

****On initial review pass or fail determinations are made based on the majority of reviewers either passing or failing at the section level. Majority of reviewers must fail the same section in order for the title to fail.**

Title: myPerspectives English Language Arts
Grade: G01H11

Reviewer	Section I	Section II	Section III	Overall
156	Pass	Pass	Pass	
154	Pass	Pass	Pass	
138	Pass	Pass	Pass	
158	Pass	Pass	Pass	
131	Pass	Pass	Pass	
Overall	Pass	Pass	Pass	PASS

Publisher Notes:

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

If you decide to 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:G01H11ISBN:9781418312107

Title Name:myPerspectivePublisher:Pearson Education

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

SECTION I						
Alignment to Shifts						
Materials must meet 100% of the indicators in Section I.						
The instructional shifts are key to understanding the increased rigor of the standards. They reflect the skills and knowledge students need to be successful in the postsecondary or workforce arena. In an English language arts course, students should experience: building knowledge through content-rich literary and informational text; regular practice with complex text and its academic vocabulary; and reading and writing grounded in evidence from both literary and informational text.						
Knowledge: Materials are specifically chosen to build knowledge through content-rich literary and informational texts.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Text sets: Materials provide a strategic sequence of texts organized around a variety of concepts or topics. Students build knowledge systematically through interacting with the texts.	156	Yes	0			
	154	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	Exceeds expectations with the layout of American historical documents alongside world literature selections.			
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	156	Yes	0			
	154	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	Exceeds expectations using the "Word Study" student resource with each text.			
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	156	Yes	0			
	154	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	Exceeds expectations in that each text includes direct instruction entitled, "Connection to Performance Task" to support planning for both Whole-Class and Small-Group Learning.			
Text Complexity: Materials ensure students engage in regular practice with complex text and its academic vocabulary.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
d. Anchor Texts are at grade level as determined by quantitative and qualitative measurements. See Appendix A of the Tennessee English Language Arts Standards for further guidance on text complexity metrics.	156	Yes	0			
	154	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	Exceeds expectations in that text complexity rubrics are provided for all texts with support to engage both the reader and task.			
e. Text plays a central role in the English class/block.	156	Yes	0			
	154	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	0			
f. Text selection should include a balanced representation of both literature and informational text across the year as indicated by the grade-level standards.	156	Yes	This indicator has been met; however, a revision to unit 6 could significantly improve this curriculum to increase the balanced representation of both literature and informational text. For example, unit 6 includes several short stories as the only genre of text that students will be reading. Informational text should be added.			
	154	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	Exceeds expectations in the wide variety of historical documents.			
Evidence: Materials ensure that reading and writing are grounded in evidence from both literary and informational text.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
g. Text-dependent questions: <ul style="list-style-type: none">Most questions and tasks require students to draw on textual evidence to support inferences and conclusions.	156	Yes	0			
	154	Yes	0			
	138	Yes	0			

<div><div><div>High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text.</div></div></div>	158	Yes	0			
	131	Yes	0			
h. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.	156	Yes	0			
	154	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	Exceeds expectations with both the "First Read" organizer, comprehension checks for each selection, and the "Evidence Log" resource.			
i. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	156	Yes	0			
	154	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	0			
Additional comments:	Reviewer	Evidence/Notes				
Additional comments on the three instructional shifts within the materials:	156		0		Total indicators to be re-reviewed:	0
	154		0			
	138		0			
	158		0			
	131		0			
Materials meet 100% alignment with Section I: Shifts in instruction? This means that all boxes in this section were marked "yes" and no boxes were marked "no" . If any boxes are marked "No" , then this program does not pass.	Reviewer	Aligned				
	156	Pass				
	154	Pass				
	138	Pass				
	158	Pass				
	131	Pass				
	Overall	Pass				

