

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

Title: SpringBoard English Language Arts
Grade: G01H13

Reviewer	Section I	Section II	Section III	Overall
37	Pass	Pass	Pass	
42	Pass	Pass	Pass	
110	Pass	Pass	Pass	
40	Pass	Pass	Pass	
61	Pass	Fail	Pass	
Overall	Pass	Pass	Pass	PASS

Publisher Notes:

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

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

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

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

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

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

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

Grade & Subject:G01H13ISBN:9781457313615

Title Name:SpringBoardPublisher:College Board

Original Reviews Submitted:5Reviewers:37, 42, 110, 40, 61

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.	37	Yes		0		
	42	Yes		0		
	110	Yes		0		
	40	Yes		0		
	61	Yes	Tight organization of texts throughout the entire textbook; very strong scaffolding.			
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	37	Yes		0		
	42	Yes	Direct and contextual instruction is provided throughout the textbook. However, vocabulary words are provided on pages 132and 133 with no direct or contextual instruction. Consider revising /improving by adding more vocabulary instruction for words used in context throughout the textbook.			
	110	Yes		0		
	40	Yes		0		
	61	Yes	Pink vocabulary boxes at the beginning of most lessons give direct instruction while teacher-facing materials (as well as some student materials) have students working with word study contextually. Good blend of Tier 2 & Tier 3 words.			
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	37	Yes		0		
	42	Yes		0		
	110	Yes		0		
	40	Yes		0		
	61	Yes	This indicator is technically met because all Embedded Assessments, [two for each unit], include other literacy skills aside from writing; however, the major focus of each EA is construction. Ancillary materials allow for multiple-choice, teacher-created assessments for reading comprehension & other standards-based skills, but those were not observed. A suggestion to improve the opportunities for more reading-based skill demonstrations would be to include a greater variety of formats for culminating assessments, including multiple-choice, multiple-select, etc.			
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.	37	Yes		0		
	42	Yes		0		
	110	Yes		0		
	40	Yes		0		
	61	Yes		0		
e. Text plays a central role in the English class/block.	37	Yes		0		
	42	Yes		0		
	110	Yes		0		
	40	Yes		0		
	61	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.	37	Yes		0		
	42	Yes		0		
	110	Yes		0		
	40	Yes		0		
	61	Yes	Each unit in this text is excellently blended for a balanced representation of literature and informational text			
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	37	Yes		0		
	42	Yes		0		

