

****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: SpringBoard English Language Arts
Grade: G01600

Reviewer	Section I	Section II	Section III	Overall
61	Pass	Pass	Pass	
75	Pass	Pass	Pass	
81	Pass	Pass	Pass	
86	Pass	Pass	Pass	
87	Pass	Fail	Pass	
Overall	Pass	Pass	Pass	PASS

Publisher Notes:

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

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

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

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

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

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

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

Grade & Subject:G01600ISBN:9781457313554

Title Name:SpringBoard | Publisher:College Board

Original Reviews Submitted:5Reviewers:61, 75, 81, 86, 87

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.	61	Yes	As evidenced through Activity 1.2 as well as the year at a glance, there is an outstanding sequence in the textbook with tight organization and scaffolding. Portfolio suggestions for revisiting & revising material throughout the year give students an opportunity to build knowledge in reading & writing by engaging consistently with old and new material.			
	75	Yes		0		
	81	Yes		0		
	86	Yes	In each unit analyzed, the texts are organized in a manner that requires the student to expand on individual understanding of a theme/topic as he/she progresses through the unit. The arrangement of texts in each set builds knowledge. In addition, each text set used contains various types of text.			
	87	Yes		0		
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	61	Yes	Consistently in every lesson, direct & contextual instruction in vocabulary is present, both of which build knowledge.			
	75	Yes		0		
	81	Yes		0		
	86	Yes	A consistent methodology is provided to allow teachers to develop a consistent protocol to expose students to new vocabulary words at various levels including academic and literary terms, as well as text specific terms. Graphic organizers are provided to aid in vocabulary acquisition and teachers are instructed to encourage students to use the terms in daily discussion. One suggestion to strengthen this section would be to provide teachers with a specific example of what this could look like in a classroom. This would encourage fidelity in instruction and help alleviate some concern about what this should look like. The Zinc Reading Lab also adds a different level of vocabulary instruction. This program helps pre-teach challenging vocabulary words associated with the texts. In addition, the program helps with study of ACT/SAT power words and with English foundational words so that a differentiation in instruction can be implemented based on ability.			
	87	Yes		0		
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	61	Yes	Technically, yes, the indicator is met due to the two embedded assessments in each of the four units, (P. 58, P100, etc). However, all culminating tasks are writing-based. The ancillary materials provide opportunities for multiple choice, teacher-created assessments, but those kinds of materials were not observed. Although other skills are addressed in the writing culminating tasks, they're not the focus. A suggestion for improvement would be to have additional multiple-choice/short answer/multiple select culminating assessments that come before the writing assessments that address reading comprehension and the other literacy skills/standards. This is necessary for them to master an understanding of the material before writing about it.			
	75	Yes		0		
	81	Yes		0		
	86	Yes	The teacher's edition provides a detailed explanation of activities in the unit that build to embedded assessments that focus on writing/presenting which are dependent upon a student's understanding of the texts. Each unit's two embedded assessments are aligned to focus standards for the unit. According to the teacher's edition, additional end of unit assessments and quizzes are available. In addition to the embedded assessments. Quizzes are provided to measure a student's acquisition of knowledge and skills, as well as an end of unit assessment. The quizzes and end of unit virtual assessments are part of the digital format; however, access to these (or at least to a sample version) was not provided for review.			
	87	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	61	Yes	Quantitative difficult is measured in all texts and is strategically built (not just built up; some texts scale back in Lexile to give room for qualitative/student success opportunities).			
	75	Yes		0		
	81	Yes		0		

