

****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: Mirrors & Windows: Connecting with Literature
Grade: G01H13

| Reviewer | Section I | Section II | Section III | Overall |
|----------|-----------|------------|-------------|-------------|
| 128 | Pass | Fail | Pass | |
| 122 | Fail | Pass | Pass | |
| 121 | Pass | Pass | Pass | |
| 118 | Fail | Fail | Pass | |
| 129 | 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 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:G01H13 ISBN:9781533836694

Title Name:Mirrors & W Publisher:EMC School

Original Reviews Submitted:5 Reviewers:128, 122, 121, 118, 129

| 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. | 128 | Yes | | 0 | | |
| | 122 | Yes | | 0 | | |
| | 121 | Yes | | 0 | | |
| | 118 | Yes | | 0 | | |
| | 129 | Yes | | 0 | | |
| b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building. | 128 | Yes | | 0 | | |
| | 122 | Yes | | 0 | | |
| | 121 | Yes | | 0 | | |
| | 118 | No | The demands of this indicator are not met because the materials do not provide high-quality direct instruction for vocabulary. While "preview vocabulary" lists are provided in the context of isolated sentences, explicit instructions are not provided for teachers, and students are not prompted or required to use vocabulary explored at the beginning of the lesson/unit as they answer text-dependent questions and writing prompts later in the lesson/unit. Vocabulary instruction should offer a scripted guide for teachers as they lead students in exploring the definitions, including multiple meanings, of tier 2 and 3 vocabulary that will be used in the texts and/or lesson/unit. A suggestion for improvement is to offer guides for students to explore the etymology of tier 2 and 3 vocabulary words at the beginning of a unit that carries into lessons and across units. Students might explore this etymology at the beginning of a unit or during the Preview Vocabulary sections that accompany text sets. Either type of vocabulary instruction, however, should include explicit instruction in the teacher edition that leads teachers through this process. Students should also be given opportunities throughout the lesson to use this vocabulary in speaking and writing contexts (as mentioned above) so that the vocabulary instruction remains embedded in the context of the texts. | | | |
| | 129 | Yes | | 0 | | |
| c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition. | 128 | Yes | | 0 | | |
| | 122 | Yes | | 0 | | |
| | 121 | Yes | | 0 | | |
| | 118 | Yes | The demands of the Indicator are met because the skills addressed in most units are adequately assessed in the culminating tasks. However, there are several culminating tasks whose requirements do not match the knowledge acquisition laid out in the units' enduring understandings. For example, the extended writing prompts on pp.67, 173, 174-175, and 660 do not require students to refer to, draw knowledge or evidence from, or extend the concepts addressed in their respective units. A suggestion for improvement is to tie these culminating tasks more closely to the focus of the units. | | | |
| | 129 | 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. | 128 | Yes | | 0 | | |
| | 122 | Yes | | 0 | | |
| | 121 | Yes | | 0 | | |
| | 118 | Yes | | 0 | | |
| | 129 | Yes | | 0 | | |
| e. Text plays a central role in the English class/block. | 128 | Yes | | 0 | | |
| | 122 | Yes | | 0 | | |
| | 121 | Yes | | 0 | | |
| | 118 | Yes | | 0 | | |
| | 129 | 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. | 128 | Yes | | 0 | | |
| | 122 | Yes | | 0 | | |
| | 121 | Yes | | 0 | | |
| | 118 | Yes | | 0 | | |

| | | | | | | |
|---|-----------------|---------------------------|--|-------------------------------|--|-------------------|
| | 129 | Yes | 0 | | | |
| Evidence: Materials ensure that reading and writing are grounded in evidence from both literary and informational text. | Reviewer | Meets Expectations | Evidence/Notes | Revised or Referenced? | Publisher Comments | Re-Review? |
| g. Text-dependent questions: <ul style="list-style-type: none"> Most questions and tasks require students to draw on textual evidence to support inferences and conclusions. High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text. | 128 | Yes | 0 | | | |
| | 122 | Yes | 0 | | | |
| | 121 | Yes | 0 | | | |
| | 118 | Yes | 0 | | | |
| | 129 | Yes | 0 | | | |
| h. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence. | 128 | Yes | 0 | | | |
| | 122 | Yes | 0 | | | |
| | 121 | Yes | 0 | | | |
| | 118 | Yes | The demands of the indicator are met, but some prompts in "Extend the Text" sections that are outside the scope of informative and argumentative writing could be strengthened by including closer connections to the text. A suggestion for improvement is to relate all creative and informative prompts closely to the text they accompany so that students are required to demonstrate a close-reading and understanding of the text in their response. On p.589, for example, the Critical Literacy prompt does not require an understanding of the Browning poems that precede it. This prompt and similar research prompts might be strengthened by requiring students to connect their findings to the texts. | | | |
| | 129 | Yes | 0 | | | |
| i. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text. | 128 | Yes | 0 | | | |
| | 122 | No | This indicator is not met because materials do not provide students with regular and frequent opportunities to engage in collaborative discussions that are grounded in text. Most of the collaborative learning opportunities provided are loosely related to the content of the text (pgs. 173, 788) or do not require discussion that is grounded in text (pg. 875). A suggestion for revision would be to develop question sequences that would guide students into engaging in evidence-based discussions that are grounded in text, not just collaborative activities like an interview or role-play. A suggestion for revision would be to revise the discussion guide "Critical Thinking" questions within several of the TE text selections to questions that are predominantly grounded in the text and to add similar discussion guides to additional text selections throughout the units. An example of a text-based sequence is on page 439; most are similar to that presented on pages 459 or 835. Also, while some text selection discussion guides already present, they are neither regular nor frequent throughout the course of the TE/all units. | | | |
| | 121 | Yes | 0 | | | |
| | 118 | No | The demands of the indicator are not met because discussions are too infrequent. A suggestion for revision is to add directions for smaller partner discussions within analyses of several individual texts or sections of text. These smaller discussions should include specific formats and structures to ensure they are collaborative, such as A/B partner directions, or "think-pair-share" directions. Additionally, a larger percentage of discussions over the course of the curriculum should be grounded in the text, ask for text evidence, and provide guides and rubrics for collaborative talk. For example, the Speaking and Listening workshops on p. 67 and p.173 could more closely meet the indicator if it were text-based and related thematically to their respective units. The collaborative Learning prompt on p.697 does not require students to explain a connection to the Sassoon and Owen poems and would be strengthened by this addition. | | | |
| | 129 | Yes | 0 | | | |
| Additional comments: | Reviewer | Evidence/Notes | | | | |
| Additional comments on the three instructional shifts within the materials: | 128 | | 0 | | Total indicators to be re-reviewed: | 0 |
| | 122 | | 0 | | | |
| | 121 | | 0 | | | |
| | 118 | | 0 | | | |
| | 129 | | 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 | | | | |
| | 128 | Pass | | | | |
| | 122 | Fail | | | | |
| | 121 | Pass | | | | |
| | 118 | Fail | | | | |
| | 129 | Pass | | | | |
| Overall | | Pass | | | | |