inferences and conclusions. <ul style="list-style-type: none">High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text.	110	Yes		0			
	40	Yes		0			
	61	Yes	Text-dependent scaffolding at the bottom of every "returning to the text" section exceeds the indicators' expectations. Most if not all questions draw on the text. For further clarification, each question has a scaffold in the teacher boxes outside the text that helps students build the relationships between questions. Most	0			
h. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.	37	Yes		0			
	42	Yes		0			
	110	Yes		0			
	40	Yes		0			
	61	Yes	All provided examples direct the students back to the text, and they require a response to the text that's grounded in evidence.	0			
i. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	37	Yes		0			
	42	Yes		0			
	110	Yes		0			
	40	Yes		0			
	61	Yes	Students use strategies like metacognitive markers and question generation (among a plethora of other strategies) based on the text that inform their discussions that surround the text. Text-based discussion is frequent.	0			
Additional comments:	Reviewer	Evidence/Notes					
Additional comments on the three instructional shifts within the materials:	37			0		Total indicators to be re-reviewed:	0
	42			0			
	110			0			
	40			0			
	61			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					
	37	Pass					
	42	Pass					
	110	Pass					
	40	Pass					
	61	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		37	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.	42	Yes		0		
Key Ideas and Details		110	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.	40	Yes		0		
		61	Yes	The demands of the standard are met. The standard itself is not written verbatim in the book, as it is in Tennessee Academic Standards; however, the skills are	0		
		37	Yes		0		
		42	Yes		0		
		110	Yes		0		
		40	Yes		0		
		61	No	The demands of this standard are not met. The elements of the standard are only present in the book in terms of concepts used, not in the context of reading skills.	0		
Standard 2		37	Yes	Yes. This standard is met, and the guideline for writing	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.	42	Yes		0		
Key Ideas and Details		110	Yes		0		
Cornerstone	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	40	Yes		0		
		61	No	The demands of the standard are not met. There are no	0		
		37	Yes		0		
		42	Yes		0		
		110	Yes		0		
		40	Yes		0		
		61	No	The demands of the standard are not met. There are no	0		
Standard 3		37	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.	42	Yes		0		
Key Ideas and Details		110	Yes		0		
Cornerstone	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	40	Yes		0		
		61	Yes	The demands of the standard are technically met. However, all of the required skills are covered but in a way that makes it hard to readily identify this.	0		
		37	Yes	Yes. While this standard is met, at least two of the examples given as analysis by SpringBoard's analysis are misidentified. Both questions #2 and #4 on page 275	0		
		42	Yes		0		
		110	Yes		0		
		40	Yes		0		
		61	Yes		0		
Standard 4		37	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.	42	Yes		0		
Craft and Structure		110	Yes		0		
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.	40	Yes		0		
		61	No	The demands of the standard are not met. There are no hooks to multiple meaning words. Only "Word Forest" in strategies lists multiple meaning words. #1	0		
		37	Yes	Yes. This standard is met; however, two of the examples given as analysis by SpringBoard are not correct: page 217 #11-13 are not examples, but #2 is an	0		
		42	Yes		0		
		110	Yes		0		
		40	Yes		0		
		61	Yes		0		
		37	Yes	c= Yes. While this standard is met, the example of Embedded Assessment 2, found on page 741, can be improved to explicitly point out to students what they	0		
Standard 5		42	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.	110	Yes		0		
Craft and Structure		40	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.	61	No	The demands of the standard are not met. The impact of an aesthetic contribution of a text is not analyzed or discussed. Part of the standard is	0		
		37	Yes		0		
		42	Yes		0		
		110	Yes		0		
		40	Yes		0		
		61	Yes		0		
		37	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.	42	Yes	The words "directly stated" and "implied" should be in the questions so that students understand this is the standard.	0			
		110	Yes					
		40	Yes		0			
		61	Yes		0			
		37	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.	42	Yes		0			
		110	Yes		0			
		40	Yes		0			
		61	Yes		0			
		37	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.	37	Yes		0			
		42	Yes		0			
		110	Yes		0			
		40	Yes		0			
		61	Yes		0			
	Informational Text: 11-12.RI.IK.I.7 Evaluate the topic or subject in multiple diverse formats and media.	37	Yes		0			
		42	Yes		0			
		110	Yes		0			
		40	Yes		0			
		61	Yes		0			
Standard 8 Category Integration of Knowledge and Ideas Cornerstone Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Literature: Not applicable							
		Informational Text: 11-12.RI.IK.I.8 Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.	37	Yes	Yes. While this standard is met, Springboard's analysis could have included more examples of where this standard is met: page 100, page 104, and page 106.			
			42	Yes		0		
			110	Yes		0		
			40	Yes		0		
	61		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.	37	Yes		0		
			42	Yes		0		
			110	Yes		0		
			40	Yes		0		
61			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.	37	No	No. This standard is not met. This standard deals with the differences in authors' perspectives on the same theme. The questions on page 61 deal with					
	42	Yes		0				
	110	Yes		0				
	40	Yes		0				
	61	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.	37	Yes		0			
		42	Yes		0			
		110	Yes		0			
		40	Yes		0			
		61	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.	37	Yes		0			
		42	Yes		0			
		110	Yes		0			
		40	Yes		0			
		61	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.	37	Yes		0			
		42	Yes		0			
		110	Yes		0			
		40	Yes		0			
		61	Yes		0			
Standard 2 Category		37	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.	42	Yes		0			
		110	Yes		0			
		40	Yes		0			
		61	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.	37	Yes		0			
		42	Yes		0			
		110	Yes		0			
		40	Yes		0			
		61	No	The language & the spirit of the standard was not met. The language used throughout the book prevents clarity of this standard: assessment of premises and points of emphasis are nowhere to be found in the context of speaking and				
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.	37	Yes		0			
		42	Yes		0			
		110	Yes		0			
		40	Yes		0			
		61	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.	37	Yes		0			
		42	Yes		0			
		110	Yes		0			
		40	Yes		0			
		61	Yes		0			
Standard 6 Category Presentation of Knowledge and Ideas Cornerstone Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.	11-12.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	37	Yes		0			
		42	Yes		0			
		110	Yes		0			
		40	Yes		0			
		61	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.	37	No	No. This standard is not met, for there is not consistency in addressing the counterclaim in the writing activities. Lesson 1.9, on page 54, is focused on critiquing and evaluating an argument. The language used in this activity should be in EVERY writing activity, as this is 12th grade, and students at this level should				
		42	Yes		0			
		110	Yes		0			
		40	Yes		0			
		61	Yes		0			