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SECTION II

Alignment to Tennessee English Language Arts Standards

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

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

READING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1		156	Yes	0			
Category	Literature: 11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.	154	Yes	0			
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.	138	Yes	0			
		158	Yes	0			
		131	Yes	0			
		156	Yes	0			
	Informational Text: 11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.	154	Yes	0			
		138	Yes	0			
		158	Yes	0			
		131	Yes	0			
Standard 2		156	Yes	0			
Category	Literature: 11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.	154	Yes	0			
Cornerstone	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	138	Yes	Opportunities exist for students to determine themes			
		158	Yes	0			
		131	Yes	0			
		156	Yes	0			
	Informational Text: 11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.	154	Yes	0			
		138	Yes	While opportunities exist for students to determine			
		158	Yes	0			
		131	Yes	Exceeds expectations by including a mini-lesson on			
Standard 3		156	Yes	0			
Category	Literature: 11-12.RL.KID.3 Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.	154	Yes	0			
Cornerstone	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	138	Yes	0			
		158	Yes	0			
		131	Yes	meets expectations; however, this standard regarding author's craft: character development is not explicitly addressed till the end of Unit 3. An earlier			
		156	Yes	0			
	Informational Text: 11-12.RI.KID.3 Analyze how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.	154	Yes	0			
		138	Yes	0			
		158	Yes	0			
		131	Yes	0			
Standard 4		156	Yes	0			
Category	Literature: 11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.	154	Yes	0			
Cornerstone	Interpret words and phrases as they are used in a text, including technical, figurative meanings, and analyze how specific word choices shape meaning or tone.	138	Yes	0			
		158	Yes	0			
		131	Yes	exceeds expectations: multiple opportunities labeled "Conventions and Style" as well as "Analyze Craft and Structure" are included in the learning instructions in			
	Informational Text: 11-12.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.	156	Yes	0			
		154	Yes	0			
		138	Yes	0			
		158	Yes	0			
		131	Yes	0			
Standard 5		156	Yes	0			
Category	Literature: 11-12.RL.CS.5 Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.	154	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.	138	Yes	0			
		158	Yes	0			
		131	Yes	0			
		156	Yes	0			
	Informational Text: 11-12.RI.CS.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.	154	Yes	0			
		138	Yes	this standard is strongly addressed throughout the text. Students will interact with and evaluate a variety of structures.			
		158	Yes	0			
		131	Yes	Exceeds expectations with multiple mini lessons entitled "Analyzing Craft and Structure" found throughout the resource with specific graphic instructions.			
		156	Yes	Although this standard is met within the curriculum, it suggests improvement would be to add more guidance and questioning on distinguishing what it			

Standard 6 Category Craft and Structure Cornerstone Assess how point of view or purpose shapes the content and style of a text.	Literature: 11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.	154	Yes		0					
		138	Yes		0					
		158	Yes		0					
		131	Yes	meets expectations, however, seems to be less opportunities working with literary texts than informational texts when working with this standard						
		156	Yes		0					
	Informational Text: 11-12.RI.CS.6 Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.	154	Yes		0					
		138	Yes		0					
		158	Yes		0					
		131	Yes		0					
		156	Yes		0					
Standard 7 Category Integration of Knowledge and Ideas Cornerstone Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	Literature: 11-12.RL.IK.I.7 Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.	154	Yes		0					
		138	Yes	this is a weak addresses of the standard with only two direct instances occurring. Students analyze the topic in a radio broadcast and in poster in unit 7						
		158	Yes		0					
		131	Yes	exceeds expectations with the mini lessons entitled "Writing to Compare" that give explicit teacher directions when evaluating the topic/theme from multiple						
		156	Yes		0					
	Informational Text: 11-12.RI.IK.I.7 Evaluate the topic or subject in multiple diverse formats and media.	154	Yes		0					
		138	Yes		0					
		158	Yes		0					
		131	Yes		0					
		156	Yes		0					
Standard 8 Category Integration of Knowledge and Ideas Cornerstone Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Literature: Not applicable									
		Informational Text: 11-12.RI.IK.I.8 Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.	156	Yes		0				
			154	Yes		0				
			138	Yes		0				
			158	Yes		0				
	131		Yes		0					
	Standard 9 Category Integration of Knowledge and Ideas Cornerstone Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.	Literature: 11-12.RL.IK.I.9 Demonstrate knowledge of and analyze thematically-related, texts of literary significance, considering how two or more texts treat similar themes or topics.	156	Yes		0				
			154	Yes		0				
			138	Yes		0				
			158	Yes		0				
131			Yes		0					
Informational Text: 11-12.RI.IK.I.9 Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.		156	Yes		0					
		154	Yes		0					
		138	Yes		0					
		158	Yes		0					
		131	Yes		0					
Standard 10 Category Range of Reading and Level of Text Complexity Cornerstone Read and comprehend complex literary and informational texts independently and proficiently.	Literature: 11.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.	156	Yes		0					
		154	Yes		0					
		138	Yes		0					
		158	Yes		0					
		131	Yes		0					
	Informational Text: 11.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.	156	Yes		0					
		154	Yes		0					
		138	Yes		0					
		158	Yes		0					
		131	Yes	exceeds expectations with the gradual release instructional mode throughout this resource. Extremely helpful since there are multiple historical documents in						
SPEAKING AND LISTENING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?			
Standard 1 Category Comprehension and Collaboration Cornerstone Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.	11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.	156	Yes		0					
		154	Yes		0					
		138	Yes		0					
		158	Yes		0					
		131	Yes	Exceeds expectations with multiple "Effective Expression" mini lessons and a strong foundational lesson in Unit 1 on speaking/listening in the Whole Class Learning Strategies.						
Standard 2 Category		156	Yes		0					

