	Most texts include Close Reading sections marked in a bluish color in teacher's edition; also multiple questions for each text ask students to re-read specific portions of text to consider a different element.			
	30	No	This occurs during teaching ideas, but is not consistent. To improve, provide specific guidance for each text more consistently.			
	1	No	This indicator is not met due to lack of lesson plans or teacher facing materials addressing how to organize varied opportunities to engage in text different ways. There are post reading questions that point students back to the text, but no purposefully re-reading of texts within the materials. The publisher includes close reading notes, but does provide instruction on close reading.			
i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	3	Yes		0		
	23	Yes		0		
	24	Yes	Teaching Ideas (red light bulbs) provide instructions, suggestions are given for additional texts that relate to included texts that students could read independently, resources include Cornell notes, graphic organizers, extension activities, and many other suggestions. Each unit scaffolded (section 1, section 2, section 3) with increasing complexity; sample unit suggestions give suggestions for scaffolding for students who need additional support.			
	30	Yes		0		
	1	No	This indicator is not met due to lack of lesson plans or teacher facing materials addressing supporting students in reading a high volume of text.			
j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.	3	Yes		0		
	23	Yes		0		
	24	Yes	Virtually every text has multiple Topics for Composing; teaching ideas in teacher's edition also suggests opportunities for writing, research, presentations, argumentation, synthesis of ideas across texts.			
	30	Yes		0		
	1	Yes	A suggested addition is to provide the teacher with lesson plans that give ideas for direct instruction on writing and different genres of it.			
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.	3	Yes		0		
	23	Yes		0		
	24	Yes	Virtually every text has multiple Topics for Composing; teaching ideas in teacher's edition also suggests opportunities for writing, research, presentations, argumentation, synthesis of ideas across texts.			
	30	Yes		0		
	1	Yes	A suggested addition is to provide the teacher with lesson plans that give ideas for direct instruction on writing and different genres of it.			
l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	3	Yes		0		
	23	Yes		0		
	24	Yes	The book is organized around different modes.			
	30	Yes		0		
	1	Yes		0		
m. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.	3	Yes		0		
	23	Yes		0		
	24	Yes	Writing workshops in every chapter are detailed and guide students through the process, considering organization, syntax, diction, etc.			
	30	Yes		0		
	1	No	This indicator is not met due to lack of direct explicit instructional lesson plans or teacher facing materials addressing supporting students in writing organization. There are readings/units that address this, but no instructional materials.			
n. Instruction in conventions, syntax, and style is direct and contextual (mentor texts), increases in sophistication, and is applied to authentic writing experiences.	3	Yes		0		
	23	Yes		0		
	24	Yes	Yes, BUT - instruction in conventions needs to more directly tied to mentor texts and embedded throughout units. Suggestion included in Language standards 1 & 2.			
	30	No	To improve, provide specific instruction around conventions, syntax, and style.			
	1	No	This indicator is not met due to lack of direct explicit instructional lesson plans or teacher facing materials addressing supporting students in writing conventions. Chapter 2 focuses on the writing process, but no lesson			