Standard 2 Category Text Types and Protocols Cornerstone Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	11-12.W.TIP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience. b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Provide a concluding statement or section that follows from and supports the information or explanation presented. e. Use appropriate formatting, graphics, and multimedia to aid comprehension. f. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. g. Establish and maintain a formal style and objective tone.	37	Yes		0			
		42	Yes		0			
		110	Yes		0			
		40	Yes		0			
		61	No	The demands of this heavy standard are not met. The relevant introduction listed in standard a. is not explicitly handled, and no analogies (listed in standard f.) are to be found under the context of informative writing. A suggestion for revision would be to give direct instruction on introducing an informative topic that goes along with the writing process and to require analogies in the checklist of the				
Standard 3 Category Text Types and Protocols Cornerstone Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	11-12.W.TIP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters. b. Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. g. Use appropriate language and techniques, such as metaphor, simile, and analogy.	37	Yes		0			
		42	Yes		0			
		110	Yes		0			
		40	Yes		0			
		61	No	The demands of this standard are not met in three different capacities. First, there is no instruction on introducing a narrator/speaker. There is student work that requires them to introduce themselves as characters from Pygmalion, but that is in the context of speech. There are no effective writing process techniques for beginning a narrative/fiction piece. Second, multiple plot lines are non-				
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.)	37	Yes		0			
		42	Yes		0			
		110	Yes		0			
		40	Yes		0			
		61	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.)	37	Yes		0			
		42	Yes		0			
		110	Yes		0			
		40	Yes		0			
		61	Yes		0			
Standard 6 Category Production and Distribution of Writing Cornerstone Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	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.	37	Yes		0			
		42	Yes		0			
		110	Yes		0			
		40	Yes		0			
		61	Yes	The demands of the standard are technically met, but the language of the standard is weakly represented. Students are encouraged to fix areas that need improvement, but a process is not explicitly given for how to update already				
Standard 7 Category Research to Build and Present		37	Yes		0			

Research to Build and Present Knowledge Cornerstone Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.	11-12.W.RBPk.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.	42	Yes		0			
		110	Yes		0			
		40	Yes		0			
		61	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.	37	Yes		0			
		42	Yes		0			
		110	Yes		0			
		40	Yes		0			
		61	No	The demands of this standard are not met in language or in spirit. Although there are many instances where students are taught what to search & how to search, it is unclear whether those techniques are advanced. Additionally, there is no				
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.	37	Yes		0			
		42	Yes		0			
		110	Yes		0			
		40	Yes		0			
		61	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.	37	Yes		0			
		42	Yes		0			
		110	Yes		0			
		40	Yes		0			
		61	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.	37	Yes		0			
		42	Yes		0			
		110	Yes		0			
		40	Yes		0			
		61	Yes	The standard is technically met because all components of the standard are addressed in the				
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.	37	Yes		0			
		42	Yes		0			
		110	Yes		0			
		40	Yes		0			
		61	Yes		0			
Standard 3 Category Knowledge of Language Cornerstone Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to	11-12.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance; and apply an understanding of syntax to the study of complex texts.	37	Yes		0			
		42	Yes		0			
		110	Yes		0			
		40	Yes		0			

