

****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 7
Grade: G01700

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

SECTION I Alignment to Shifts <i>Materials must meet 100% of the indicators in Section I.</i>						
<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.</i>						
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.	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 theme of each unit is a different aspect of a topic that encompasses one big idea. This allows the student to see various aspects of one topic. The arrangement of texts in each set builds knowledge. In addition, each text set used contains various types of text. The text sets would be strengthened with the inclusion of a short story or two.			
	87	Yes		0		
	61	Yes	As evidenced through Activity 1.3 as well as the year at a glance, there is an outstanding sequence in the textbook with tight organization & consistent scaffolding.			
	75	Yes		0		
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	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 term. 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		
	61	Yes	Pink vocabulary boxes at the beginning of most lessons give direct instruction while teacher-facing materials (as well as some student materials) have students working with word study contextually. Good blend of Tier 2 & Tier 3 words.			
	75	No	While vocabulary words and basic instructions are given, words are not given contextual instruction. Lessons need to be embedded throughout the units using vocabulary. It is not enough to have the directions at the beginning of each unit. There are the questions of having students identify vocabulary words, and various development questions, but there needs to be entire sections dedicated to the vocabulary area.			
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	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		
	61	Yes	This indicator is technically met because all Embedded Assessments, (two for each unit), include other literacy skills; however, the major focus of each EA is writing. Ancillary materials allow for multiple-choice, teacher-created assessments for reading comprehension & other standards-based skills, but those were not observed. A suggestion to improve the opportunities for more reading-based skill demonstrations would be to include a greater variety of formats for culminating assessments, including multiple-choice, multiple-select, etc.			
	75	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.	81	Yes		0		
	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.			
	87	Yes		0		
	61	Yes	There is no primary anchor text in unit 1 due to the emphasis on poetry & myths, & personal narratives. However, all texts meet qualitative as well as quantitative criteria, & the anchor texts in other units are most definitely at grade level and beyond. A suggestion for improvement would be to more clearly label one of the texts in unit 1 as the primary focus and have other texts refer back to the anchor.			
	75	Yes		0		
e. Text plays a central role in the English class period.	81	Yes		0		
	86	Yes	Activities and assignments require student to interact directly with text.			
	87	Yes		0		
	61	Yes	Even in construction sections, the readings are referenced as models for personal writings & editing.			
	75	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.	81	Yes		0		
	86	Yes	Both fiction and informational texts are represented throughout the year. It is important to point out that although the book does contain myths, the 7th grade book does not have any short stories.			
	87	Yes		0		
	61	Yes		0		
	75	No	There is not enough substantive literature throughout the units. There are only a few pages of reading. There needs to be a selection of fiction short stories in each unit, as well as poetry. These units are informational text heavy. TN is trying to focus on literature heavy.			
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.	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 section called "Working from text"			
	87	Yes		0		
	61	Yes	Text-dependent scaffolding at the bottom of every "Returning to the Text" section exceeds the indicator's expectations. Most if not all questions draw on the text. For example, a string of questioning in the Twelfth Night unit goes from paraphrasing Ovid's monologue from Twelfth Night for understanding to			
	75	Yes		0		
h. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.	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 Assessments, Writing to Sources, and Writing Prompts.			
	87	Yes		0		
	61	Yes	All provided examples direct the students back to the text, and they require a response to the text that's grounded in evidence.			
	75	Yes		0		
i. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	81	Yes		0		
	86	Yes	Opportunities for evidence-based discussions occur throughout the year.			
	87	Yes		0		
	61	Yes	Students use strategies like metacognitive markers and question generation (among a plethora of other strategies) based on the text that inform their discussions that surround the text. Text-based discussion is frequent			
	75	Yes		0		
Additional comments:	Reviewer	Evidence/Notes				
	81			0	Total indicators to be re-reviewed:	0

Additional comments on the three instructional shifts within the materials:	86	Text sets would be strengthened with the inclusion of a short story or two. Students need to opportunity to maintain/enhance skills needed to analyze/write on short stories.			
	87			0	
	61	Strong representation of the shifts in this textbook.			
	75			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			
	81	Pass			
	86	Pass			
	87	Pass			
	61	Pass			
	75	Fail			
	Overall	Pass			

Grade & Subject:

G01700

ISBN:

9781457313561

Title Name:

SpringBoard Publisher:

College Board

Original Reviews Submitted:

5 Reviewers:

81, 86, 87, 61, 75

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		81	Yes		0		
Category		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 where			
Key Ideas and Details	Literature: 7.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.	87	Yes		0		
Cornerstone		61	Yes		0		
Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		75	Yes		0		
		81	Yes		0		
	Informational Text: 7.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.	86	Yes		0		
		87	Yes		0		
		61	Yes		0		
		75	Yes		0		
Standard 2		81	No	The textbook does not meet the indicator for this			
Category		86	Yes		0		
Key Ideas and Details	Literature: 7.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.	87	No	The activities linked for review mainly address			
Cornerstone		61	No	The demands of the standard have not been met.			
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		75	Yes		0		
		81	No	The textbook does not meet the indicator for this			
	Informational Text: 7.RI.KID.2 Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.	86	No	Individually, many of the questions in all four units			
		87	Yes		0		
		61	No	The demands of the standard have not been met.			
		75	Yes		0		
Standard 3		81	Yes		0		
Category		86	Yes		0		
Key Ideas and Details	Literature: 7.RL.KID.3 Analyze how specific elements of a story or drama interact with and affect each other.	87	Yes		0		
Cornerstone		61	Yes		0		
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		75	Yes		0		
		81	Yes		0		
	Informational Text: 7.RI.KID.3 Analyze the relationships and interactions among individuals, events, and/or ideas in a text.	86	Yes		0		
		87	Yes		0		
		61	Yes		0		
		75	Yes		0		
Standard 4		81	Yes		0		
Category		86	Yes		0		
Craft and Structure	Literature: 7.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 and repetition of words and phrases.	87	No	All aspects of this standard are met except "allusions to other texts and repetition of words and phrases."			
Cornerstone		61	Yes		0		
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.		75	Yes		0		
		81	Yes		0		
	Informational Text: 7.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.	86	Yes		0		
		87	No	All activities linked for review do address meaning of words as they are used in context, however, some ask students to draw meaning based on allusion to the whole standard is technically present. It was a little difficult to locate allusions			
		61	Yes	8 word choice in the context of non-fiction. A suggestion for improvement would			
		75	Yes		0		
Standard 5		81	Yes		0		
Category		86	Yes		0		
Craft and Structure	Literature: 7.RL.CS.5 Analyze the form or structure of a story, poem, or drama, considering how text form or	87	Yes		0		

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.	structure contributes to its theme and meaning.	61	Yes	0			
		75	No	This item is not met because there is a lack of diversity in the questions. The Questions that focus on texts are great, but there are no questions on other			
	Informational Text: 7.RI.CS.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	81	Yes	0			
		86	Yes	0			
		87	Yes	0			
		61	Yes	The standard meets requirements - Ideas are being developed based on the structure of the questions surrounding the skills. A slight improvement would be			
Standard 6 Category Craft and Structure Cornerstone Assess how point of view or purpose shapes the content and style of a text.	Literature: 7.RL.CS.6 Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.	75	Yes	0			
		81	Yes	0			
		86	Yes	0			
		87	Yes	0			
		61	Yes	0			
	Informational Text: 7.RI.CS.6 Determine an author's point of view or purpose in a text and analyze how an author distinguishes his or her position from that of others.	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: 7.RL.IKI.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multi-media version, analyzing the effects of techniques unique to each medium.	75	Yes	0			
		81	Yes	0			
		86	Yes	0			
		87	Yes	0			
		61	Yes	0			
	Informational Text: 7.RI.IKI.7 Compare and contrast a text to an audio, video, or multimedia version of a text, analyzing each medium's portrayal of the subject.	75	Yes	0			
		81	Yes	0			
		86	Yes	0			
		87	Yes	0			
		61	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: 7.RI.IKI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims.	81	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: 7.RL.IKI.9 Compare and contrast an historical account with a fictional portrayal of the same time, place, or character.	86	Yes	0			
		87	Yes	0			
		61	Yes	0			
		75	Yes	0			
		81	Yes	0			
	Informational Text: 7.RI.IKI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing an alternate explanation of events.	86	Yes	0			
		87	Yes	0			
		61	Yes	0			
		75	Yes	0			
		81	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: 7.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.						
	Informational Text: 7.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.						

