

****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: Into Literature
Grade: G01H11

Reviewer	Section I	Section II	Section III	Overall
91	Pass	Pass	Pass	
80	Pass	Pass	Pass	
73	Pass	Pass	Pass	
99	Pass	Pass	Pass	
97	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.

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.	91	Yes	0			
	80	Yes	0			
	73	Yes	0			
	99	Yes	0			
	97	Yes	Important note: the textbook should indicate that, while the unit texts are organized chronologically, the independent and comparative texts are not.			
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	91	Yes	0			
	80	Yes	0			
	73	Yes	0			
	99	Yes	Yes with improvements. While the text offers questions and suggestions for application of vocabulary, it fails to adequately provide clear direct instruction and activities for the vocabulary.			
	97	Yes	The "Critical Vocabulary" section in each unit (i.g., pg. 26) does an exemplary job of pushing students to think about the complexity of vocabulary directly and in context.			
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	91	Yes	0			
	80	Yes	0			
	73	Yes	0			
	99	Yes	0			
	97	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.	91	Yes	0			
	80	Yes	0			
	73	Yes	0			
	99	Yes	0			
	97	Yes	0			
e. Text plays a central role in the English class/block.	91	Yes	0			
	80	Yes	0			
	73	Yes	0			
	99	Yes	0			
	97	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.	91	Yes	0			
	80	Yes	0			
	73	Yes	0			
	99	Yes	0			
	97	Yes	0			
Evidence: Materials ensure that reading and writing are grounded in evidence from both literary and informational text.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
g. Text-dependent questions: <ul style="list-style-type: none">Most questions and tasks require students to draw on textual evidence to support inferences and conclusions.High-quality questions are strategically sequenced to scaffold students in building	91	Yes	0			
	80	Yes	0			
	73	Yes	0			
	99	Yes	0			

a deeper understanding of a text.	97	Yes		0			
h. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.	91	Yes		0			
	80	Yes		0			
	73	Yes		0			
	99	Yes		0			
	97	Yes		0			
i. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	91	Yes		0			
	80	Yes		0			
	73	Yes		0			
	99	Yes		0			
	97	Yes		0			
Additional comments:	Reviewer	Evidence/Notes					
Additional comments on the three instructional shifts within the materials:	91			0		Total indicators to be re-reviewed:	0
	80			0			
	73			0			
	99			0			
	97			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					
	91	Pass					
	80	Pass					
	73	Pass					
	99	Pass					
	97	Pass					
Overall		Pass					

Grade and Subject:

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Original Reviews Submitted:

5 Reviewers:

91, 80, 73, 99, 97

SECTION II

Alignment to Tennessee English Language Arts Standards

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

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

READING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Key Ideas and Details Cornerstone Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Literature: 11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.	91	Yes	0			
		80	Yes	0			
		73	Yes	0			
		99	Yes	0			
		97	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.	91	Yes	0			
		80	Yes	0			
		73	Yes	0			
		99	Yes	0			
		97	Yes	0			
	Literature: 11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.	91	Yes	0			
		80	Yes	0			
		73	Yes	0			
		99	Yes	0			
		97	Yes	0			
Standard 2 Category Key Ideas and Details Cornerstone Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Literature: 11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.	91	Yes	0			
		80	Yes	0			
		73	Yes	0			
		99	Yes	0			
		97	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.	91	Yes	Passed with Suggestions: On pages 80-81, the			
		80	Yes	0			
		73	Yes	0			
		99	Yes	0			
		97	Yes	0			
Standard 3 Category Key Ideas and Details Cornerstone Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Literature: 11-12.RL.KID.3 Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.	91	Yes	0			
		80	Yes	0			
		73	Yes	0			
		99	Yes	0			
		97	Yes	Despite generally meeting this standard, some of the pages in the textbook's Correlation Guide for the Materials Screening Instrument are incorrectly labeled.			
	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.	91	Yes	0			
		80	Yes	0			
		73	Yes	0			
		99	Yes	0			
		97	Yes	0			
Standard 4 Category Craft and Structure Cornerstone Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Literature: 11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.	91	Yes	0			
		80	Yes	0			
		73	Yes	0			
		99	Yes	0			
		97	Yes	0			
	Informational Text: 11-12.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.	91	Yes	0			
		80	Yes	0			
		73	Yes	0			
		99	Yes	0			
		97	Yes	0			
Standard 5 Category Craft and Structure Cornerstone Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Literature: 11-12.RL.CS.5 Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.	91	Yes	0			
		80	Yes	0			
		73	Yes	0			
		99	Yes	0			
		97	Yes	While it is helpful that the text includes definitions about the defining characteristic of some structural devices (i.e., flashback), these definitions should			
	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.	91	Yes	0			
		80	Yes	0			
		73	Yes	0			
		99	Yes	0			
		97	Yes	0			
		91	Yes	0			
		80	Yes	0			
		73	Yes	0			
		99	Yes	0			