o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	3	Yes		0		
	23	No	Most vocabulary instruction focuses on context and effort. Consider adding a morphology element to the appendix (a short one) is included but that is not instruction; some suggestions may be provided, but not consistently. Vocabulary instruction is strong; however, attention to Latin and Greek roots is not a focus.			
	24	No	An appendix (a short one) is included but that is not instruction; some suggestions may be provided, but not consistently. Vocabulary instruction is strong; however, attention to Latin and Greek roots is not a focus.			
	30	No	To improve, provide specific guidance for teachers around the vocabulary instruction. In the guidance, include morphology and Latin and Greek roots.			
	1	No	This indicator is not met due to lack of direct explicit instructional lesson plans or teacher facing materials addressing supporting students in morphology. There is an appendix of Latin and Greek roots, but no			
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).	3	Yes		0		
	23	Yes	Writing is discussed in depth in Chapter 2. Writing prompts in following chapters are accompanied by specific scaffolded instructions for completing the task.			
	24	Yes	Very thorough; each unit provides academic vocabulary and discusses specific structures associated with different modes.			
	30	Yes		0		
	1	No	This indicator is not met due to lack of direct explicit instructional lesson plans or teacher facing materials addressing supporting students in academic language and structures. There are readings/units that address this, but no instructional materials. The writing notebooks are well done if the student can access the material.			
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.	3	Yes		0		
	23	Yes		0		
	24	No	Need to add rubrics for evaluating discussions; description of Socratic Seminar/fishbowl included, but no rubric for evaluating student performance.			
	30	No	To improve, include more opportunities for student discussions with guidance. More specifically, provide listening prompts, questions, and evaluation tools to strengthen student responses.			
	1	No	This indicator is not met due to lack of direct explicit instructional lesson plans or teacher facing materials addressing academic discussions. There are suggestions for discussions in the margins for the reading, but no direct instructional lesson plans are provided.			
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.	3	Yes		0		
	23	Yes	Publisher materials outline different suggested pathways through the textbook based on class ability level. Teacher's edition provides further scaffolding suggestions on a text-by-text basis.			
	24	Yes	Units are scaffolded; suggestions for scaffolding resources such as audio, video, background information, additional questions provided throughout all units.			
	30	Yes		0		
	1	No	This indicator is not met due to lack of direct explicit instructional lesson plans or teacher facing materials addressing supporting students in their differences.			
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.	3	Yes		0		
	23	Yes	Formative assessments can be found in the teacher's edition. Each chapter also has several writing prompts at the end which could be used as a summative assessment. The publisher also includes a digital "Test Bank" with materials.			
	24	Yes	Checks for Understanding, questions, topics for composing, presentations, reflection, performance tasks, longer writing project; there are many different types of assessments.			
	30	Yes		0		
	1	No	This indicator is not met due to lack of direct explicit instructional lesson plans or teacher facing materials for assessment. There are ideas for formative assessments scattered throughout the book, but no standards addressed specifically. There are summative assessments at the end of each chapter, but without standards that are aligned to the assessment. It is difficult to ascertain which standard is being assessed.			
t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	3	No	Listing TN Standards within each unit would help meet this indicator.			
	23	No	This information is provided in the digitally provided Correlation to Common Core guide, but only with page numbers. Consider breaking this information down further to address specific questions and tasks on each			
	24	No	in the teacher's edition, there should be indications of which standards are being addressed by each task, question, etc. For example, if a teacher is looking for ways to address a particular standard, he/she should be able to find codes that identify where that standard is addressed. Some texts include the standard after each			
	30	Yes		0		
	1	No	This indicator is not met due to lack of direct explicit instructional lesson plans or teacher facing materials addressing which standards are being addressed. There is no publisher assessment alignment document provided. The note on the publisher provided screening instrument states "Not sure what is wanted here."			
Additional Comments:	Reviewer	Evidence/Notes				
Additional comments about high-quality instruction within the materials:	3				Total indicators to be re-reviewed:	0
	23					
	24					

Instruction with the materials	30				
	1				
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.	3		Pass		
	23		Pass		
	24		Pass		
	30		Fail		
	1		Fail		
	Overall		Pass		