comprehend more fully when reading or listening.		61	Yes		0			
Standard 4		37	Yes		0			
Category Vocabulary Acquisition and Use	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.	42	Yes		0			
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	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.	110	Yes		0			
		40	Yes		0			
		61	Yes		0			
Standard 5		37	Yes		0			
Category Vocabulary Acquisition and Use	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.	42	Yes		0			
Cornerstone Demonstrate understanding of figurative language, word relationships, and nuances in word meanings		110	Yes		0			
		40	Yes		0			
		61	No	The standard is not represented in the text. Nuances in word meanings are barely covered if at all. A way to				
Standard 6		37	Yes		0			
Category Vocabulary Acquisition and Use	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.	42	Yes		0			
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.		110	Yes		0			
		40	Yes		0			
		61	Yes		0			
Additional Comments		Reviewer	Evidence/Notes					
Additional Comments on Section II Standards		37	0			Total indicators to be re-reviewed:		0
		42	0					
		110	0					
		40	0					
		61	The largest problem with the failure of standards alignment is that					
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.)		37	Pass					
		42	Pass					
		110	Pass					
		40	Pass					
		61	Fail					
Overall			Pass					

Grade & Subject:G01H13ISBN:9781457313615

Title Name:SpringBoard EngPublisher:College Board

Original Reviews Submitted:5 Reviewers:37, 42, 110, 40, 61

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.	37	Yes	0			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.	37	Yes	0			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.	37	Yes	0			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	37	Yes	0			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.	37	Yes	0			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	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.	37	Yes	0			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.	37	Yes	0			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	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).	37	No	Not this indicator is not met. While the activities do ask for students to reread the text in order to answer questions (e.g. p287, questions 1-3), this indicator asks students to read in a variety of settings: whole, small, and independent, and to engage in re-reads of the text. Students should also know the purpose of why they are rereading a text (as it shouldn't be merely to answer questions using the text), and have opportunities to select passages necessary for rereading due to literary merit. One suggestion for improvement is to explicitly state to the student why they are rereading a text. Also, students could engage with their peers to do a deeper reading and therefore, provide a deeper analysis of the text. For example, on page 15 of the student edition, the activity could have students break into pairs or small groups to reread the poems in order to discuss the unknown words and phrases that they were to have noted on page 12 in the "As You Read" assignment. The reread is also tied to thinking about the tone of each poem, and because poems are meant to be read, how the language in the poem makes the poem which the students are to reread the poem.			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
			0			

	61	Yes	0			
	37	Yes	0			
i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
	37	Yes	0			
j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
	37	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.	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
	37	Yes	0			
l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
	37	Yes	0			
m. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.	42	No	in lesson 2.3, page 163 the expectation of the indicator is not met because it does not provide detailed instructions for the teacher in regards to the writing process. A suggested idea for revision is to expand the Teach Steps 23 to provide additional instructions to the teacher for model the writing process.			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
	37	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.	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
	37	Yes	0			
o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	42	No	in lesson 1.18, pages 128-129, the expectation of the indicator is not met because it does not incorporate explicit teacher instruction on how to provide vocabulary instruction to the students. A suggested idea for revision is to			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
	37	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).	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	No	This indicator is not met because a common technique for the narrative mode of writing is not discussed - flashback. A suggestion for revision would be to stem from the identifications of flashback on P. 249k in the play Othello and require students to write from a narrative prompt using that technique along with others.			
	37	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.	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
	37	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	42	Yes	0			
	110	Yes	0			