Comprehension and Collaboration Cornerstone Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.	11-12.SL.CC.2 Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.	154	Yes		0			
		138	Yes		0			
		158	Yes		0			
		131	Yes		0			
Standard 3 Category Comprehension and Collaboration Cornerstone Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	11-12.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	156	Yes		0			
		154	Yes		0			
		138	Yes		0			
		158	Yes		0			
Standard 4 Category Presentation of Knowledge and Ideas Cornerstone Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to	11-12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.	156	Yes		0			
		154	Yes		0			
		138	Yes		0			
		158	Yes		0			
Standard 5 Category Presentation of Knowledge and Ideas Cornerstone Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	11-12.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	156	Yes		0			
		154	Yes		0			
		138	Yes		0			
		158	Yes		0			
Standard 6 Category Presentation of Knowledge and Ideas Cornerstone Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	11-12.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	156	Yes		0			
		154	Yes		0			
		138	Yes		0			
		158	Yes		0			
WRITING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments		Re-Review?
Standard 1 Category Text Types and Protocols Cornerstone Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. a. Introduce precise claim(s). b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. d. Provide a concluding statement or section that follows from and supports the argument presented. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone.	156	Yes		0			
		154	Yes		0			
		138	Yes	References to include a conclusion and to maintain formal style and objective tone are included but not taught through direct instruction.				
		158	Yes		0			
		131	Yes	Exceeds expectations! Loved the argument essay being the "Launch Text" in Unit 1.				

Standard 2 Category Text Types and Protocols Cornerstone Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	11-12.W.TIP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience. b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Provide a concluding statement or section that follows from and supports the information or explanation presented. e. Use appropriate formatting, graphics, and multimedia to aid comprehension. f. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. g. Establish and maintain a formal style and objective tone.	156	Yes	0			
		154	Yes	0			
		138	Yes		This indicator is addressed through multiple forms of informative/explanatory writing. All parts of the indicator are addressed to some degree. However, aside from provided outlines, there is little direct instruction included in the TE.		
		158	Yes	0			
		131	Yes	0			
Standard 3 Category Text Types and Protocols Cornerstone Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	11-12.W.TIP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters. b. Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	156	Yes	0			
		154	Yes	0			
		138	Yes		This indicator is addressed with a variety of narrative types of narrative writing.		
		158	Yes	0			
		131	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.	11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	156	Yes	0			
		154	Yes	0			
		138	Yes	0			
		158	Yes	0			
		131	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.	11-12.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 11-12.)	156	Yes	0			
		154	Yes	0			
		138	Yes		Drafting and revising structures and checklists occur throughout the writing tasks.		
		158	Yes	0			
		131	Yes		Exceeds expectations as each performance-based writing task includes direct instruction on revising for focus, organization, evidence, and elaboration.		
Standard 6 Category Production and Distribution of Writing Cornerstone Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	11-12.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.	156	Yes	0			
		154	Yes	0			
		138	Yes	0			
		158	Yes	0			
		131	Yes	0			
Standard 7 Category Research to Build and Present Knowledge Cornerstone	11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a	156	Yes	0			
		154	Yes	0			