Appendix A of the Tennessee English Language Arts Standards for further guidance on text complexity metrics.	86	Yes	The Lexile score is provided, along with a Qualitative score that has been developed by experienced teachers and a task analysis that has also been completed by experienced teachers. These scores are then combined to determine an overall text complexity level. One notable exception is the complexity chart for the novel Walk Two Moons. This needs to be added to the Teacher's Edition since this novel is considered a core text.			
	87	Yes		0		
e. Text plays a central role in the English class period.	61	Yes	Even in construction sections, the readings are referenced as models for personal writing (P. 52, for example, shows hooks from each of the four analyzed texts to help students make their own).			
	75	Yes		0		
	81	Yes		0		
	86	Yes	Activities and assignments require student to interact directly with text.			
	87	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.	61	Yes		0		
	75	Yes		0		
	81	Yes		0		
	86	Yes	Various genres of fiction and types of informational texts, as well as video clips, are used throughout the year.			
	87	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 : •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.	61	Yes	Yes, the indicator is exceedingly satisfied. The question sampling on "Sampling the Text-Dependent Questions" at the bottom of every complex text is a strong example of this indicator. Most if not all draw on textual evidence.			
	75	Yes		0		
	81	Yes		0		
	86	Yes	Activities and assignments require student to interact directly with text. Evaluated lessons in units include questions that specifically titled "Returning to text" and a second			
	87	Yes		0		
h. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.	61	Yes	Some of the listed activities in the given examples ask students to write to an embedded non-fiction passage-based source and not a text (2.2 was a video, 3.7 was a graph, 4.4 was poetic form for personal writing, not from a specific poem, 4.11 was another video). As acceptable as these are, they are not strong examples of the heart of this indicator. However, better examples of the indicator are from Quickwrites, & work like Activity 1.16 on P. 94-96, where Q's are paragraph form & require textual participation. Also, Activity 2.3 on P. 112 & 113 give responses to the novel, and in Activity 2.4 on P. 118, students are writing			
	75	Yes		0		
	81	Yes		0		
	86	Yes	The writing assessments either refer to and require evidence from provided texts or the student must complete additional research to identify additional relevant evidence. All writing tasks require students to include textual evidence. Writing tasks are included in many different activities throughout the units, specifically Working from the Texts, Embedded Assessment, Writing to Sources, and Writing Prompts.			
	87	Yes		0		
i. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	61	Yes	Excellent accountability structures. For example, on page 21, Activity 1.3 devotes an entire 50-minute class to setting reading goals through independent reading, including choosing the book, planning on setting time aside to read the book, and giving consistent, frequent opportunities to document progress.			
	75	Yes		0		
	81	Yes		0		
	86	Yes	Opportunities for evidence-based discussions occur throughout the year. In Unit 1, students have the opportunity for class discussion in Activity 1.5. Unit 2, Activity 2.7, provides the opportunity for small group work. Activity 4.2 in Unit 4 has student groups working together to analyze, rehearse, and perform a poem. Throughout the year, Literature Circles are implemented to enhance collaborative discussions and understanding of texts.			
	87	Yes		0		
Additional comments:	Reviewer	Evidence/Notes				
Additional comments on the three instructional shifts within the materials:	61			0	Total indicators to be re-reviewed:	0
	75			0		
	81			0		
	86			0		
	87			0		
Materials meet 100% alignment with Section I: Shifts in instruction?	Reviewer	Aligned				
	61	Pass				

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.	75	Pass	
	81	Pass	
	86	Pass	
	87	Pass	
Overall		Pass	

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SECTION II

Alignment to Tennessee English Language Arts Standards

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

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

READING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Key Ideas and Details Cornerstone Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Literature: 6.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	61	Yes	0			
		75	Yes	0			
		81	Yes	0			
		86	Yes	Most of the questions throughout the units require students to refer to the text to provide evidence to support answers. However, there are a few instances			
		87	Yes	0			
	Informational Text: 6.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	61	Yes	0			
		75	Yes	0			
		81	Yes	0			
		86	Yes				
		87	Yes	0			
Standard 2 Category Key Ideas and Details Cornerstone Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Literature: 6.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.	61	Yes	0			
		75	Yes	0			
		81	No	The textbook does not meet the indicator for this			
		86	Yes	Throughout the book there is a switch in terminology			
		87	Yes	0			
	Informational Text: 6.RI.KID.2 Determine a central idea of a text and how it is conveyed through details; provide an objective summary.	61	Yes	0			
		75	Yes	0			
		81	No	The textbook does not meet the indicator for this			
		86	No	Individually, many of the questions in Unit 2 and Unit 3			
		87	No	Most of the examples linked for review do ask			
Standard 3 Category Key Ideas and Details Cornerstone Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Literature: 6.RL.KID.3 Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.	61	Yes	0			
		75	Yes	0			
		81	Yes	0			
		86	Yes	0			
		87	Yes	0			
	Informational Text: 6.RI.KID.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.	61	Yes	0			
		75	Yes	0			
		81	Yes	0			
		86	Yes	0			
		87	Yes	0			
Standard 4 Category Craft and Structure Cornerstone Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Literature: 6.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.	61	No	Although most of the standard is met, allusions are never taught in this text, therefore the indicator is not met. The word is listed in the Glossary on p. 442.			
		75	Yes	0			
		81	No	The textbook does not meet the standard for this indicator because there is no mention in the text of allusions or how to incorporate, identify, or utilize them in			
		86	Yes	0			
		87	No	The activities linked for review do challenge students to use context clues to			
	Informational Text: 6.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	61	Yes	The indicator is technically met. However, there is more emphasis on			
		75	Yes	repetition, meaning, & context in the directions/student work than on figurative			
		81	Yes	0			
		86	Yes	0			
		87	No	The activities linked for review do challenge students to use context clues to			
Standard 5 Category Craft and Structure Cornerstone Analyze the structure of texts, including how specific sentences, paragraphs, and	Literature: 6.RL.CS.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	61	Yes	0			
		75	Yes	0			
		81	Yes	0			
		86	Yes	0			
		87	Yes	0			
		61	Yes	Editing Note: P. 200 - incorrectly labeled standard for Q5 in Standard 10Q7/RI.6.62			

larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Informational Text: 6.RI.CS.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	75	Yes		0		
		81	Yes		0		
		86	Yes		0		
		87	Yes		0		
		61	Yes		0		
Standard 6 Category Craft and Structure Cornerstone Assess how point of view or purpose shapes the content and style of a text.	Literature: 6.RL.CS.6 Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.	75	Yes		0		
		81	Yes		0		
		86	Yes		0		
		87	Yes		0		
		61	Yes		0		
	Informational Text: 6.RI.CS.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in a text.	75	Yes		0		
		81	Yes		0		
		86	Yes		0		
		87	Yes		0		
		61	Yes		0		
Standard 7 Category Integration of Knowledge and Ideas Cornerstone Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	Literature: 6.RL.IK1.7 Compare and contrast the written version of a story, drama, or poem to the experience of listening to or viewing an audio, video, or live production of a text.	75	Yes		0		
		81	Yes		0		
		86	Yes		0		
		87	Yes		0		
		61	Yes	Activity 3.6, Q. 12 addresses the heart of the standard; therefore, the standard is satisfied. However, the remaining cited activities are weak examples. Different			
	Informational Text: 6.RI.IK1.7 Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue.	75	Yes		0		
		81	No	The textbook does not meet the indicator of this standard because the texts are not in different formats. There needs to be more variety of formats, such as			
		86	Yes		0		
		87	No	All examples linked for review are from the same lesson, the same table, and the same state. These should be stronger examples of information studied through			
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						
		61	Yes		0		
		75	Yes		0		
		81	Yes		0		
		86	Yes		0		
	Informational Text: 6.RI.IK1.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	87	Yes		0		
		61	Yes		0		
		75	Yes		0		
		81	Yes		0		
		86	Yes		0		
Standard 9 Category Integration of Knowledge and Ideas Cornerstone Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.	Literature: 6.RL.IK1.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	87	Yes		0		
		61	Yes		0		
		75	Yes		0		
		81	Yes		0		
		86	Yes		0		
	Informational Text: 6.RI.IK1.9 Compare and contrast two or more authors' presentation of the same topic or event.	87	Yes		0		
		61	Yes		0		
		75	Yes		0		
		81	Yes		0		
		86	Yes	In Unit 2, Activity 2.18, page 171, returning to the text section, the directions specifically refer student back to a poem for comparison to the current article			
Standard 10 Category Range of Reading and Level of Text Complexity Cornerstone Read and comprehend complex literary and informational texts independently and proficiently.	Literature: 6.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	87	Yes	Throughout the textbook, there is an excellent display of scaffolding. It's one of the strongest features of the curriculum			
		61	Yes		0		
		75	Yes		0		
		81	Yes		0		
		86	Yes		0		
	Informational Text: 6.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	87	Yes		0		
		61	Yes		0		
		75	Yes		0		
		81	Yes		0		
		86	Yes		0		
SPEAKING AND LISTENING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Comprehension and		61	Yes	This standard is met with excellence. Fishbowl activities are strong learning strategies that fully integrate cooperative speaking skills.			

Comprehension and Collaboration Cornerstone Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.	6.SL.CC.1 Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	75	Yes		0			
		81	Yes		0			
		86	Yes		0			
		87	Yes		0			
Standard 2 Category Comprehension and Collaboration Cornerstone Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.	6.SL.CC.2 Interpret information presented in diverse media formats; explain how source information contributes to a topic, text, or issue under study.	61	Yes		0			
		75	Yes		0			
		81	Yes		0			
		86	Yes		0			
		87	Yes		0			
Standard 3 Category Comprehension and Collaboration Cornerstone Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	6.SL.CC.3 Explain a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	61	Yes		0			
		75	Yes		0			
		81	Yes		0			
		86	Yes		0			
		87	Yes		0			
Standard 4 Category Presentation of Knowledge and Ideas Cornerstone Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.	6.SL.PK1.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	61	No	The standard is not met in this curriculum. Every part of the standard meets the criteria except discussion progression. For example, there is no sequencing of ideas in a logical way throughout Activities 3.7 or 3.8. The only hint at sequencing				
		75	Yes		0			
		81	Yes		0			
		86	Yes		0			
		87	Yes		0			
Standard 5 Category Presentation of Knowledge and Ideas Cornerstone Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	6.SL.PK1.5 Include multimedia components and visual displays in presentations to clarify information.	61	Yes		0			
		75	Yes		0			
		81	Yes		0			
		86	Yes		0			
		87	No	Within the activities linked for review, there are many opportunities for students to demonstrate skills in visual displays (posters or slides), but there are no REQUIREMENTS for multimedia projects. Multimedia components are only				
Standard 6 Category Presentation of Knowledge and Ideas Cornerstone Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.	6.SL.PK1.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	61	Yes		0			
		75	Yes		0			
		81	Yes		0			
		86	Yes		0			
		87	Yes		0			
WRITING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes		Revised or Referenced?	Publisher Comments	Re-Review?