Standard 6 Category Craft and Structure Cornerstone Assess how point of view or purpose shapes the content and style of a text.	Literature: 11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.	80	Yes		0				
		73	Yes		0				
		99	Yes		0				
		97	Yes		0				
		91	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.	80	Yes		0				
		73	Yes		0				
		99	Yes		0				
		97	Yes	As is exemplary for the Grade 11 curriculum, the textbook does an exemplary job of <i>having students build a solid understanding not only of the authors,</i>	0				
		91	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.	80	Yes		0				
		73	Yes		0				
		99	Yes		0				
		97	No	Many of the questions tagged with this standard in the correlation guide actually align with Standard 9. For example, the graphic organizer on pg. 778 is tagged	0				
		91	Yes		0				
	Informational Text: 11-12.RI.IK.I.7 Evaluate the topic or subject in multiple diverse formats and media.	80	Yes		0				
		73	Yes		0				
		99	Yes		0				
		97	No	Many of the "Research" questions tagged with the standard don't actually explicitly require students to <i>analyze form or the impact of medium on the way a</i>	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.	91	Yes	Great texts to meet this standard!				
			80	Yes		0			
			73	Yes		0			
			99	Yes		0			
	97		Yes		0				
	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.	91	Yes	Passed with Suggestions: There is only one text available on pages 243-249. In order to meet the standard, there must be two texts. There none are listed in	0				
		80	Yes		0				
		73	Yes		0				
		99	Yes		0				
97		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.	91	Yes	Passed with Suggestions: There are no paired texts on pages 330-339. In order to meet the standard, there must be more than one text. This standard is also NOT	0				
		80	Yes		0				
		73	Yes		0				
		99	Yes		0				
		97	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.	91	Yes		0				
		80	Yes		0				
		73	Yes		0				
		99	Yes		0				
		97	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.	91	Yes		0				
		80	Yes		0				
		73	Yes		0				
		99	Yes		0				
		97	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.	91	Yes		0				
		80	Yes		0				
		73	Yes		0				
		99	Yes		0				
		97	Yes		0				
SPEAKING AND LISTENING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?		
Standard 1 Category Comprehension and Collaboration Cornerstone Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.	11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.	91	Yes		0				
		80	Yes		0				
		73	Yes		0				
		99	Yes		0				
		97	Yes		0				
Standard 2 Category		91	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.	80	Yes		0			
		73	Yes		0			
		99	Yes		0			
		97	No	In order to meet this indicator, the textbook should provide a greater diversity of sources (including information presented in quantitative and oral formats). Passed with Reservations: On page 92, there is no mention of rhetoric and there is not a clear connection for students to evaluate the speaker's point of view, tone, and word choice.				
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.	91	Yes					
		80	Yes		0			
		73	Yes		0			
		99	Yes		0			
		97	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.	91	Yes		0			
		80	Yes		0			
		73	Yes		0			
		99	Yes		0			
		97	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.	91	Yes		0			
		80	Yes		0			
		73	Yes		0			
		99	Yes		0			
		97	Yes	This indicator is met. However, it would be more effectively met if the textbook provided exemplars for some of the suggested visual displays listed in the "Create and Present" tasks. For example, on pg. 123 the "Present an Essay"				
Standard 6 Category Presentation of Knowledge and Ideas Cornerstone Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.	11-12.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	91	Yes		0			
		80	Yes		0			
		73	Yes		0			
		99	Yes		0			
		97	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.	91	Yes	Passed with Reservations: There are several pages that fail to mention the counterclaim; in order to meet the standard, the students must "develop claims AND counterclaims." On pages 77, 109, 139, 287, 589, 757, and 789, the instructions never mention the counterclaim.				
		80	Yes		0			
		73	Yes		0			
		99	Yes		0			
		97	Yes	The digital "Writing Studio" resources provide exemplary resources for this indicator. Without the virtual component, the indicator is not met. This may be an important consideration for districts not able to or desiring to implement a digital component to their textbook. Possible revisions would be to include an				