		75	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.	7.SL.CC.1 Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	81	Yes	0			
		86	Yes	0			
		87	Yes	0			
		61	Yes	0			
		75	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.	7.SL.CC.2 Analyze the main ideas and supporting details presented in diverse media formats; explain how this clarifies a topic, text, or issue under study.	81	Yes	0			
		86	Yes	0			
		87	Yes	0			
		61	Yes	0			
		75	Yes	0			
Standard 3 Category Comprehension and Collaboration Cornerstone Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	7.SL.CC.3 Explain a speaker's argument and specific claims, focusing on whether the reasoning is sound, relevant, and sufficient.	81	Yes	0			
		86	Yes	0			
		87	Yes	0			
		61	Yes	0			
		75	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.	7.SL.PKI.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	81	Yes	0			
		86	Yes	0			
		87	Yes	0			
		61	Yes	0			
		75	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.	7.SL.PKI.5 Include multimedia components and visual displays in presentations to clarify claims and findings and to emphasize major points.	81	Yes	0			
		86	Yes	0			
		87	Yes	0			
		61	Yes	0			
		75	Yes	0			
Standard 6 Category Presentation of Knowledge and Ideas Cornerstone	7.SL.PKI.6 Adapt speech to a variety of contexts and	81	Yes	0			
		86	Yes	0			

Cornerstone Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.	7.SE.F.1.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	87	Yes	0			
		61	Yes	0			
		75	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.	7.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.	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. In fact, one of the sub-parts is merely mentioned in a prompt, but then not addressed in a rubric. Addressed			
		87	Yes	0			
		61	Yes	0			
		75	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.	7.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	81	Yes	0			
		86	Yes	While much of this standard is addressed multiple times through the course of the year and are addressed in the rubric, that cannot be said for every sub-part Standard 7.W.TTP.2f in relation to use formatting, graphics, and multimedia is not addressed in the rubrics. While a teacher could add this, chances are many will use the rubrics as is and not take the time to add this subpart.			
		87	Yes	0			
		61	Yes	This standard meets the criteria, but it is weakly represented in one area. Letter d, although present through student 'commentary' in short & long writing tasks, is not broken down into workable skills. There are no specific guidelines for the commentary & the language of the standard is largely absent (thorough & accurate explanations, elaborating on evidence, demonstrating a clear understanding of			
		75	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.	7.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 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, signal shifts, and show the	81	Yes	0			
		86	Yes	Most of this standard is addressed multiple times through the course of the year; however, 7.W.TTP.3f is not consistently addressed or analyzed. The conclusion is important in both a personal narrative and a fictional narrative and needs to be actively addressed.			
		87	Yes	0			
		61	Yes	0			

	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	75	Yes	0			
Standard 4 Category Production and Distribution of Writing Cornerstone Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	7.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.)	81	Yes	0			
		86	Yes	0			
		87	Yes	0			
		61	Yes	0			
		75	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.	7.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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grade 7.)	81	Yes	0			
		86	Yes	0			
		87	Yes	0			
		61	Yes	0			
		75	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.	7.W.PDW. 6 Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.	81	Yes	0			
		86	Yes	0			
		87	No	0	The activities linked for review do show evidence of technology being used, but simply states use technology and the only evidence of technological collaboration is peer reviews of drafts and revisions. Students are instructed many times to		
		61	Yes	0			
		75	Yes	0			
Standard 7 Category Research to Build and Present Knowledge Cornerstone Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.	7.W.RBPK.7 Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.	81	Yes	0			
		86	Yes	0			
		87	Yes	0			
		61	Yes	0			
		75	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.	7.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 following a standard format for citation.	81	Yes	0			
		86	Yes	0			
		87	Yes	0			
		61	Yes	0			
		75	Yes	0			
Standard 9 Category Research to Build and Present Knowledge Cornerstone Draw evidence from literary or informational texts to	7.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.	81	Yes	0			
		86	Yes	0			
		87	Yes	0			
		61	Yes	0			