Standard 1 Category Text Types and Protocol Cornerstone Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	6.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s). b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s). c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons. d. Use credible sources and demonstrate an understanding of the topic or source material. e. Craft an effective and relevant conclusion that supports the argument presented. f. Use precise language and content-specific vocabulary. g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use varied sentence structure to enhance meaning and reader interest. i. Establish and maintain a formal style.	61	Yes	0			
		75	No	This indicator is not being met because the argument prompts do not give enough help to students in order to fully understand. There needs to be explicit instruction for teachers how to teach the following: Acknowledge alternate or opposing claim(s)			
		81	Yes	0			
		86	No	While much of this standard is addressed multiple times through the course of the year, a few sub-parts of the standard are not specifically addressed through instruction or in a rubric for grading purposes. Addressed multiple times are 6.W.TTP.1.a-e and 6.W.TTP.1i. Standards 6.W.TTP.1f in terms of use of precise and			
		87	Yes	0			
Standard 2 Category Text Types and Protocol Cornerstone Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	6.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow. b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material. e. Craft an effective and relevant conclusion. f. Include formatting, graphics, and multimedia when appropriate. g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use precise language and domain-specific vocabulary. i. Use varied sentence structure to enhance meaning and	61	Yes	0			
		75	No	While the assignments are there for informative/explanatory texts, the instructions are not explicit. This is a large change in standards from Grade 5 to 6 and it needs more guidance in order to fully master the standard. It is not enough to have the language simply there as in Unit 2, p.109, Writing to Sources: Informative Text. Also, the Embedded Assessment I in Unit 2 does not have any			
		81	Yes	0			
		86	Yes	While much of this standard is addressed multiple times through the course of the year, a specific sub-part of the standard is not specifically addressed through instruction or in a rubric for grading purposes. Addressed multiple times are 6.W.TTP.2.a-h and 6.W.TTP.2j. Standard 6.W.TTP.2i in relation to use of varied sentence structure in writing needs to be directly demonstrated, analyzed,			
		87	Yes	0			
Standard 3 Category Text Types and Protocol Cornerstone Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	6.W.TTP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a speaker/narrator and/or participants/characters. b. Organize an event sequence that unfolds naturally and logically. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters. e. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts and show the relationships among experiences and events. f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events. g. Use precise words and phrases, relevant descriptive	61	Yes	0			
		75	Yes	0			
		81	Yes	0			
		86	Yes	While much of this standard is addressed multiple times through the course of the year, a specific sub-part of the standard is not specifically addressed through instruction or in a rubric for grading purposes. Addressed multiple times are 6.W.TTP.3.a-f. Standard 6.W.TTP.3g in relation to use of varied sentence structure in writing needs to be directly demonstrated, analyzed, practiced (more than			
		87	Yes	0			
Standard 4 Category Production and Distribution of Writing Cornerstone Produce clear and coherent writing in which the development and organization are appropriate	6.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	61	Yes	0			
		75	Yes	0			
		81	Yes	0			
		86	Yes	0			

to task, purpose, and audience.		87	Yes	0			
Standard 5 Category Production and Distribution of Writing Cornerstone Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	6.W.PDW.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 6.)	61	Yes	0			
		75	Yes	0			
		81	Yes	0			
		86	Yes	0			
		87	Yes	0			
Standard 6 Category Production and Distribution of Writing Cornerstone Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	6.W.PDW.6 Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1–3.	61	Yes	Activity 1.9 on P. 57 & 58 uses the word "publication," but there is no clarification as to how or where to publish student work. A suggestion for improvement would be to include resources & and recommendations for publication platforms.			
		75	Yes	0			
		81	Yes	0			
		86	Yes	0			
		87	No	The activities linked for review do not provide proof that this standard is met. Both examples in Unit 4 do require technology but focuses on presentation skills not writing. The Unit 2 activities do focus on writing an argument but have no			
Standard 7 Category Research to Build and Present Knowledge Cornerstone Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.	6.W.RBPK.7 Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.	61	Yes	0			
		75	Yes	0			
		81	Yes	0			
		86	Yes	0			
		87	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.	6.W.RBPK.8 Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	61	Yes	0			
		75	Yes	0			
		81	Yes	0			
		86	Yes	0			
		87	Yes	0			
Standard 9 Category Research to Build and Present Knowledge Cornerstone Draw evidence from literary or informational texts to support analysis, reflection, and research.	6.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.	61	Yes	0			
		75	Yes	0			
		81	Yes	0			
		86	Yes	0			
		87	Yes	0			
Standard 10 Category Range of Writing Cornerstone Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	6.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	61	Yes	0			
		75	Yes	0			
		81	Yes	0			
		86	Yes	0			
		87	Yes	0			