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.TTP.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.	91	Yes	Passed with Suggestions: Page 309 does not seem to fit into this standard. It is more under the umbrella of 11.W.TTP.3. The standard is listed in the Correlation Guide, but not on the standards list that precede the lesson on page 290A. This standard needs to be removed from the Correlation Guide.			
		80	Yes	0			
		73	Yes	0			
		99	Yes	0			
		97	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.TTP.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.	91	Yes	0			
		80	Yes	0			
		73	Yes	0			
		99	Yes	0			
		97	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.)	91	Yes	0			
		80	Yes	0			
		73	Yes	0			
		99	Yes	0			
		97	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.)	91	Yes	0			
		80	Yes	0			
		73	Yes	The evidence for this standard exceeds expectations as evidenced in each unit task. Students are provided with guidance for planning, drafting with a mentor text, revising, editing, and publishing.			
		99	Yes	0			
		97	Yes	The revision guide on pg. 196 provides particularly exemplary guiding questions for students to support them in revising their own work, and should be included with a new instructional focus for any major unit writing task/assessment.			
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.	91	Yes	0			
		80	Yes	0			
		73	Yes	0			
		99	Yes	0			
		97	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	91	Yes	0			
		80	Yes	0			

Standard 7 Category Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.	self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.	73	Yes	0			
		99	Yes	0			
		97	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.RBP.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.	91	Yes	Passed with Suggestions: On page 122, there is no direct connection with this standard. The students are told to use credible sources, but there is no instruction on determining credibility. A note in the teacher's sidebar to refer to this indicator assesses expectations with the addition of an online plagiarism checker that gives both student and teacher reports containing the percentage of online matches. Complete with links to those matches for teacher review.			
		80	Yes				
		73	Yes	0			
		99	Yes	0			
		97	Yes	This standard is only fully met when considering the digital Writing Studio component. Textbook authors/editors might consider incorporating these elements in the print text as well to support teachers/schools not fully equipped.			
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.RBP.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.	91	Yes	0			
		80	Yes	0			
		73	Yes	0			
		99	Yes	0			
		97	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.	91	Yes	0			
		80	Yes	0			
		73	Yes	0			
		99	Yes	0			
		97	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.	91	Yes	Grammar Studio is immensely helpful for meeting this standard!			
		80	Yes	0			
		73	Yes	0			
		99	Yes	0			
		97	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.	91	Yes	Grammar Studio is wonderful for helping to meet this standard.			
		80	Yes	0			
		73	Yes	0			
		99	Yes	0			
		97	Yes	0			
Standard 3 Category Knowledge of Language Cornerstone Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to 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.	91	Yes	0			
		80	Yes	0			
		73	Yes	0			
		99	Yes	0			
		97	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.	91	Yes	0			
		80	Yes	0			
		73	Yes	0			
		99	Yes	0			
		97	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.	91	Yes	0			
		80	Yes	0			
		73	Yes	0			
		99	Yes	0			
		97	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.	91	Yes	0			
		80	Yes	0			
		73	Yes	0			
		99	Yes	0			
		97	Yes	0			
Additional Comments		Reviewer	Evidence/Notes				
Additional Comments on Section II Standards		91	0			Total indicators to be re-reviewed:	0
		80	0				
		73	0				
		99	0				
		97	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.)		91	Pass				
		80	Pass				
		73	Pass				
		99	Pass				
		97	Pass				
Overall		Pass					