Grade & Subject:G01H09ISBN:9781319286798

Title Name:Foundations oPublisher:Bedford Freeman & Worth

Original Reviews Submitted:5 Reviewers:3, 23, 24, 30, 1

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.	3	Yes		0		
	23	Yes	Some of this information is available in the student edition, but the teacher's edition also included various suggestions, often marked under the heading "Teaching Idea" or "Building Context."			
	24	Yes	Each text includes background information on author, content, historical context, and information about illustrations.			
	30	Yes		0		
	1	No	This indicator is not met due to lack of evidence provided more than Lexile level. A suggestion for improvement is to add the information about the texts, including qualitative and quantitative analysis, in the teacher's edition. It is difficult to find.			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	3	Yes		0		
	23	No	Annotated versions of the passage appear in the teacher's edition. Annotations are categorized into the following types: Building Context, Close Reading, Check for Understanding, and Teaching Idea. Icons which indicated further digital resources are also present.			
	24	Yes	Yes, but teacher's edition needs many more annotations on texts; suggested responses are provided for end-of-text questions, but not for questions underneath photographs (e.g., p. 159), close reading suggestions or passages, marginal checks for understanding, activity box questions, etc.			
	30	No	To improve, include more detailed annotations for the central texts and close reading activities.			
	1	No	This indicator is not met due to lack of evidence provided about close reading and none of the passages have been aligned to the Tennessee English Language Art Standards. There are no lesson plans or teaching facing materials provided to ensure the direct explicit instruction of close reading annotation.			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	3	Yes		0		
	23	No	This information is provided in digitally provided Correlation to Common Core guide, but only with page numbers. Consider breaking this information down further to address specific questions and tasks on each page to make it more user friendly for teachers.			
	24	No	Standards and learning objectives are not explicitly or easily found.			
	30	No	Each chapter has an overview. However, individual texts and sections of the chapters lack standards and learning objectives.			

	1	No	There is no evidence of the standards or learning objectives in the teacher facing materials.			
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.	3	No	This would be a great feature to have. Anytime cross-curricular occurs, note it.			
	23	No	Connections are present due to the wide variety of materials; however connections do not seem to be labeled.			
	24	No	There are connections to other content areas; however, no standards are listed anywhere in text.			
	30	No	To improve, include the intended standard for the texts and lessons. Also include the connection to other subject standards.			
	1	No	There is no evidence that the Tennessee Academic Standards are connected to the instructional materials.			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	3	Yes		0		
	23	Yes		0		
	24	No		0		
	30	Yes		0		
	1	No	This indicator is not met because there are no lesson plans provided with the instructional materials.			
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.	3	Yes		0		
	23	Yes		0		
	24	Yes	Not always, but sometimes notes include common misconceptions (for example, students may not be familiar with events that were current at the time of publication, such as Colin Kapernick's kneeling during National Anthem; students may misunderstand the use of the word "save" in the context of "Story of an Hour.") Additionally, "Potential Challenges" for each text are described in the Pacing Guide at the beginning of the chapter.			
	30	Yes		0		
	1	No	This indicator is not met due to lack of evidence provided in the teacher facing materials about the Tennessee English Language Arts Standards.			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	3	Yes		0		
	23	Yes		0		
	24	Yes		0		
	30	No	There are limited extensions suggested. To improve, provide extensions more consistently throughout the resource.			
	1	No	This indicator is not met because there are no lesson plans provided with the instructional materials.			
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	3	Yes		0		
	23	Yes		0		
	24	Yes		0		
	30	No	There are limited extended learning opportunities included. To improve, provide more opportunities more consistently throughout the resource.			
	1	No	This indicator is not met because there are no lesson plans provided with the instructional materials.			
i. Teacher-facing materials provide suggestions in daily lessons or units of instruction on appropriate opportunities for formative assessments and adjusting lessons if necessary.	3	Yes		0		
	23	Yes		0		
	24	Yes		0		
	30	Yes		0		
	1	No	This indicator is not met because there are no lesson plans provided with the instructional materials.			



j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	3	Yes	0			
	23	Yes	This information can be found in the Instructional Strategies folder in the digitally provided resources.			
	24	Yes	Yes, but not many. Descriptions for how to conduct a Socratic seminar or fishbowl discussion are included, but no evaluation rubrics are provided. Accountable talk is addressed in a chapter devoted to Speaking and Listening.			
	30	Yes	0			
	1	Yes	0			
k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards.	3	Yes	0			
	23	Yes	0			
	24	Yes	Many suggestions provided for use of multimedia (e.g., specific videos that can increase understanding, comparison of multimedia and print) and technology (e.g., research, presentations)			
	30	No	To improve, increase the use of multimedia throughout the resource as students engage in the lessons.			
	1	No	This indicator is not met because there are no lesson plans provided with the instructional materials.			
<b>Monitoring Student Progress</b>	<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
l. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.	3	Yes	0			
	23	Yes	Rubrics are provided in the Rubrics folder in the digitally provided resources			
	24	No	0			
	30	Yes	0			
	1	Yes	0			
m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	3	Yes	0			
	23	No	Answer keys are provided in the Suggested Responses folder in the digitally provided resources, but no clear way to track and monitor progress seem apparent.			
	24	No	0			
	30	Yes	0			
	1	No	This indicator is not met because there is no evidence of progress monitoring to evaluate.			
n. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	3	No	By providing a multiple text summative assessment in the form of a TN Ready Test, it would help students practice in that testing format, and it would help teachers see if student is gaining mastery of the concepts/standards taught.			
	23	No	I did not see quarterly benchmark assessments. A test bank application was provided, but without instructions I was unable to access it.			
	24	No	0			
	30	Yes	0			