LANGUAGE STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Language Standard 1: Conventions of Standard English Cornerstone: Demonstrate command of the	6.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, explain the function of pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement). b. When writing or speaking, use pronouns (pronoun case, intensive pronouns,	61	Yes	This standard is technically met because the labeled skills are present. However, improvement is necessary in order for students to be successful in what is asked throughout the units. There is not enough focus on this particular standard in order to better address the full depth and intent of this standard. Students need to be able to explain the function of phrases and clauses, not merely identify them and			
		75	No				
		81	Yes				
		86	Yes				
		87	Yes				
Language Standard 2: Conventions of Standard English Cornerstone: Demonstrate command of the	6.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and use them correctly to do so.	61	Yes				
		75	Yes				
		81	Yes				
		86	Yes				
		87	No	Many activities require/ask that correct capitalization and punctuation be used; however, there is no evidence of activities that require students to explain the			
Language Standard 3: Knowledge of Language Cornerstone: Apply knowledge of language to understand how language	6.L.KL.3 When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.	61	Yes				
		75	Yes				
		81	Yes				
		86	Yes				
		87	Yes				
Language Standard 4: Vocabulary Acquisition and Use Cornerstone: Determine or clarify the meaning of	6.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues	61	Yes				
		75	Yes				
		81	Yes				
		86	Yes				
		87	Yes				
Language Standard 5: Vocabulary Acquisition and Use Cornerstone: Demonstrate understanding of figurative	6.L.VAU.5 When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.	61	Yes				
		75	Yes				
		81	Yes				
		86	Yes				
		87	Yes				
Language Standard 6: Vocabulary Acquisition and Use Cornerstone: Acquire and use accurately a range of	6.L.VAU.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.	61	Yes				
		75	Yes				
		81	Yes				
		86	Yes				
		87	Yes				
Additional Comments		Reviewer	Evidence/Notes				
Additional Comments on Section II Standards		61	Although the standards are met in most categories, there are many places			Total indicators to be re-reviewed:	0
		75	0				
		81	0				
		86	0				
		87	0				
Alignment with Section II: ELA Standards.		Reviewer	Aligned				
(This means that no more than 4 boxes were marked "No." If more than 4 "No" boxes are marked, then this program does not pass. (Note: Reading Literature and Reading Informational Text count as separate standards. If the screening instrument was checked "no" for 2 Reading Literature standards and 3 Informational Text standards, then it would NOT pass the screening instrument.)		61	Pass				
		75	Pass				
		81	Pass				
		86	Pass				
		87	Fail				
Overall		Pass					

Grade & Subject:G01600ISBN:9781457313554

Title Name:SpringBoard EnglPublisher:College Board

Original Reviews Submitted:5 Reviewers:61, 75, 81, 86, 87

SECTION III						
High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks						
Materials meet at least 80% of indicators in Section III.						
Standards are taught in an integrated fashion to support students in developing proficiency as readers and writers as they make meaning of texts through reading, writing, speaking and listening. Instructional decisions for standards instruction centers on the texts that have been selected to strategically build students' knowledge, and the standards are spiraled throughout the year to promote continued practice and application with ever increasing text complexity.						
Indicator	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Units are built around a concept, topic, or theme, and include essential questions and enduring understandings.	61	Yes	0			
	75	Yes	0			
	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.	61	Yes	0			
	75	Yes	0			
	81	Yes	0			
	86	Yes	While this is true, it could benefit the company to explicitly list the correlations to the Tennessee English Language Arts standards either in the teacher's manual or I a supplemental to ensure that teachers can easily identify the strand correlation and the specific standard correlations for each activity.			
	87	Yes	0			
c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.	61	Yes	0			
	75	Yes	0			
	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	61	Yes	0			
	75	Yes	0			
	81	Yes	0			
	86	Yes	The novel study relies on a classroom set of novels.			
	87	Yes	0			
e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.	61	Yes	0			
	75	Yes	0			
	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
f. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical) while appealing to students' interests.	61	Yes	0			
	75	Yes	0			
	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.	61	Yes	0			
	75	No	This indicator is not met because students need a variety of ways to read the embedded texts of each unit. Each text is reread, but there is not specifically ways to independent read, read-aloud, etc.			
	81	Yes	0			
	86	Yes	0			
	87	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).	61	Yes	0			
	75	Yes	0			
	81	Yes	0			
	86	Yes	0			