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Title Name:Into LiteraturePublisher:Houghton Mifflin Harcourt

Original Reviews Submitted:5Reviewers:91, 80, 73, 99, 97

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.	91	Yes	0			
	80	Yes	0			
	73	Yes	0			
	99	Yes	0			
	97	Yes	0			
b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.	91	Yes	0			
	80	Yes	0			
	73	Yes	0			
	99	Yes	0			
	97	Yes	0			
c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.	91	Yes	0			
	80	Yes	0			
	73	Yes	0			
	99	Yes	0			
	97	Yes	0			
d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	91	Yes	0			
	80	Yes	0			
	73	Yes	0			
	99	Yes	0			
	97	Yes	0			
e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.	91	Yes	0			
	80	Yes	0			
	73	Yes	0			
	99	Yes	0			
	97	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.	91	Yes	0			
	80	Yes	0			
	73	Yes	0			
	99	Yes	0			
	97	Yes	0			
g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.	91	Yes	Notice and Note is geared to help meet this criteria.			
	80	Yes	0			
	73	Yes	0			
	99	Yes	0			
	97	Yes	It would be helpful for the textbook to outline suggested approaches to reading in the Teacher Edition's table of contents or in some other central location.			
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).	91	Yes	Notice and Note is geared to help meet this criteria.			
	80	Yes	0			
	73	Yes	0			
	99	No	While the text does provide guided reading questions within each selection, it fails to outline any protocols for close reading or any direct instructions for students.			
	97	Yes	0			
i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text	91	Yes	Reader's Choice sections are helpful to meet this criteria.			
	80	Yes	0			
	73	Yes	The evidence for this standard exceeds expectations. The textbook provides teacher assistance for ELL, differentiated instruction based on student achievement levels, and additional reading sources with a monitoring system for independent reading.			
	99	Yes	0			