Grade & Subject:

G01H13

ISBN:

9781533836694

Title Name:

Mirrors & Windows

Publisher:

EMC School

Original Reviews Submitted:

5 Reviewers:

128, 122, 121, 118, 129

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: 11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources. | 128 | Yes | | 0 | | |
| | | 122 | Yes | | 0 | | |
| | | 121 | Yes | | 0 | | |
| | | 118 | Yes | | 0 | | |
| | | 129 | Yes | | 0 | | |
| | Informational Text: 11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources. | 128 | Yes | | 0 | | |
| | | 122 | Yes | | 0 | | |
| | | 121 | Yes | | 0 | | |
| | | 118 | Yes | | 0 | | |
| | | 129 | Yes | | 0 | | |
| | Literature: 11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary. | 128 | No | The full scope of this standard is not met because, | | | |
| | | 122 | Yes | | 0 | | |
| | | 121 | No | The depth and breadth of this standard are not met. | | | |
| | | 118 | Yes | | 0 | | |
| | | 129 | Yes | | 0 | | |
| | Informational Text: 11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary. | 128 | No | The full scope of this standard is not met because, | | | |
| | | 122 | Yes | | 0 | | |
| | | 121 | Yes | This standard is met. However, publishers might | | | |
| | | 118 | Yes | | 0 | | |
| | | 129 | 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: 11-12.RL.KID.3 Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning. | 128 | Yes | | 0 | | |
| | | 122 | Yes | | 0 | | |
| | | 121 | Yes | | 0 | | |
| | | 118 | Yes | | 0 | | |
| | | 129 | Yes | | 0 | | |
| | Informational Text: 11-12.RI.KID.3 Analyze how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning. | 128 | Yes | | 0 | | |
| | | 122 | Yes | | 0 | | |
| | | 121 | Yes | | 0 | | |
| | | 118 | Yes | | 0 | | |
| | | 129 | 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: 11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging. | 128 | Yes | | 0 | | |
| | | 122 | Yes | | 0 | | |
| | | 121 | No | The depth and breadth of this standard are not met. While all tasks currently labelled under this standard touch on some part of the standard, none of them | | | |
| | | 118 | Yes | | 0 | | |
| | | 129 | Yes | | 0 | | |
| | Informational Text: 11-12.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. | 128 | No | This indicator is not met because the majority of tasks associated with this standard focus on rhetorical strategies (i.e. parallelism and rhetorical questions) | | | |
| | | 122 | Yes | | 0 | | |
| | | 121 | No | The depth and breadth of this standard are not met. While all tasks currently labelled under this standard touch on some part of the standard, none of them | | | |
| | | 118 | Yes | | 0 | | |
| | | 129 | Yes | | 0 | | |
| Standard 5 Category Craft and Structure Cornerstone Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | Literature: 11-12.RL.CS.5 Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact. | 128 | Yes | | 0 | | |
| | | 122 | Yes | | 0 | | |
| | | 121 | Yes | | 0 | | |
| | | 118 | Yes | | 0 | | |
| | | 129 | Yes | | 0 | | |
| | Informational Text: 11-12.RI.CS.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging. | 128 | Yes | | 0 | | |
| | | 122 | Yes | | 0 | | |
| | | 121 | Yes | | 0 | | |
| | | 118 | Yes | | 0 | | |
| | | 129 | Yes | | 0 | | |
| | | 128 | 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: 11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied. | 122 | Yes | | 0 | | | | |
| | | 121 | Yes | | 0 | | | | |
| | | 118 | Yes | | 0 | | | | |
| | | 129 | Yes | | 0 | | | | |
| | | 128 | Yes | | 0 | | | | |
| | Informational Text: 11-12.RI.CS.6 Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness. | 122 | Yes | | 0 | | | | |
| | | 121 | Yes | | 0 | | | | |
| | | 118 | Yes | The demands of the standard are met, but a suggestion for improvement is to include more analysis of point of view or perspective in the current curriculum. | | | | | |
| | | 129 | Yes | | 0 | | | | |
| | | 128 | 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: 11-12.RL.IK.I.7 Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text. | 122 | Yes | | 0 | | | | |
| | | 121 | Yes | This standard is met. However, publishers might consider including access to the film media referred to in many of the "Media Literacy" assignments rather than | | | | | |
| | | 118 | Yes | | 0 | | | | |
| | | 129 | Yes | | 0 | | | | |
| | | 128 | Yes | | 0 | | | | |
| | Informational Text: 11-12.RI.IK.I.7 Evaluate the topic or subject in multiple diverse formats and media. | 122 | Yes | | 0 | | | | |
| | | 121 | Yes | This standard is met. However, publishers might consider including access to the film media referred to in many of the "Media Literacy" assignments rather than | | | | | |
| | | 118 | Yes | | 0 | | | | |
| | | 129 | Yes | | 0 | | | | |
| | | 128 | 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: 11-12.RI.IK.I.8 Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text. | 128 | Yes | | 0 | | | |
| | | | 122 | Yes | | 0 | | | |
| | | | 121 | Yes | | 0 | | | |
| | | | 118 | Yes | | 0 | | | |
| | 129 | | 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: 11-12.RL.IK.I.9 Demonstrate knowledge of and analyze thematically-related, texts of literary significance, considering how two or more texts treat similar themes or topics. | 128 | Yes | | 0 | | | |
| | | | 122 | Yes | | 0 | | | |
| | | | 121 | Yes | | 0 | | | |
| | | | 118 | Yes | | 0 | | | |
| 129 | | | Yes | | 0 | | | | |
| Informational Text: 11-12.RI.IK.I.9 Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features. | | 128 | Yes | | 0 | | | | |
| | | 122 | Yes | | 0 | | | | |
| | | 121 | Yes | | 0 | | | | |
| | | 118 | Yes | | 0 | | | | |
| | | 129 | 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: 11.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. | 128 | Yes | | 0 | | | | |
| | | 122 | Yes | | 0 | | | | |
| | | 121 | Yes | | 0 | | | | |
| | | 118 | Yes | | 0 | | | | |
| | | 129 | Yes | | 0 | | | | |
| | Informational Text: 11.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed. | 128 | Yes | | 0 | | | | |
| | | 122 | Yes | | 0 | | | | |
| | | 121 | Yes | | 0 | | | | |
| | | 118 | Yes | | 0 | | | | |
| | | 129 | Yes | | 0 | | | | |
| SPEAKING AND LISTENING STANDARDS | | Reviewer | Meets Expectations | Evidence/Notes | Revised or Referenced? | Publisher Comments | Re-Review? | | |
| Standard 1 Category Comprehension and Collaboration Cornerstone Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively. | 11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively. | 128 | Yes | | 0 | | | | |
| | | 122 | Yes | | 0 | | | | |
| | | 121 | Yes | | 0 | | | | |
| | | 118 | Yes | | 0 | | | | |
| | | 129 | Yes | | 0 | | | | |
| Standard 2 Category | | 128 | No | This indicator is not met because there is insufficient instructional support for the last part of the standard: "evaluate the credibility and accuracy of each source and note any discrepancies among the data." | | | | | |