	87	Yes	0			
	61	Yes	0			
i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	75	Yes	0			
	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.	75	Yes	0			
	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
	61	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.	75	Yes	0			
	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	75	Yes	0			
	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
m. Writing mini-lessons provide explicit instruction about the writing process, organization/structure, and writing craft.	75	Yes	0			
	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
	61	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.	75	Yes	0			
	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
	75	Yes	0			
o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	81	No	The textbook does not meet the indicator for this scenario. While the textbook took all tools and angles, it provides little direct instruction for the teacher and it doesn't provide and scaffolding for the student. We need more incorporation of direct instruction for the teacher concerning roots and morphology.			
	86	Yes	0			
	87	Yes	0			
	61	No	The indicator is not met because the vocabulary presented in each lesson is taught near the reading portion & not the writing portion. Direct instruction for the purposes of specific writing modes is not as explicit or easy to locate in each lesson. I believe these academic terms are not so taught because they were already done in the			
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).	75	Yes	0			
	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
	75	Yes	0			
q. Lessons promote academic discussions around appropriate grade-level concepts and texts and include listening prompts, questions, and evaluation tools to strengthen students' ability to	81	Yes	0			

listen to and respond in increasingly sophisticated ways with relevant evidence.	86	Yes	0			
	87	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.	61	Yes	0			
	75	Yes	0			
	81	Yes	0			
	86	Yes	0			
	87	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.	61	No	The indicator is not fully met. Although there are multiple methods of assessments in both the formative & summative veins, there are not any listed pre-assessments or selected response on P. xxi (or anywhere else). The curriculum states selected response questions are in ancillary materials, but I was unable to observe those. <i>Considering all types of questions listed have to be present, this is why the indicator fails. A suggestion for</i>			
	75	Yes	0			
	81	No	The textbook does not meet the indicator for this standard because the text itself, student or teacher edition, did not have any formative or summative assessments other than constructed response. In accessing the digital copy, I was unable to see any of the publisher assessments offered.			
	86	Yes	0			
	87	No	All embedded assessments linked for review are writing task assessments. There is no evidence of multiple-choice or multiple select item assessments. Also, there is no evidence of pre-assessments. <i>Adding pre and post assessments with selected response and identification would strengthen this indicator and it</i>			
t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	61	Yes	0			
	75	Yes	0			
	81	No	The textbook does not meet the indicator for this standard because the text itself, student or teacher edition, did not have any formative or summative assessments other than constructed response. In accessing the digital copy, I was unable to see any of the publisher assessments offered.			
	86	No	This could not be completely, accurately, and thoroughly evaluated since an example of the online assessments was inaccessible. A printed PDF sample assessment could have helped solve this issue. <i>The publisher produced text included assessments, do list college and career ready standards that each is</i>			
	87	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional comments about high-quality instruction within the materials:	61				Total indicators to be re-reviewed:	0
	75					
	81					
	86					
	87					
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.	61		Pass			
	75		Pass			
	81		Pass			
	86		Pass			
	87		Pass			
	Overall		Pass			

Grade & Subject:G01600ISBN:9781457313554

Title Name:SpringBoard EPublisher:College Board

Original Reviews Submitted:5 Reviewers:61, 75, 81, 86, 87

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.	61	Yes	0			
	75	Yes	0			
	81	Yes	0			
	86	Yes	0			
	87	No	Activities linked for review only show evidence of an "about the author" paragraph. Although this information seems to be available for each selection, it is simply not enough to meet the requirements for this indicator. Background information that identifies social problems and controversial issues of the time period that may have warranted the author's purpose in writing, prompted the decision for the character development or guided the plot development would give the teacher a starting point for setting up the story without the extra needed time-consuming research.			
	61	No	The indicator is not met. Although the close reading techniques are excellent, there is no annotation model of a text present. The only listed annotations on the evidence given from P. 64 - 310 are vocabulary boxes. Annotations for teachers are present for what to do with the text. The note boxes in the margins of each activity are fantastic, but there are no annotation models for the passages themselves - no master example of marking up a text. Without showing a student what the text-based annotations look like before directing them to make annotations, it is difficult to gauge success. A suggestion for improvement would be to add a page with extensive annotations on the mentor text to show what it looks like to dig in, ask questions as you read, model the actual think aloud & text-marking, etc.			
	75	Yes	0			
	81	Yes	0			