Standard 8 Category Research to Build and Present Knowledge Cornerstone Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.	11-12.W.RBPK.8 Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.	138	Yes		0			
		158	Yes		0			
		131	Yes		0			
Standard 9 Category Research to Build and Present Knowledge Cornerstone Draw evidence from literary or informational texts to support analysis, reflection, and research.	11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.	156	Yes		0			
		154	Yes		0			
		138	Yes		0			
		158	Yes		0			
		131	Yes		0			
Standard 10 Category Range of Writing Cornerstone Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	156	Yes		0			
		154	Yes		0			
		138	Yes		0			
		158	Yes		0			
		131	Yes		0			
LANGUAGE STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments		Re-Review?
Standard 1 Category Conventions of Standard English Cornerstone Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.	156	Yes		0			
		154	Yes		0			
		138	Yes		0			
		158	Yes		0			
		131	Yes		0			
Standard 2 Category Conventions of Standard English Cornerstone Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.	156	Yes		0			
		154	Yes		0			
		138	Yes	There are no direct instructions or links to sites showing how to conform to a style guide				
		158	Yes		0			
		131	Yes	Exceeds expectations in that language is addressed at the end of each text on the "Standards Support				
Standard 3 Category Knowledge of Language Cornerstone Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	11-12.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance; and apply an understanding of syntax to the study of complex texts.	156	Yes		0			
		154	Yes		0			
		138	Yes		0			
		158	Yes		0			
		131	Yes		0			

Standard 4 Category Vocabulary Acquisition and Use Cornerstone Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	11-12.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.	156	Yes		0			
		154	Yes		0			
		138	Yes		0			
		158	Yes		0			
		131	Yes		0			
Standard 5 Category Vocabulary Acquisition and Use Cornerstone Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	11-12.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.	156	Yes		0			
		154	Yes		0			
		138	Yes		0			
		158	Yes		0			
		131	Yes		0			
Standard 6 Category Vocabulary Acquisition and Use Cornerstone Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.	156	Yes		0			
		154	Yes		0			
		138	Yes		0			
		158	Yes		0			
		131	Yes	Exceeds expectations with multiple opportunities to practice academic vocabulary within the "Concept Vocabulary" and "Word Study" formative assessments				
Additional Comments		Reviewer	Evidence/Notes					
Additional Comments on Section II Standards		156		0		Total indicators to be re-reviewed:	0	
		154		0				
		138		0				
		158		0				
		131		0				
Alignment with Section II: ELA Standards.		Reviewer	Aligned					
This means that no more than 4 boxes were marked "No." If more than 4 "No" boxes are marked, then this program does not pass. (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.)		156		Pass				
		154		Pass				
		138		Pass				
		158		Pass				
		131		Pass				
Overall		Pass						

Grade & Subject:G01H11ISBN:9781418312107

Title Name:myPerspectivesPublisher:Pearson Education

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

SECTION III						
High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks						
Materials meet at least 80% of indicators in Section III.						
Standards are taught in an integrated fashion to support students in developing proficiency as readers and writers as they make meaning of texts through reading, writing, speaking and listening. Instructional decisions for standards instruction centers on the texts that have been selected to strategically build students' knowledge, and the standards are spiraled throughout the year to promote continued practice and application with ever increasing text complexity.						
Indicator	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Units are built around a concept or topic and include essential questions and enduring understandings.	156	Yes		0		
	154	Yes		0		
	138	Yes		0		
	158	Yes		0		
	131	Yes	Exceeds expectations in that each text includes a "Connection to the Essential Question" as part of the planning/teaching resources.			
b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.	156	Yes		0		
	154	Yes		0		
	138	Yes		0		
	158	Yes		0		
	131	Yes		0		
c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.	156	Yes		0		
	154	Yes		0		
	138	Yes		0		
	158	Yes		0		
	131	Yes		0		
d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	156	Yes		0		
	154	Yes		0		
	138	Yes		0		
	158	Yes		0		
	131	Yes		0		
e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.	156	Yes		0		
	154	Yes		0		
	138	Yes	The focus of this textbook is American literature. There are supplemental pieces and novel suggestions that are culturally varied.			
	158	Yes		0		
	131	Yes		0		
f. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical, time period) while appealing to students' interests.	156	Yes		0		
	154	Yes		0		
	138	Yes	The focus of this textbook is American literature. There are supplemental pieces and novel suggestions that are from various perspectives outside of the American canon.			
	158	Yes		0		
	131	Yes	Meets expectations; however, most of the contemporary (time period) texts are found in the Independent Learning resources. It would be nice to see more contemporary selections in the Whole Class Learning curriculum.			
g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.	156	Yes		0		
	154	Yes		0		
	138	Yes		0		
	158	Yes		0		
	131	Yes		0		
h. Materials include multiple opportunities for students to engage in repeated reads of a text with varying purposes for each reading (i.e., close reading).	156	Yes		0		
	154	Yes		0		
	138	Yes		0		
	158	Yes		0		
	131	Yes		0		
i. Materials provide instructions, accountability structures, and recommended texts to support	156	Yes		0		
	154	Yes		0		
	138	Yes		0		