| | | | | | | | |
|---|--|-----------------|---------------------------|---|-------------------------------|---------------------------|-------------------|
| Comprehension and Collaboration Cornerstone Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats. | 11-12.SL.CC.2 Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data. | 122 | Yes | | 0 | | |
| | | 121 | Yes | | 0 | | |
| | | 118 | No | The demands of the standard are not met because students are asked to synthesize and evaluate multiple sources of information, but they are not asked or instructed to evaluate the credibility and accuracy of sources. A suggestion for | | | |
| | | 129 | Yes | | 0 | | |
| Standard 3 Category Comprehension and Collaboration Cornerstone Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. | 11-12.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used. | 128 | Yes | | 0 | | |
| | | 122 | Yes | | 0 | | |
| | | 121 | Yes | | 0 | | |
| | | 118 | No | The demands of the standard are not met because the curriculum does not ask students to assess links among ideas. This concept is addressed in a cursory manner on p.222 ("Evaluate the persuasiveness"), but the language is too vague. | | | |
| | | 129 | 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 | 11-12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience. | 128 | Yes | | 0 | | |
| | | 122 | Yes | | 0 | | |
| | | 121 | Yes | | 0 | | |
| | | 118 | Yes | The demands of the standard are met, but several aspects of the standard could be more fully addressed throughout the course of the curriculum. For example, the prompt on p.568 would be strengthened by providing explicit instruction for | | | |
| | | 129 | 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. | 11-12.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. | 128 | Yes | | 0 | | |
| | | 122 | Yes | | 0 | | |
| | | 121 | Yes | | 0 | | |
| | | 118 | No | The demands of the standard are not met because students are not instructed in making "strategic use" of media. The prompts included simply ask students to put their work in a multimedia format, but offer no instruction or guidance on | | | |
| | | 129 | Yes | | 0 | | |
| Standard 6 Category Presentation of Knowledge and Ideas Cornerstone Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate. | 11-12.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | 128 | Yes | | 0 | | |
| | | 122 | Yes | | 0 | | |
| | | 121 | Yes | | 0 | | |
| | | 118 | Yes | | 0 | | |
| | | 129 | Yes | | 0 | | |
| WRITING STANDARDS | | Reviewer | Meets Expectations | Evidence/Notes | Revised or Referenced? | Publisher Comments | Re-Review? |
| Standard 1 Category Text Types and Protocols Cornerstone Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | 11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. a. Introduce precise claim(s). b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. d. Provide a concluding statement or section that follows from and supports the argument presented. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone. | 128 | No | This indicator is not met due solely to the wrong wording in part "f" of the indicator. The correlation guide provided reads "establish and maintain style and tone appropriate to task and audience," but the actual indicator reads "establish and maintain a formal style and objective tone." This part of the indicator is not | | | |
| | | 122 | Yes | | 0 | | |
| | | 121 | Yes | | 0 | | |
| | | 118 | No | The demands of the standard are not met because lessons and materials do not adequately instruct students in writing, introducing, supporting, or organizing claims. The instruction on p. 178 and p.241 does not teach or present criteria for writing or introducing claims. Furthermore, the curriculum does not provide | | | |
| | | 129 | Yes | | 0 | | |