support analysis, reflection, and research.		75	Yes	0			
Standard 10		81	Yes	0			
Category							
Range of Writing		86	Yes	0			
Cornerstone		87	Yes	0			
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.	7.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			
LANGUAGE STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Language Standard 1:	7.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers. b. When writing or speaking, produce simple, compound, and complex sentences with effectively-	81	Yes	0			
Conventions of Standard English		86	Yes	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			
		87	Yes				
Cornerstone: Demonstrate command of the		61	Yes				
Language Standard 2:		75	Yes				
Conventions of Standard English	7.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the	81	No	the textbook does not meet the indicator for this standard because it does not explain the function of commas to separate coordinate adjectives and use them			
		86	Yes	explicit direct review of the correct use of commas would be beneficial before assessing students on the skill. This could easily be done through a classroom			
Cornerstone: Demonstrate command of the		87	No	the activities linked for review show evidence where conventions of standard English are required. A few show instruction on punctuation rules and guidelines			
conventions of standard		61	Yes				
Language Standard 3:		75	Yes				
Knowledge of Language		81	Yes				
		86	Yes				
Cornerstone: Apply knowledge of language to understand how language	7.L.KL.3 When writing and speaking, choose precise language to express ideas concisely.	87	Yes				
functions in different		61	Yes				
Language Standard 4:		75	Yes				
Vocabulary Acquisition and Use		81	Yes				
		86	Yes				
Cornerstone: Determine or clarify the meaning of	7.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th 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	87	No	this standard is covered well in the area of using context clues to find meaning, but the other elements of this standard are not met. Examples below appear			
Language Standard 5:		61	Yes				
Vocabulary Acquisition and Use		75	Yes				
		81	Yes				
Cornerstone: Demonstrate understanding of figurative	7.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.	86	Yes				
Language Standard 6:		87	Yes				
Vocabulary Acquisition and Use		61	Yes				
		75	Yes				
Cornerstone: Acquire and use accurately a range of	7.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.	81	Yes				
		86	Yes				
		87	Yes				
		61	Yes				
		75	Yes				
Additional Comments		Reviewer	Evidence/Notes				
Additional Comments on Section II Standards		81	This textbook is very nicely aligned to our standards, with a wide			Total indicators to be re-reviewed:	0
		86	0				
		87	0				
		61	Although the standards are met in most categories, there are many				
		75	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		81	Pass				
		86	Pass				
		87	Fail				
		61	Pass				

Instrument)		75	Pass
Overall		Pass	

Grade & Subject: G01700 ISBN: 9781457313561

Title Name: SpringBoard En Publisher: College Board

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

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.	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
	75	Yes	0			
b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.	81	Yes	0			
	86	Yes	While this is technically true, it would benefit the company to explicitly list the correlations to the Tennessee English Language Arts standards either in the teacher's manual or a supplemental to ensure that teachers can easily identify the strand correlation and the specific standard correlations for each activity.			
	87	Yes	0			
	61	Yes	0			
	75	Yes	0			
c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
	75	Yes	0			
d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	81	Yes	0			
	86	Yes	The novel study relies on a classroom set of novels.			
	87	Yes	0			
	61	Yes	0			
	75	Yes	0			
e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
	75	Yes	0			
f. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical) while appealing to students' interests.	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
	75	Yes	0			
g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
	75	Yes	0			
h. Materials include multiple opportunities for	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
	75	Yes	0			

n. Materials include multiple opportunities for students to engage in repeated reads of a text with varying purposes for each reading (i.e., close reading).	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
	75	Yes	0			
i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	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			
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.	61	Yes	0			
	75	Yes	0			
	81	Yes	0			
	86	Yes	0			
l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	87	Yes	0			
	61	Yes	0			
	75	Yes	0			
	81	Yes	0			
m. Writing mini-lessons provide explicit instruction about the writing process, organization/structure, and writing craft.	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
	75	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.	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	75	Yes	0			
	81	No	The textbook does not meet the indicator for this standard because there is no specific direct instruction concerning morphology of Latin or Greek roots. A suggested revision would be more scaffolding concerning this objective and some guided practice in morphology.			
	86	Yes	0			
	87	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).	61	Yes	0			
	75	Yes	As noted previously, this area could be improved upon with more explicit instruction and directions.			
	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
	75	Yes	0			
	81	Yes	0			

q. Lessons promote academic discussions around appropriate grade-level concepts and texts and include listening prompts, questions, and evaluation tools to strengthen students' ability to listen to and respond in increasingly sophisticated ways with relevant evidence.	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
	75	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.	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
	75	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.	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 were writing task assessments. There was no evidence of multiple-choice or multiple select item assessments. Also, there was no evidence of pre-assessments.			
	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. The evidence (see selected response questions) are in ancillary.			
	75	Yes	0			
t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	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.			
	87	Yes	The publisher-produced text included assessments (do list college and career ready standards that each is	0		
	61	Yes	0			
	75	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional comments about high-quality instruction within the materials:	81				Total indicators to be re-reviewed:	0
	86					
	87					
	61					
	75					
Alignment with Section III	Reviewer		Aligned			
Materials meet at least 80% alignment with	81		Pass			

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.	86	Pass
	87	Pass
	61	Pass
	75	Pass
	Overall	Pass

Grade & Subject:G01700ISBN:9781457313561

Title Name:SpringBoarPublisher:College Board

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

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.	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	Yes		0		
	75	Yes		0		
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards	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.			
	87	Yes	This standard is met; however, including a modeling annotation guide would assure unity for all instructions within a school's department. It would also help to guide new teachers or teachers hesitate to the modeling concepts reassurance during this process.			