students in reading a high volume of text.	158	Yes		0			
	131	Yes		0			
	156	Yes		0			
j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.	154	Yes		0			
	138	Yes		0			
	158	Yes		0			
	131	Yes		0			
	156	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.	154	Yes		0			
	138	Yes		0			
	158	Yes		0			
	131	Yes		0			
	156	Yes		0			
l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	154	Yes		0			
	138	Yes		0			
	158	Yes		0			
	131	Yes		0			
	156	Yes		0			
m. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.	154	Yes		0			
	138	Yes	While the indicator is met, direct instruction on the introduction and concluding sections for argumentative and informational/explanatory writings are lacking. For revision, the publisher could include direct instruction on these parts of writing.	0			
	158	Yes		0			
	131	Yes		0			
	156	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.	154	Yes		0			
	138	Yes		0			
	158	Yes		0			
	131	Yes		0			
	156	Yes		0			
o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	154	Yes		0			
	138	Yes		0			
	158	Yes		0			
	131	Yes	Exceeds expectations with the "Word Study" mini lessons within each text.				
	156	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).	154	Yes		0			
	138	Yes		0			
	158	Yes		0			
	131	Yes		0			
	156	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.	154	Yes		0			
	138	No	Most speaking assignments are identical and occur after the independent read. Students write and speak about the text they read. As far as listening prompts and evaluation tools, few exist, and those that do, are evaluative of the product or presentation, not the oral presentation. For revision, the publisher should include prompts.	0			
	158	Yes		0			
	131	Yes		0			
	156	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.	154	Yes		0			
	138	Yes	Online translations are available in Spanish, pre-work for those performing below grade-level is available with each unit (labeled "RP"), there are some modifications for English Learners in each lesson.				
	158	Yes		0			
	131	Yes		0			
	156	Yes		0			

s. Formative and summative assessments are embedded throughout instructional materials and include multiple methods to measure what students know and are able to do. Possible formats include, but are not limited to, checks for understanding, pre-assessments, student self-assessments, selected response (multiple choice, multiple select), constructed responses (short and extended), performance tasks, open-ended questions, etc.	156	Yes	0			
	154	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	Exceeds expectations with the use of the comprehension checks and the "If...then..." formative assessments for each text.			
t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	156	Yes	0			
	154	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional comments about high-quality instruction within the materials:	156				Total indicators to be re-reviewed:	0
	154					
	138					
	158					
	131					
Alignment with Section III	Reviewer		Aligned			
Materials meet at least 80% alignment with Section III: High-Quality instruction? This means no more than 4 indicators were marked no in Section III. If more than 4 "No" boxes are marked, then this program does not pass.	156		Pass			
	154		Pass			
	138		Pass			
	158		Pass			
	131		Pass			
	Overall		Pass			

Grade & Subject:G01H11ISBN:9781418312107

Title Name:myPerspective: Publisher:Pearson Education

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

SECTION IV: Additional Components						
These components are areas that districts consider when making purchasing decisions to meet the unique needs of their districts. Although these additional components do not prevent publishers from being on the state-approved adoption list, they do provide districts with additional information to use during their decision-making process.						
Teacher Support	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Teacher-facing materials provide background information about previously published texts, including author, content, context, and information about illustrations, if any, to support teacher delivery of lessons.	156	Yes	0			
	154	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	0			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	156	Yes	0			
	154	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	0			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	156	Yes	0			
	154	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	0			
d. When appropriate, topics and/or enduring understandings are connected to grade-level content from other Tennessee Academic Standards (e.g., science, social studies, health, and fine arts). Standards connections are clearly documented.	156	Yes	0			
	154	Yes	This indicator is met with numerous excellent connections; A suggestion to improve this resource is to include an index or a list is so teachers can use this information strategically.			
	138	No	Interdisciplinary references occur throughout, but standards outside of ELA are not referenced.			
	158	Yes	0			
	131	Yes	Meets expectations; however, since these "Cross-curricular perspectives" are randomly placed throughout this resource, a complete list of "perspectives" in the appendix would be helpful for planning.			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	156	Yes	0			
	154	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	0			
f. Teacher-facing materials provide guidance to support teachers in identifying student misconceptions that may prevent student mastery of the Tennessee English Language Arts Standards.	156	Yes	0			
	154	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	No	Strategic support for each standard is found on the "Reading Support" resource before each text; however, nothing is mentioned regarding "misconceptions" around mastery.			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	156	Yes	0			
	154	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	Exceeds expectations with the use of Trade Books and "Challenge" options on the "Reading Support" resource for each text.			
h. Extended learning opportunities (e.g., homework) should reinforce classroom	156	Yes	0			
	154	Yes	This component is met especially well in the online Pearson Realize materials.			