| | | | | | | | |
|--|--|-----|-----|--|--|--|--|
| Standard 2 Category Text Types and Protocols Cornerstone Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | 11-12.W.TIP.2 Write informative/explanatory texts to analyze, synthesize, 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 thoroughly by selecting the most significant and relevant 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, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. g. Establish and maintain a formal style and objective tone. | 128 | No | This indicator is not fully met. See below for problems with specific subparts: b. There is not sufficient direct instruction on how to best organize ideas to create cohesion. There is one teaching note on pg. 239 regarding transitions. | | | |
| | | 122 | Yes | | | | |
| | | 121 | Yes | | | | |
| | | 118 | No | The demands of the standard are not met because lessons do not provide instruction to meet subparts E or G. Students are asked to use formatting and graphics but are not given examples or explicit instructions for formatting different texts in specific ways. | | | |
| | | 129 | 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. | 11-12.W.TIP.3 Write narrative fiction or literary nonfiction to 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 and its significance, 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 and build toward a particular tone and outcome. 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. Use appropriate language and techniques, such as metaphor, simile, and analogy. | 128 | No | This indicator is not met due to insufficient modeling. There are two narrative tasks taught: poem and personal essay. The writing workshop for the narrative poem provides a student model, but the writing workshop for the personal narrative does not include a student model. The missing student model impacts adequate instruction for subparts a, b, c, d, e. | | | |
| | | 122 | Yes | | | | |
| | | 121 | Yes | | | | |
| | | 118 | No | The demands of the standard are not met because the curriculum does not provide adequate instruction to meet subparts D, E, and H. Narrative techniques are required in selected prompts, but there is no direct instruction related to this skill. The instruction provided with regard to writing conclusions is very limited. Finally, there is no clear instruction offered that addresses maintaining tone. | | | |
| | | 129 | Yes | | | | |
| 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. | 11-12.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.) | 128 | Yes | | | | |
| | | 122 | Yes | | | | |
| | | 121 | Yes | | | | |
| | | 118 | Yes | | | | |
| | | 129 | Yes | | | | |
| Standard 5 Category Production and Distribution of Writing Cornerstone Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. | 11-12.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 11-12.) | 128 | Yes | | | | |
| | | 122 | Yes | | | | |
| | | 121 | Yes | | | | |
| | | 118 | Yes | | | | |
| | | 129 | Yes | | | | |
| 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. | 11-12.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information. | 128 | No | The full scope of this indicator is not met because the associated tasks only call for students to use technology for research. <i>Suggestion for improvement: include tasks that provide opportunities for</i> | | | |
| | | 122 | Yes | | | | |
| | | 121 | Yes | | | | |
| | | 118 | No | The demands of the indicator are not met because, while students are prompted to use the Internet for research purposes, they are not required to "produce, publish, and update" their writing using technology. A suggestion for revision is | | | |
| | | 129 | Yes | | | | |
| Standard 7 Category Research to Build and Present | | 128 | Yes | | | | |

| | | | | | | | | |
|--|--|-----------------|---------------------------|--|---|-------------------------------|---------------------------|-------------------|
| 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. | 11-12.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. | 122 | Yes | | 0 | | | |
| | | 121 | Yes | | 0 | | | |
| | | 118 | Yes | | 0 | | | |
| | | 129 | 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. | 11-12.W.RBPk.8 Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation. | 128 | Yes | | 0 | | | |
| | | 122 | Yes | | 0 | | | |
| | | 121 | Yes | | 0 | | | |
| | | 118 | Yes | The demands of the standard are met but could be enhanced by providing more explicit information on performing advanced searches. A suggestion for improvement is to add this instruction alongside the first research assignment. | | | | |
| | | 129 | Yes | | 0 | | | |
| | | | | | | | | |
| Standard 9 Category Research to Build and Present Knowledge Cornerstone Draw evidence from literary or informational texts to support analysis, reflection, and research. | 11-12.W.RBPk.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material. | 128 | Yes | | 0 | | | |
| | | 122 | Yes | | 0 | | | |
| | | 121 | Yes | | 0 | | | |
| | | 118 | Yes | | 0 | | | |
| | | 129 | 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. | 11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. | 128 | Yes | | 0 | | | |
| | | 122 | Yes | | 0 | | | |
| | | 121 | Yes | | 0 | | | |
| | | 118 | Yes | | 0 | | | |
| | | 129 | Yes | | 0 | | | |
| LANGUAGE STANDARDS | | Reviewer | Meets Expectations | Evidence/Notes | | Revised or Referenced? | Publisher Comments | Re-Review? |
| Standard 1 Category Conventions of Standard English Cornerstone Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | 11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention. | 128 | Yes | | 0 | | | |
| | | 122 | Yes | | 0 | | | |
| | | 121 | Yes | | 0 | | | |
| | | 118 | No | The demands of the standard are not met because, while there are lessons on standard grammar and | | | | |
| | | 129 | Yes | | 0 | | | |
| Category Conventions of Standard English Cornerstone Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | 11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type. | 128 | Yes | | 0 | | | |
| | | 122 | Yes | | 0 | | | |
| | | 121 | Yes | | 0 | | | |
| | | 118 | Yes | | 0 | | | |
| | | 129 | Yes | | 0 | | | |
| Standard 3 Category Knowledge of Language Cornerstone Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to | 11-12.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 apply an understanding of syntax to the study of complex texts. | 128 | Yes | | 0 | | | |
| | | 122 | Yes | | 0 | | | |
| | | 121 | Yes | | 0 | | | |
| | | 118 | Yes | The demands of the standard are met, but the extent to which the standard is addressed would be enhanced | | | | |