	97	Yes	This indicator would be better met if the textbook list of suggested novel connections also included suggested reading schedules/logs/systems for supporting students in persisting through extended texts like novels. Because the suggested novels are optional and their inclusion in the curricula not fully fleshed out in the materials, they aren't helpful to teachers trying to determine how to support reader stamina via novel-reading.			
j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.	91	Yes		0		
	80	Yes		0		
	73	Yes		0		
	99	Yes		0		
	97	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.	91	Yes		0		
	80	Yes		0		
	73	Yes		0		
	99	Yes		0		
	97	Yes		0		
l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	91	Yes		0		
	80	Yes		0		
	73	Yes		0		
	99	Yes		0		
	97	Yes		0		
m. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.	91	Yes	Writing Studio helps meet this criteria.			
	80	Yes		0		
	73	Yes	The evidence for this standard exceeds expectations. Each unit task prompts students to plan, organize, use a mentor text, draft, revise, edit, and publish work. The grading rubric is provided as well as support for each of these writing stages.			
	99	Yes		0		
	97	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.	91	Yes		0		
	80	Yes		0		
	73	Yes		0		
	99	Yes		0		
	97	Yes		0		
o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	91	Yes		0		
	80	Yes		0		
	73	Yes		0		
	99	Yes		0		
	97	Yes	While the indicator is technically met because of the three instances of explicit instruction around Greek/Latin roots and morphology, a more regular cadence of instruction would be helpful to teachers working to build a			
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).	91	Yes		0		
	80	Yes		0		
	73	Yes		0		
	99	Yes		0		
	97	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.	91	Yes		0		
	80	Yes		0		
	73	Yes		0		
	99	Yes		0		
	97	No	The in-print and online resources for speaking and listening do not include evaluation tools. One suggestion for improvement would be to include a rubric for the prompts provided in the on-line assessment section of the actual textbook tool.			
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.	91	Yes		0		
	80	Yes		0		
	73	Yes	The evidence for this standard exceeds expectations. In the planning section for each text (text X-ray) English learner support is given for multiple strands of standards. Supports for students at varying proficiency levels are given for questioning to include substantial, moderate, and light levels of questioning. English Learner supports			
	99	Yes		0		
	97	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.	91	Yes	The Check Your Understanding of the text sections are helpful. There are also diagnostic, unit, and selection assessments to help meet this criteria.			
	80	Yes	0			
	73	Yes	0			
	99	Yes	0			
	97	Yes	0			
t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	91	Yes	Digital formats of the assessments allow for immediate feedback on student mastery of standards.			
	80	Yes	0			
	73	No	This standard is not met because the publisher does not provide the standards alignment for student assessments within the student or teacher editions of the text. This should be provided for all assessments, questions, and tasks. The guide notes that teachers can view standards after students take test, but the alignment			
	99	Yes	0			
	97	Yes	The digital tools demonstrate an exemplary alignment to this indicator as teachers are able to access standard-aligned proficiency reports to support teachers in standards and data-driven instruction.			
Additional Comments:	Reviewer	Evidence/Notes				
Additional comments about high-quality instruction within the materials:	91				Total indicators to be re-reviewed:	0
	80					
	73					
	99					
	97					
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.	91		Pass			
	80		Pass			
	73		Pass			
	99		Pass			
	97		Pass			
	Overall		Pass			

Grade & Subject:G01H11ISBN:9781328474827

Title Name:Into LiteraturePublisher:Houghton Mifflin Harcourt

Original Reviews Submitted:5Reviewers:91, 80, 73, 99, 97

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.	91	Yes	0			
	80	Yes	0			
	73	Yes	0			
	99	Yes	0			
	97	Yes	0			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	91	Yes	0			
	80	Yes	0			
	73	Yes	Close reading strategies are included and are show alignment to the standards; however, the specific standard is not included in the task. Please consider adding the standard to the close reading strategy used.			
	99	No	Close reading passages are not identified throughout the text.			
	97	Yes	0			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	91	Yes	0			
	80	Yes	0			
	73	Yes	0			
	99	Yes	0			
	97	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.	91	Yes	0			
	80	No	These materials do not meet this expectation. Although opportunities for connections to grade-level content from other TN Academic Standards are present in multiple lessons throughout the units, the standards connections are NOT clearly documents. A suggested improvement would be to add those standard connections.			
	73	Yes	0			
	99	Yes	0			
	97	Yes	0			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	91	No	No clear think-alouds for teachers to model metacognitive strategies which is especially important with struggling readers and writers. These think-alouds could be added to the boxes at the bottom of the teacher's edition. The ideas that are listed in the Correlation Guide are more read-alouds and guided questions than think-alouds.			
	80	Yes	0			
	73	Yes	0			
	99	Yes	0			
	97	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.	91	Yes	0			
	80	Yes	0			
	73	Yes	The expectations for this indicator are exceeded in that each text is preceded by a "text-X-Ray" which includes an introduction to the selection clarifying misconceptions along with potentially unfamiliar cultural references to be addressed by the teacher.			
	99	Yes	0			
	97	Yes	0			
g. The program includes extensions for advanced students already meeting mastery	91	Yes	0			
	80	Yes	0			
	73	Yes	0			