Instruction and provide additional practice of skills that have already been taught.	138	Yes	0			
	158	Yes	0			
	131	Yes	0			
	156	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.	154	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	0			
	156	Yes	0			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	154	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	0			
	156	Yes	0			
k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards.	154	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	0			
	156	Yes	0			
Monitoring Student Progress	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
l. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.	156	Yes	0			
	154	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	Exceeds expectations with scoring guides/rubrics found in the back of the textbook and on the Realize resource.			
m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	156	Yes	0			
	154	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	0			
n. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	156	No	0			
	154	No	This component is not completely met. There are only three benchmarks, one of which has no guide to which standard each item is assessing. With access to Exam View and self-created test-building capability, teachers can create an additional benchmark, but an additional assessment is needed.			
	138	Yes	0			
	158	Yes	0			
	131	Yes	Meets expectations; however, not necessarily quarterly assessments, but rather the start, middle, and end of the semester/year.			
o. Materials include suggestions and tools to keep students and parents informed about students' progress.	156	Yes	0			
	154	Yes	0			
	138	No	Parent letters exist for each unit. The letters explain upcoming themes and an overview of reading assignments. There are no tools for keeping parents informed about a student's progress towards mastery of the standards. For revision, the publisher could incorporate a progress report based on the data provided in the Pearson Realize data section.			
	158	Yes	0			
	131	Yes	0			
	156	Yes	0			
Organization	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
p. Content is sufficient to provide instruction across the school year and includes daily lessons organized into coherent units of study.	156	Yes	0			
	154	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	0			
q. Units and instructional sequences are coherent and organized in a logical manner that build upon knowledge and skills learned in prior	156	Yes	0			
	154	Yes	0			
	138	Yes	0			

r. Program components, lesson plans, and the relationships among the parts are clear.	158	Yes	0			
	131	Yes	0			
	156	Yes	0			
	154	Yes	0			
	138	Yes	0			
s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	158	Yes	0			
	131	Yes	Exceeds expectations in that the resource is color coded to determine the different parts of the whole. Love this!			
	156	Yes	0			
	154	Yes	0			
	138	Yes	0			
t. Each lesson contains a list of required materials.	158	Yes	0			
	131	Yes	0			
	156	Yes	0			
	154	Yes	0			
	138	Yes	0			
u. Lessons, chapters, and units contain estimated instructional times.	158	Yes	0			
	131	Yes	Meets expectations; however, not necessarily a list for each lesson, but rather a comprehensive list for each unit of study.			
	156	Yes	0			
	154	Yes	0			
	138	Yes	0			
v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	158	Yes	0			
	131	Yes	0			
	156	Yes	0			
	154	Yes	0			
	138	Yes	0			
w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	158	Yes	0			
	131	Yes	0			
	156	Yes	0			
	154	Yes	0			
	138	Yes	0			
x. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	158	Yes	0			
	131	Yes	0			
	156	Yes	0			
	154	Yes	0			
	138	No	An explanation of design is included in Pearson's provided screening instrument, but there is not a clear explanation of the research behind the program within the materials.			
y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	158	Yes	0			
	131	Yes	0			
	156	Yes	0			
	154	Yes	0			
	138	Yes	0			
Additional Comments:	158	Yes	0			
	154	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	0			
Additional Comments about Section V: Additional Components	156	Yes	0			
	154	Yes	0			
	138	Yes	0			
	158	Yes	0			
	131	Yes	0			
Total Indicators to be re-reviewed:				0		

[illegible]