| | | | | | | | | |
|--|-----------------|---|-----|--|---|-------------------------------------|---|--|
| comprehend more fully when reading or listening. | | 129 | Yes | | 0 | | | |
| Standard 4 | | 128 | Yes | | 0 | | | |
| Category | | 122 | Yes | | 0 | | | |
| Vocabulary Acquisition and Use | | 121 | Yes | | 0 | | | |
| Cornerstone | | 118 | Yes | The demands of the standard are not met because subsection C is not addressed in the curriculum. A suggestion for revision is to add instruction and | | | | |
| 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 | | 129 | Yes | | 0 | | | |
| Standard 5 | | 128 | No | This indicator is not fully met due to the same issues identified with RI.CS.4 and RI.CS.4. The standard is | | | | |
| Category | | 122 | Yes | | 0 | | | |
| Vocabulary Acquisition and Use | | 121 | Yes | | 0 | | | |
| Cornerstone | | 118 | Yes | | 0 | | | |
| Demonstrate understanding of figurative language, word relationships, and nuances in word meanings | | 129 | Yes | | 0 | | | |
| Standard 6 | | 128 | Yes | | | | | |
| Category | | 122 | Yes | | 0 | | | |
| Vocabulary Acquisition and Use | | 121 | Yes | | 0 | | | |
| Cornerstone | | 118 | Yes | | 0 | | | |
| 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. | | 129 | Yes | | 0 | | | |
| Additional Comments | Reviewer | Evidence/Notes | | | | | | |
| Additional Comments on Section II Standards | 128 | 0 | | | | Total indicators to be re-reviewed: | 0 | |
| | 122 | 0 | | | | | | |
| | 121 | 0 | | | | | | |
| | 118 | 0 | | | | | | |
| | 129 | Tennessee English Language Standards are met within this curriculum, with | | | | | | |
| Alignment with Section II: ELA Standards. | Reviewer | Aligned | | | | | | |
| This means that no more than 4 boxes were marked "No." If more than 4 "No" boxes are marked, then this program does not pass. (Note: Reading Literature and Reading Informational Text count as separate standards. If the screening instrument was checked "no" for 2 Reading Literature standards and 3 Informational Text standards, then it would NOT pass the screening instrument.) | 128 | Fail | | | | | | |
| | 122 | Pass | | | | | | |
| | 121 | Pass | | | | | | |
| | 118 | Fail | | | | | | |
| | 129 | Pass | | | | | | |
| Overall | | Pass | | | | | | |

Grade & Subject:G01H13ISBN:9781533836694

Title Name:Mirrors & Wind Publisher:EMC School

Original Reviews Submitted:5 Reviewers:128, 122, 121, 118, 129

| 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. | 128 | No | The units in this textbook are arranged chronologically, but still maintain a central theme for example: Unit 1 focuses on the Anglo-Saxon period 499-1066 and the theme is Heroes and Kings; Unit 9 focuses on the | | | |
| | 122 | Yes | 0 | | | |
| | 121 | Yes | 0 | | | |
| | 118 | Yes | 0 | | | |
| | 129 | Yes | 0 | | | |
| b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards. | 128 | Yes | 0 | | | |
| | 122 | Yes | 0 | | | |
| | 121 | Yes | 0 | | | |
| | 118 | Yes | 0 | | | |
| | 129 | Yes | 0 | | | |
| c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality. | 128 | Yes | 0 | | | |
| | 122 | Yes | 0 | | | |
| | 121 | Yes | 0 | | | |
| | 118 | Yes | 0 | | | |
| | 129 | Yes | 0 | | | |
| d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts. | 128 | Yes | 0 | | | |
| | 122 | Yes | 0 | | | |
| | 121 | Yes | 0 | | | |
| | 118 | Yes | 0 | | | |
| | 129 | Yes | 0 | | | |
| e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents. | 128 | Yes | 0 | | | |
| | 122 | Yes | 0 | | | |
| | 121 | Yes | 0 | | | |
| | 118 | Yes | 0 | | | |
| | 129 | 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. | 128 | Yes | 0 | | | |
| | 122 | Yes | 0 | | | |
| | 121 | Yes | 0 | | | |
| | 118 | Yes | 0 | | | |
| | 129 | No | With English IV being focused on British Literature, the textbook/editor is at a disadvantage to include a multi-cultural perspective, at times. However, striving for a more diverse authorship would be more meaningful to the students reading the textbooks, as well as to the districts/teachers that are adopting said textbook. | | | |
| g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading. | 128 | Yes | 0 | | | |
| | 122 | Yes | 0 | | | |
| | 121 | Yes | 0 | | | |
| | 118 | Yes | 0 | | | |
| | 129 | Yes | 0 | | | |
| h. Materials include multiple opportunities for students to engage in repeated reads of a text with varying purposes for each reading (i.e., close reading). | 128 | Yes | 0 | | | |
| | 122 | Yes | 0 | | | |
| | 121 | Yes | 0 | | | |
| | 118 | Yes | 0 | | | |
| | 129 | Yes | 0 | | | |
| i. Materials provide instructions, accountability structures, and recommended texts to support | 128 | Yes | 0 | | | |
| | 122 | Yes | 0 | | | |
| | 121 | Yes | 0 | | | |