Language Arts Standards.	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 passages are vocabulary boxes, author information, captions, and questions. The note boxes in the margins are well-done, 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, generate questions as you read, model the actual think aloud, & text-marking, etc.			
	75	Yes		0		
	81	Yes		0		
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	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		
	61	Yes		0		
	75	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.	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		
	87	No	Although there are cross-curricular connections with the linked activities for review, no TN Academic Standards for those connections are documented. 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.			
	61	Yes		0		
	75	Yes		0		
	81	Yes		0		

e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	86	Yes	There are numerous spots where the teachers are instructed to deliver a think aloud as part of the lesson. 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.			
	87	No	Model think-alouds are not provided. The lessons linked for review merely states for the teacher to conduct a think-aloud. Adding a script to guide teachers unfamiliar with the think-aloud concept would complete the expectations for this indicator.			
	61	Yes	This indicator is met because think alouds are a given practice in the teacher facing materials that give a modeled process for the desired demonstration of skill. However, one note of improvement would be to give a more detailed script during beginning think alouds for teachers who need that support structure (to make sure they are modeling correctly).			
	75	Yes	0			
f. Teacher-facing materials provide guidance to support teachers in identifying student misconceptions that may prevent student mastery of the Tennessee English Language Arts Standards.	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
	75	Yes	0			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	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			
	61	Yes	0			
	75	Yes	0			
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
	75	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.	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	Yes	0			
	61	Yes	0			
	75	Yes	0			
	81	Yes	0			

j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	86	Yes	0				
	87	Yes	0				
	61	Yes	0				
	75	Yes	0				
k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards.	81	Yes	0				
	86	Yes	0				
	87	Yes	0				
	61	Yes	0				
	75	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.	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 indicating writing expectations are provided; however, there is no other evidence to meet this indicator. There is mention of anchor papers in the description of the online portfolio; however, it was not available for review.				
	61	Yes	0				
	75	Yes	0				
m. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	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, 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	Benchmarks were not available for review.				
	61	Yes	0				
	75	No	Materials are available upon purchase in digital format. Reviewer did not see them though.				
n. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	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	Writing assessments were embedded but no other tools for tracking success were available.				
	61	Yes	0				
	75	Yes	0				

o. Materials include suggestions and tools to keep students and parents informed about students' progress.	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 was not available.			
	61	Yes	0			
	75	No	Materials are available upon purchase in digital format. Reviewer did not see them though.			
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.	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
	75	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.	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
	75	Yes	0			
r. Program components, lesson plans, and the relationships among the parts are clear.	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
	75	Yes	0			
s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
	75	Yes	0			
t. Each lesson contains a list of required materials.	81	Yes	0			
	86	Yes	0			
	87	Yes	0			
	61	Yes	0			
	75	Yes	0			
u. Lessons, chapters, and units contain estimated instructional times.	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			
	81	Yes	0			

v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	86	Yes	Version reviewed was consumable. Information on the possibility of a hardback edition, if one exists, could be needed information by some systems. According to the information provided purchasers of the program would be provided access to an audio recording for 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		
	61	Yes		0		
	75	Yes		0		
w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	81	Yes		0		
	86	Yes		0		
	87	Yes		0		
	61	Yes		0		
x. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	75	Yes		0		
	81	Yes		0		
	86	Yes		0		
	87	Yes		0		
y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	61	Yes		0		
	75	Yes		0		
	81	No	The textbook does not meet the standard for this indicator because there is no list of state standards in the text. A suggestion would be to include a list of all the state standards in the textbook at the beginning of the text for reference.			
	86	No	This needs to be provided.			
Additional Comments:	87	No		0		
	61	No	These are not provided in the material. Only common core standards.			
	75	Yes		0		
Additional Comments about Section V: Additional Components	81		0		Total indicators to be re-reviewed:	0
	86		0			
	87		0			
	61		0			
	75		0			

[illegible]