	1	No	This indicator is not met because there is no evidence of benchmarks to evaluate.			
o. Materials include suggestions and tools to keep students and parents informed about students' progress.	3	Yes	0			
	23	No	0			
	24	No	0			
	30	No	To improve, include tools for student tracking for all stakeholders consistently throughout the resource.			
	1	No	This indicator is not met because there is no evidence of progress reporting to evaluate.			
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.	3	Yes	0			
	23	Yes	Components are arranged by text instead of by lesson, but each text is given a suggested class periods designation in the Text Overview and Pacing section before each unit			
	24	Yes	Yes, BUT - Plenty of material, organized units; Lessons are not outlined specifically as far as time spent on particular activities, exact sequence of lesson activities, etc.			
	30	Yes	0			
	1	No	This indicator is not met because there is no evidence of daily lessons to evaluate.			
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.	3	Yes	0			
	23	Yes	0			
	24	Yes	0			
	30	Yes	0			
	1	Yes	0			
r. Program components, lesson plans, and the relationships among the parts are clear.	3	Yes	0			
	23	Yes	0			
	24	Yes	0			
	30	Yes	0			
	1	No	This indicator is not met because there is no evidence of lesson plans to evaluate.			
s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	3	Yes	0			
	23	Yes	0			
	24	Yes	Each chapter begins with a Chapter at a Glance, Text Overview and Pacing guide			
	30	Yes	0			
	1	No	This indicator is not met because there is no evidence of a scope and sequence to evaluate.			
t. Each lesson contains a list of required materials.	3	Yes	0			
	23	No	Most lessons require only the text, but no explicit mention is made lesson-to-lesson if that is or isn't the case.			
	24	No	0			
	30	Yes	0			
	1	No	This indicator is not met because there is no evidence of a materials list to evaluate.			
u. Lessons, chapters, and units contain estimated instructional times.	3	Yes	0			
	23	Yes	Information provided in the Chapter at a Glance section before each unit.			
	24	No	0			
	30	Yes	0			

	1	No	This indicator is not met because there is no evidence of lesson plans to evaluate.			
	3	Yes	0			
v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	23	Yes	All texts are printed in the textbook. No unprovided texts are necessary. Materials suggest that access to e-books is possible, but no resources were provided.			
	24	Yes	0			
	30	Yes	0			
	1	Yes	0			
	3	Yes	0			
w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	23	Yes	0			
	24	Yes	0			
	30	Yes	0			
	1	Yes	0			
	3	Yes	0			
x. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	23	No	0			
	24	Yes	0			
	30	Yes	0			
	1	Yes	0			
	3	Yes	0			
y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	23	No	This indicator would help tremendously. Maybe placed at the very beginning of the book as a resource.			
	24	No	0			
	30	No	ELA standards are not included and the correlation guide does not always align to			
	1	No	This indicator is not met because there is no evidence of a list of English Language Arts Standards in the teacher-facing materials.			
	3	No	This indicator is not met because there is no evidence of a list of English Language Arts Standards in the teacher-facing materials.			
Additional Comments:	Reviewer	Evidence/Notes				
Additional Comments about Section V: Additional Components	3	0			Total indicators to be re-reviewed:	0
	23	0				
	24	0				
	30	0				
	1	viewer where to find the Section IV: Additional Components. There is a note on the screening instru				

[illegible]

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[illegible]