| | | | | | | | |
|---|-----|-----|--|---|--|--|--|
| students in reading a high volume of text. | 118 | Yes | | 0 | | | |
| | 129 | Yes | | 0 | | | |
| | 128 | Yes | | 0 | | | |
| j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking. | 122 | Yes | | 0 | | | |
| | 121 | Yes | | 0 | | | |
| | 118 | Yes | | 0 | | | |
| | 129 | Yes | | 0 | | | |
| | 128 | 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. | 122 | Yes | | 0 | | | |
| | 121 | Yes | | 0 | | | |
| | 118 | Yes | | 0 | | | |
| | 129 | Yes | | 0 | | | |
| | 128 | Yes | | 0 | | | |
| l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument). | 122 | Yes | | 0 | | | |
| | 121 | Yes | | 0 | | | |
| | 118 | Yes | | 0 | | | |
| | 129 | Yes | | 0 | | | |
| | 128 | Yes | | 0 | | | |
| m. Materials provide explicit instruction about the writing process, organization/structure, and writing craft. | 122 | Yes | | 0 | | | |
| | 121 | Yes | | 0 | | | |
| | 118 | No | The indicator is not met because the materials do not provide explicit instructions for organization and structure, such as graphic organizers for student planning. A suggestion for improvement is to add teacher think-alouds to specific writing lessons that guide students in completing graphic organizers, outlines, etc. as well as think-alouds that guide students in applying these organizational tools to their drafts and final written pieces. | 0 | | | |
| | 129 | Yes | | 0 | | | |
| | 128 | 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. | 122 | Yes | | 0 | | | |
| | 121 | Yes | | 0 | | | |
| | 118 | No | The demands of the indicator are not met because syntax is not adequately included in direct and contextual writing instruction. A suggestion for revision is to include notes in the teacher edition for instruction on p.493 that | 0 | | | |
| | 129 | Yes | | 0 | | | |
| | 128 | Yes | | 0 | | | |
| o. Explicit vocabulary instruction includes morphology and Latin or Greek roots. | 122 | Yes | | 0 | | | |
| | 121 | Yes | | 0 | | | |
| | 118 | Yes | | 0 | | | |
| | 129 | Yes | | 0 | | | |
| | 128 | Yes | | 0 | | | |
| p. Materials provide instruction in specific academic language and structures associated with different modes of writing (e.g., use of flashback in narrative, chronological vs. descriptive techniques in informative/explanatory, and rhetoric in opinion/argumentative). | 122 | Yes | | 0 | | | |
| | 121 | Yes | | 0 | | | |
| | 118 | Yes | | 0 | | | |
| | 129 | Yes | | 0 | | | |
| | 128 | No | There are not adequate instructions for teachers to guide and monitor the classroom discussions. | 0 | | | |
| q. Lessons promote academic discussions around appropriate grade-level concepts and texts and include listening prompts, questions, and evaluation tools to strengthen students' ability to listen to and respond in increasingly sophisticated ways with relevant evidence. | 122 | Yes | | 0 | | | |
| | 121 | Yes | | 0 | | | |
| | 118 | Yes | | 0 | | | |
| | 129 | Yes | | 0 | | | |
| | 128 | Yes | | 0 | | | |
| r. Units and lessons clearly consider student learning differences in the design of instruction, activities, and the classroom environment to provide access for all students, including English Learners, students with disabilities, and students performing below grade level. | 122 | Yes | | 0 | | | |
| | 121 | Yes | | 0 | | | |
| | 118 | Yes | The indicator is not met because differentiation is limited to language learners and different learning styles. A suggestion for revision is to include scaffolding to help struggling students build skills in order to meet the standards being taught and assessed in a particular lesson. The curriculum also fails to include explicit | 0 | | | |
| | 129 | Yes | | 0 | | | |
| | 128 | 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. | 128 | Yes | | 0 | | | |
| | 122 | Yes | | 0 | | | |
| | 121 | Yes | | 0 | | | |
| | 118 | Yes | | 0 | | | |
| | 129 | No | many of the indicated assessment pieces are posed as guiding questions throughout the unit. There is a benefit in the addition of a teaching-facing materials that includes valid assessment questions for the units as a whole, not only the standards taught in each unit. | | | | |
| t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items. | 128 | No | The publisher provided a copy of the evaluation instrument with page numbers indicating where each standard/indicator was addressed which was extremely helpful for review, but standards need to be listed in the teacher-facing materials. I suggested in the table of evidence relating to the best information and objectives, or goals, while there is a reviewer's alignment document that came with the publisher materials that does clearly indicate standards that are aligned to a few specific questions, tasks, and assessment items, there is no guarantee that this document will be provided to those who adopt the materials, and it is inconclusive at best. The Mirror and | | | | |
| | 122 | No | | | | | |
| | 121 | Yes | | 0 | | | |
| | 118 | No | The indicator is not met because this alignment is not provided in the teacher edition. A suggestion for improvement is to label specific questions, tasks, and assessment items with TN ELA standards. | | | | |
| | 129 | No | based assessments are visible in each unit, though the addition of multi/multiple-choice questions + extended response questions in response to the taught texts is desired. | | | | |
| Additional Comments: | Reviewer | Evidence/Notes | | | | | |
| Additional comments about high-quality instruction within the materials: | 128 | | | | | Total indicators to be re-reviewed: | 0 |
| | 122 | | | | | | |
| | 121 | | | | | | |
| | 118 | | | | | | |
| | 129 | | | | | | |
| 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. | 128 | | Pass | | | | |
| | 122 | | Pass | | | | |
| | 121 | | Pass | | | | |
| | 118 | | Pass | | | | |
| | 129 | | Pass | | | | |
| | | Overall | Pass | | | | |