and/or students with high interest.	99	Yes	0			
	97	Yes	0			
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	91	Yes	0			
	80	Yes	0			
	73	Yes	0			
	99	Yes	0			
	97	Yes	In order to improve meeting this indicator, authors should consider including exemplar responses for homework and more clearly identify the connection between the work and what has been learned in the unit.			
	91	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.	80	Yes	0			
	73	Yes	0			
	99	Yes	0			
	97	Yes	0			
	91	Yes	0			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	80	Yes	0			
	73	Yes	0			
	99	Yes	0			
	97	Yes	0			
	91	Yes	0			
k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards.	80	Yes	0			
	73	Yes	0			
	99	Yes	0			
	97	Yes	0			
	91	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.	91	Yes	There are no anchor papers for students to evaluate and use. It would be helpful if the package also included anchor papers that meet our writing standards.			
	80	Yes	0			
	73	Yes	0			
	99	Yes	0			
	97	Yes	0			
m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	91	Yes	0			
	80	Yes	0			
	73	Yes	0			
	99	Yes	0			
n. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	97	Yes	0			
	91	No	There are no specific benchmarks for student performance each grading period. There are unit assessments and selection assessments, but no clear benchmarks.			
	80	No	These materials do not meet this expectation. Although unit assessments along with selection assessments are provided, it is up to the teacher to align teaching in such a way as to administer those tests on a quarterly basis. A suggested improvement would be to add a "suggested timeline" for instruction that places Unit assessments as quarterly assessments.			
	73	Yes	0			
	99	Yes	0			
o. Materials include suggestions and tools to keep students and parents informed about students' progress.	97	Yes	0			
	80	No	These materials do not meet this expectation. Although suggestions and tools for students and teachers are in place, none directly address parents or directly facilitate informing parents of students' progress. A suggested improvement would be to add a template for parental contact designed to indicate student progress towards TNReady Standards and achievement of learning goals.			
	73	Yes	0			
	99	Yes	0			
	97	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.	91	Yes		0		
	80	Yes		0		
	73	Yes		0		
	99	Yes		0		
	97	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.	91	Yes		0		
	80	Yes		0		
	73	Yes		0		
	99	Yes		0		
	97	Yes		0		
r. Program components, lesson plans, and the relationships among the parts are clear.	91	Yes		0		
	80	Yes		0		
	73	Yes		0		
	99	Yes		0		
	97	No	The textbook does not clearly delineate the order in which various aspects of the lesson should be executed.			
s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	91	Yes		0		
	80	Yes		0		
	73	Yes		0		
	99	Yes		0		
	97	Yes		0		
t. Each lesson contains a list of required materials.	91	Yes		0		
	80	Yes	There does not exist a required material list.			
	73	Yes		0		
	99	Yes		0		
	97	No	According to the "Correlation Guide to the Tennessee English Language Arts Materials Screening Instrument," only the digital materials are listed.			
u. Lessons, chapters, and units contain estimated instructional times.	91	Yes		0		
	80	No	Lesson, chapters and units do not include estimated instructional times.			
	73	Yes		0		
	99	Yes		0		
	97	No	Individual lessons should include estimated instructional times if this indicator is to be fully met. Texts are given certain day allocations at the start of each unit but this guidance is too general.			
v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	91	Yes		0		
	80	Yes		0		
	73	Yes		0		
	99	Yes		0		
	97	Yes		0		
w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	91	Yes		0		
	80	No	There are no ELA glossaries.			
	73	Yes		0		
	99	Yes		0		
	97	Yes		0		
x. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	91	Yes		0		
	80	Yes		0		
	73	Yes		0		
	99	Yes		0		
	97	Yes		0		
y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	91	Yes	0			
	80	Yes	0			
	73	Yes	0			
	99	Yes	0			
	97	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
	91	0			Total indicators to be re-reviewed:	0

Additional Comments about Section V: Additional Components	80	0			
	73	0			
	99	0			
	97	0			

[illegible]

Abstract