b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	86	No	Standards listed in the Teacher's Edition need to be Tennessee English Language Arts Standards. The standards used for Activity and standard alignment are College and Career Readiness Standards. While there is a similarity between these two standards, the nomenclature is not parallel and has the potential to confuse teachers (particularly new ones or ones not as familiar with the TN ELA Standards as they should be). The College and Career Standards listed on the pages provide a lot of additional information that is beneficial; however, the use of these in a prominent location also opens the door to misunderstanding and confusion. The publication of a crosswalk between the two or the publication of a supplemental that aligns activities to TN standards could alleviate some of the potential for confusion.			
	87	Yes	This standard is met; however, including a modeling annotation guide would assure unity for all instructions within a school's ELA department. It would also help to guide new teachers or teachers hesitate to the modeling concepts reassurance during this process.			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	61	Yes	0			
	75	Yes	0			
	81	Yes	0			
	86	No	Standards listed in the Teacher's Edition need to be Tennessee English Language Arts Standards. The standards used for Activity and standard alignment are College and Career Readiness Standards. While there is a similarity between these two standards, the nomenclature is not parallel and has the potential to confuse teachers (particularly new ones or ones not as familiar with the TN ELA Standards as they should be). The College and Career Standards listed on the pages provide a lot of additional information that is beneficial; however, the use of these in a prominent location also opens the door to misunderstanding and confusion. The publication of a crosswalk between the two or the publication of a supplemental that aligns activities to TN standards could alleviate some of the potential for confusion. Learning objectives are easily identifiable.			
	87	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	61	Yes	The indicator is technically met because there are many examples of interdisciplinary studies, but there is room for some improvement. Science is not a heavy presence in the texts. It's mostly social sciences and history. A suggestion for improvement would be to incorporate more grade-level science topics outside of technology through related texts, domain vocabulary, extension activities, and relevant classroom discussion that connects the presented themes.			
	75	Yes	0			
	81	No	The textbook does not meet the indicator for this standard because the connections to other content area standards are not documented.			
	86	Yes	0			

documented.	87	No	<p>Although there are cross-curricular connections with the linked activities for review, no TN Academic Standards for that connection are documented.</p> <p>A simple "Academic Connections" label would allow teachers to easily know what academic connections to bring into the lesson and would help greatly when joining forces with other departments.</p>			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	61	No	This indicator is not met because there is no given model of the think-aloud process for any of the examples. P. 219 asks for a think aloud of information that's already on the student page, which doesn't really demonstrate how to work through what students are reading. P. 305 doesn't tell teachers examples of concluded research questions. A suggestion for improvement would be to give modeled think-alouds in teacher-facing materials as well as some in student materials so that teachers and students are clear about scaffolded thinking through the instructional process.			
	75	Yes	0			
	81	Yes	0			
	86	Yes	<p>There are numerous spots where the teachers are instructed to deliver a think aloud as part of the lesson.</p> <p>This could be strengthened if a model "think aloud script" was provided so that teachers unfamiliar or uncomfortable with the teaching strategy can have guidance as they are preparing to develop a lesson that includes a think aloud. In the worst-case scenario this would be used in class the first time; in a best-case scenario this becomes a starting point. As the units progressed, the company could go from providing a script for the first one to an outline or list of what to be sure to cover in a second one; to eventually just stating that one is needed.</p>			
	87	No	Each of the activities linked for review simply states for the teacher to conduct a "think aloud." Although a model may not be needed in each of the suggested "think aloud" opportunities, it would be helpful for a teacher not comfortable with the "think aloud" process to be given a short script for guidance in the correct way to model for students.			
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.	61	Yes	0			
	75	Yes	0			
	81	Yes	0			
	86	Yes	0			
	87	No	Student misconceptions are mentioned in each of the activities reviewed; however, it is unclear how teachers are to identify those misconceptions. Also, many of the activities refer to a Grammar Handbook for needed support but the Handbook was not available for review.			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	61	Yes	0			
	75	Yes	0			
	81	No	The textbook does not meet the indicator for this standard because the reading and writing workshop lessons, which have extension activities in detail, were not provided for review.			
	86	Yes	0			
	87	Yes	0			