Grade & Subject:G01H13ISBN:9781533836694

Title Name:Mirrors & WintPublisher:EMC School

Original Reviews Submitted:5 Reviewers:128, 122, 121, 118, 129

| 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. | 128 | Yes | 0 | | | |
| | 122 | Yes | 0 | | | |
| | 121 | Yes | 0 | | | |
| | 118 | Yes | 0 | | | |
| | 129 | Yes | 0 | | | |
| b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards. | 128 | Yes | 0 | | | |
| | 122 | No | While there are multiple close-reading passages that include extensive annotations, the language of this indicator is not met because these are not aligned to TN ELA Standards. A suggestion for improvement would be to align the close-reading passage annotations to specific state ELA standards (e.g. align the Close Reading annotations in the Close Reading supplemental text to the appropriate TN ELA standards). | | | |
| | 121 | Yes | 0 | | | |
| | 118 | Yes | While the annotations provided reflect the Tennessee ELA standards, teachers using these materials would have to determine which standards are addressed by which annotations. A suggestion for improvement is to add Tennessee ELA standard labels alongside close-reading annotations. | | | |
| | 129 | Yes | 0 | | | |
| c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable. | 128 | No | The publisher provided a copy of the evaluation instrument with page numbers indicating where each standard/indicator was addressed which was extremely helpful for review, but standards need to be listed in the teacher facing materials. I suggested at the start of each selection with the text information and objectives-as well as in the scope and sequence guide at the start of each unit. | | | |
| | 122 | No | This indicator is not met; though learning objectives are explicitly and readily available, Tennessee Academic Standards are not. A suggestion for improvement would be to explicitly align teacher-facing materials with TN ELA Standards, most likely within the scope-and-sequence guide. | | | |
| | 121 | Yes | 0 | | | |
| | 118 | No | The demands of the indicator are not met because, while learning objectives are identified, no standards are labeled or identified in the teacher edition. A suggested improvement is to label the Tennessee state standards that are addressed by each learning objective and in each lesson. | | | |
| | 129 | No | While learning objectives are indeed identified on several pages, standards are not. A valid inclusion would be the notation of standards in both the TE and the SE. Inclusion in the TE would be a minimum requirement, with inclusion in the SE offering an added benefit; students benefit from visibly seeing what standards they are working towards, as well as teachers. | | | |
| | 128 | 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. | 122 | No | This indicator is not met because, while there are alignments to other content areas throughout the materials, the Tennessee Academic Standards are not clearly aligned/documented within these materials because there are not TN Academic Standards explicitly aligned within them. A suggestion for improvement would be to align cross-curricular selections and tasks with the appropriate grade-level content standards. | | | |
| | 121 | Yes | 0 | | | |
| | 118 | Yes | 0 | | | |
| | 129 | Yes | 0 | | | |
| e. Lessons include teacher think-alouds to model appropriate application of literacy skills. | 128 | Yes | 0 | | | |
| | 122 | Yes | 0 | | | |
| | 121 | Yes | 0 | | | |
| | 118 | No | The indicator is not met because the think-alouds offered in the curriculum (as specified in the correlation guide) do not focus on literacy skills but are included only in test-prep or multiple-choice analysis. A suggestion for improvement is to add think-alouds alongside complex texts in each unit that correlate with the purpose set before reading. | | | |
| 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. | 129 | Yes | 0 | | | |
| | 128 | Yes | 0 | | | |
| | 122 | No | While the provided alignment document references several pages in the TE, this indicator is not met because these materials do not include Tennessee Academic Standards, and the language of the teacher-facing materials is not aligned to them. A suggestion for improvement would be to explicitly align these materials to the TN ELA Standards. | | | |
| | 121 | Yes | 0 | | | |
| | 118 | Yes | The indicator is met, but the instruction offered is extremely limited; they are not present in most lessons or units. | | | |
| g. The program includes extensions for advanced students already meeting mastery and/or students with high interest. | 129 | Yes | 0 | | | |
| | 128 | Yes | 0 | | | |
| | 122 | Yes | 0 | | | |
| | 121 | Yes | 0 | | | |
| | 118 | Yes | The indicator is met, but a suggestion for improvement is to challenge students by introducing them to new skills at the next level. | | | |
| | 129 | Yes | 0 | | | |
| h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught. | 128 | Yes | 0 | | | |
| | 122 | Yes | 0 | | | |
| | 121 | Yes | 0 | | | |
| | 118 | Yes | 0 | | | |
| | 129 | Yes | 0 | | | |
| i. Teacher-facing materials provide suggestions in daily lessons or units of instruction on appropriate opportunities for formative assessments and adjusting lessons if necessary. | 128 | Yes | 0 | | | |
| | 122 | Yes | 0 | | | |
| | 121 | Yes | 0 | | | |
| | 118 | Yes | 0 | | | |
| | 129 | Yes | 0 | | | |
| j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions. | 128 | No | The materials provide opportunities for text-based discussions with planned activities, but the materials do not provide actual protocols for teachers to follow to help insure that these discussions are productive as learning tools for students | | | |
| | 122 | Yes | 0 | | | |
| | 121 | Yes | 0 | | | |

| | | | | | | |
|--|-----------------|---------------------------|--|-------------------------------|---------------------------|-------------------|
| k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards. | 118 | No | The indicator is not met because these protocols are not provided. A suggestion for improvement would be to add transition prompts and speaking stems for cooperative talk in Speaking and Listening workshops. | | | |
| | 129 | Yes | | 0 | | |
| | 128 | Yes | | 0 | | |
| | 122 | Yes | | 0 | | |
| | 121 | Yes | | 0 | | |
| | 118 | No | The indicator is met, but the materials in the "Technology Tools" section referenced as appearing on several pages in Teacher Edition (correlation guide) was missing from materials. | | | |
| | 129 | 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. | 128 | Yes | These are present in the materials, but serval rubrics are listed as appearing in the Passport access which was not provided for review. | | | |
| | 122 | Yes | | 0 | | |
| | 121 | Yes | | 0 | | |
| | 118 | Yes | This indicator is met, but a suggestion for improvement is to provide rubrics for major writing assignments with point breakdown. Current materials only provide a basic checklist for students to use when drafting and editing their writing. | | | |
| | 129 | Yes | | 0 | | |
| m. Materials include tools, routines, and guidance that allow for the monitoring of student progress. | 128 | Yes | | 0 | | |
| | 122 | Yes | | 0 | | |
| | 121 | Yes | | 0 | | |
| | 118 | Yes | | 0 | | |
| | 129 | No | This indicator is apparently only digital. Districts/teachers would benefit from paper access to these materials, as well, as not every district has the means for digitalizing all teaching and learning. | | | |
| n. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards. | 128 | No | The materials point to the end of unit test practice workshops as opportunities for benchmarking. These test practice resources are not developed enough to truly serve as benchmark tools. | | | |
| | 122 | No | Tennessee Academic Standards are not clearly aligned/documented within these materials, nor are there provided quarterly benchmark assessments within the Assessment materials. The reviewer alignment document indicates the Test Practice Workshops suffice as quarterly benchmark assessments, but these tasks are not aligned to the rigor of the TN ELA standards. For example, the "Analyze Elements of Plot" test prep selection on pages 358-359 is not aligned to the rigor of 11-12.RL.CS.5. A suggestion for improvement would be to develop or include quarterly benchmark assessments that are aligned to TN Academic Standards for Grade 12. | | | |
| | 121 | Yes | | 0 | | |
| | 118 | No | The demands of this indicator are not met because the materials provide opportunities for "test prep" but do not include comprehensive benchmark assessments that measure proficiency on all standards taught or addressed by a specific unit. | | | |
| | 129 | No | This indicator is apparently only digital. Districts/teachers would benefit from paper access to these materials, as well, as not every district has the means for digitalizing all teaching and learning. | | | |
| o. Materials include suggestions and tools to keep students and parents informed about students' progress. | 128 | Yes | | 0 | | |
| | 122 | No | While the EMC correlation reviewer guide references the Program Guide on multiple pages, there is nothing provided within that list of references to indicate that the language of this indicator is met. A suggestion for improvement would be to clearly and explicitly include suggestions and tools to keep parents and students informed about students' progress. | | | |
| | 121 | Yes | | 0 | | |

| | 118 | Yes | 0 | | | |
|---|----------|--------------------|--|------------------------|-------------------------------------|------------|
| | 129 | No | This indicator is apparently only digital. Districts/teachers would benefit from paper access to these materials, as well, as not every district has the means for digitalizing all teaching and learning. | | | |
| 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. | 128 | Yes | 0 | | | |
| | 122 | Yes | 0 | | | |
| | 121 | Yes | 0 | | | |
| | 118 | Yes | 0 | | | |
| | 129 | 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. | 128 | Yes | 0 | | | |
| | 122 | Yes | 0 | | | |
| | 121 | Yes | 0 | | | |
| | 118 | Yes | 0 | | | |
| | 129 | Yes | 0 | | | |
| r. Program components, lesson plans, and the relationships among the parts are clear. | 128 | Yes | 0 | | | |
| | 122 | Yes | 0 | | | |
| | 121 | Yes | 0 | | | |
| | 118 | Yes | 0 | | | |
| | 129 | Yes | 0 | | | |
| s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year. | 128 | No | The standards are not listed in the scope and sequence guides. | | | |
| | 122 | Yes | 0 | | | |
| | 121 | Yes | 0 | | | |
| | 118 | Yes | 0 | | | |
| | 129 | Yes | 0 | | | |
| t. Each lesson contains a list of required materials. | 128 | Yes | 0 | | | |
| | 122 | Yes | 0 | | | |
| | 121 | Yes | 0 | | | |
| | 118 | Yes | 0 | | | |
| | 129 | Yes | 0 | | | |
| u. Lessons, chapters, and units contain estimated instructional times. | 128 | Yes | 0 | | | |
| | 122 | Yes | 0 | | | |
| | 121 | Yes | 0 | | | |
| | 118 | Yes | 0 | | | |
| | 129 | Yes | 0 | | | |
| v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts). | 128 | Yes | 0 | | | |
| | 122 | Yes | 0 | | | |
| | 121 | Yes | 0 | | | |
| | 118 | Yes | 0 | | | |
| | 129 | Yes | 0 | | | |
| w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms. | 128 | Yes | 0 | | | |
| | 122 | Yes | 0 | | | |
| | 121 | Yes | 0 | | | |
| | 118 | Yes | 0 | | | |
| | 129 | Yes | 0 | | | |
| x. Materials contain an explanation of the research behind the program, including instructional approaches within the program. | 128 | Yes | 0 | | | |
| | 122 | Yes | 0 | | | |
| | 121 | Yes | 0 | | | |
| | 118 | Yes | 0 | | | |
| | 129 | Yes | 0 | | | |
| y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials. | 128 | No | The publisher provided a copy of the evaluation instrument with page numbers | | | |
| | 122 | No | While there is a reviewer document provided that references the standards and | | | |
| | 121 | Yes | some tasks/questions/pages that are aligned to each, this indicator is not met | | | |
| | 118 | No | 0 | | | |
| | 129 | No | The demands of this indicator are not met because these materials are not included in a publisher-produced correlations guide present, it is not substantive. To better meet this indicator, the publisher could include a list with | | | |
| Additional Comments: | Reviewer | Evidence/Notes | | | | |
| | 128 | 0 | | | Total indicators to be re-reviewed: | 0 |

| | | | | | |
|---|-----|---|--|--|--|
| Additional Comments about Section V: Additional Components | 122 | 0 | | | |
| | 121 | 0 | | | |
| | 118 | 0 | | | |
| | 129 | 0 | | | |

[illegible]

[illegible]