h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	61	Yes	0			
	75	Yes	0			
	81	Yes	0			
	86	Yes	0			
	87	Yes	There is evidence within many lessons reviewed that provides adequate support for this indicator. Most are in reference to the novel being read at home for reinforcement of the reading standards which is at the forefront of student needs, but the addition of homework connections to grammar and writing activities are needed also.			
i. Teacher-facing materials provide suggestions in daily lessons or units of instruction on appropriate opportunities for formative assessments and adjusting lessons if necessary.	61	Yes	0			
	75	Yes	0			
	81	Yes	0			
	86	Yes	0			
	87	Yes	Although this indicator is met, including structured exit tickets built in a complex multiple-choice test format would provide a much-needed test prep element.			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	61	Yes	0			
	75	Yes	0			
	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards.	61	Yes	0			
	75	Yes	0			
	81	Yes	0			
	86	Yes	0			
	87	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.	61	Yes	0			
	75	Yes	0			
	81	No	The textbook does not meet the indicator for this standard because I have no access to the full digital account. In the evidence it is stated that digital accounts have these things, but I cannot determine that because I am unable to access it.			
	86	Yes	0			
	87	No	Scoring rubrics are available; however, there is no evidence of the other elements.			
	61	Yes	0			
	75	Yes	0			
	81	No	The textbook does not meet the indicator for this standard because I have no access to the full digital account. In the evidence it is stated that digital accounts have these things, but I cannot determine that because I am unable to access it.			

m. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	86	No	According to the information provided, each of the four units would include a Unit Assessment via the SpringBoard Digital format that could serve as a benchmark. There was no access to the assessments in the review of the digital format. One way to help alleviate some systems' concerns over the Unit Assessment is to provide a sample Assessment that would demonstrate the type of questions and format of test could and probably should be provided in pdf format or printed format.			
	87	No	Writing assessment activities are embedded, but no other assessments were available for review.			
n. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	61	Yes	0			
	75	No	May have this - only available upon purchase.			
	81	No	The textbook does not meet the indicator for this standard because I have no access to the full digital account. In the evidence it is stated that digital accounts have these things, but I cannot determine that because I am unable to access it.			
	86	Yes	0			
	87	No	Routines are in place for regular classroom activities. Each unit and the lesson within the units are built in a similar style. This indicator is not met because assessments are not evident. Many times the lesson just simply states for the teacher to monitor progress, but the method of tracking that monitoring to show progress is missing. There are many online tools within the program that may satisfy this indicator, but they were not open for review.			
o. Materials include suggestions and tools to keep students and parents informed about students' progress.	61	Yes	0			
	75	No	May have this - only available upon purchase.			
	81	No	The textbook does not meet the indicator for this standard because I have no access to the full digital account. In the evidence it is stated that digital accounts have these things, but I cannot determine that because I am unable to access it.			
	86	No	According to the information provided, progress reports and family letters are available on Springboard Digital with an active account. There was access to the material in the review of the digital format. One way to help alleviate this issue would be to provide a sample report and parent letter provided in pdf format or printed format.			
	87	No	Online access to these was not open for review.			
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.	61	Yes	0			
	75	Yes	0			
	81	Yes	0			
	86	Yes	0			
	87	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.	61	Yes	0			
	75	Yes	0			
	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
r. Program components, lesson plans, and the relationships among the parts are clear.	61	Yes	0			
	75	Yes	0			
	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
s. Program materials provide a scope and	61	Yes	0			

s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	75	Yes	0			
	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
t. Each lesson contains a list of required materials.	61	Yes	0			
	75	Yes	0			
	81	Yes	0			
	86	Yes	0			
u. Lessons, chapters, and units contain estimated instructional times.	87	Yes	0			
	61	Yes	0			
	75	Yes	0			
	81	Yes	0			
	86	Yes	In addition to the estimated times at the beginning of each activity, the Unit plan pages include an estimated time/schedule for the whole unit.			
	87	Yes	0			
	61	Yes	0			
	75	Yes	0			
v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	81	No	The textbook does not meet the indicator for this standard because I have no access to the full digital account. In the evidence it is stated that digital accounts have these things, but I cannot determine that because I am unable to access it.			
	86	Yes	Version reviewed was consumable. Information on the possibility of a hardback edition, if one exists, could be needed information by some systems.			
	87	Yes	0			
	61	Yes	0			
w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	75	Yes	0			
	81	Yes	0			
	86	Yes	According to the information people purchasing the program would be provided access to an audio recording of each text through SpringBoard Digital. It would be beneficial to the company to provide a sample of an audio recording to one text to demonstrate quality.			
	87	Yes	0			
x. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	61	Yes	0			
	75	Yes	0			
	81	Yes	0			
	86	Yes	0			
y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	87	Yes	0			
	61	No	These are not provided in the materials.			
	75	Yes	0			
	81	No	The textbook provides numbers of standards embedded within the individual texts and lessons; however, a comprehensive listing of the Tennessee English Language Arts Standards is not provided. A suggestion would be to include these standards.			
Additional Comments:	86	No	This needs to be provided.			
	87	No	0			
Additional Comments about Section V:	Reviewer	Evidence/Notes				
	61	Modeling teacher think-aloud seems basic, but to ensure the standards are thoroughly &			Total indicators to be re-reviewed:	0
	75	0				

Additional Comments about Section V.
Additional Components

81	0			
86	0			
87	0			

[illegible]

[illegible]