Learners, students with disabilities, and students performing below grade level.	40	Yes		0			
	61	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.	37	Yes		0			
	42	Yes		0			
	110	Yes		0			
	40	Yes		0			
	61	No	The indicator is not fully met. Although there are multiple methods of assessments in both the formative & summative veins, there are not any listed exhaustive pre-assessments or selected response on P. xxii. The curriculum states selected response questions are in ancillary materials, but I was unable to observe those. Considering the use of questions listed above to measure this, as the indicator fails, I am giving for				
t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	37	Yes		0			
	42	Yes		0			
	110	Yes		0			
	40	Yes		0			
	61	Yes		0			
Additional Comments:	Reviewer	Evidence/Notes					
Additional comments about high-quality instruction within the materials:	37				Total indicators to be re-reviewed:		0
	42						
	110						
	40						
	61						
Alignment with Section III	Reviewer		Aligned				
Materials meet at least 80% alignment with Section III: High-Quality instruction?	37		Pass				
	42		Pass				
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.	110		Pass				
	40		Pass				
	61		Pass				
	Overall		Pass				

Grade & Subject: G01H13 ISBN: 9781457313615
 Title Name: SpringBoard English Language Arts Publisher: College Board
 Original Reviews Submitted: 5 Reviewers: 37, 42, 110, 40, 61

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.	37	Yes	0			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	37	Yes	0			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	No	The indicator is not met. Although the close reading techniques are excellent, there is no annotation model of a text present. The only listed annotations on the passages are vocabulary boxes, author information, captions, and questions. The note boxes in the margins are well-done, but there are no annotation models for the passages themselves - no master example of marking up a text. Without showing a student what the text-based annotations look like before directing them to make annotations, it is difficult to gauge success. A suggestion for improvement would be to add a page with extensive annotations on a mentor text excerpt to show what it looks like to dig in, generate questions as you read, model the actual think aloud, & text-marking, etc.			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	37	Yes	0			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	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.	37	Yes	Yes. While the English standards are readily identifiable, there are several lessons where cross-curricular instruction is evident; however, the standards for those particular subjects are not included despite the activity addressing other subjects. For example, the activity, "Gaining Perspectives", fulfills Government standards for the state of TN; however, the text does not explicitly state which Government standards. One suggestion is to add the cross-curricular standards where applicable.			
	42	No	Many connections to science and social studies content. However, other Tennessee Academic Standard connections are not labeled in the text.			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	37	Yes	0			
	42	No	Some examples of "think alouds are provided, but teacher "think aloud" models/examples are not included each time a "think aloud" is mentioned in teacher instructions. A suggested revision would be to expand teacher instructions to included models of the think alouds such as on page 183, Teacher Step #7.			
	110	Yes	0			
	40	Yes	0			

	61	Yes	This indicator is met because the think alouds are given practice in the teacher-facing materials that ask for a modeled process for the desired demonstration of skill. However, one note of improvement would be to give a more thorough script for beginning think alouds in earlier units for teachers who need that support structure (to make sure they are modeling correctly). There is little direct instruction to go off of to create self-driven content.			
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.	37	Yes	0			
	42	No	Possible student misconceptions are identified in some lessons such as in Assess step on page 210. A suggested revision would be to add possible student misconceptions in each unit, such as Teacher Steps, Assess, Adapt oages 97-99.			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	37	Yes	0			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	37	Yes	0			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	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.	37	Yes	0			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	37	Yes	0			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards.	37	Yes	0			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	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.	37	Yes	0			
	42	Yes	Anchor papers and student digital portfolio provided in digital resources if textbook is purchased			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	37	Yes	0			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
n. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	37	Yes	0			
	42	Yes	Only provided digitally			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			

o. Materials include suggestions and tools to keep students and parents informed about students' progress.	37	Yes	0			
	42	Yes	Only provided digitally			
	110	Yes	0			
	40	Yes	0			
	61	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.	37	Yes	0			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	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.	37	Yes	0			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
r. Program components, lesson plans, and the relationships among the parts are clear.	37	Yes	0			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	37	Yes	0			
	42	Yes	Scope and Sequence provided digitally			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
t. Each lesson contains a list of required materials.	37	Yes	0			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
u. Lessons, chapters, and units contain estimated instructional times.	37	Yes	0			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	37	Yes	Yes. While this component is met, the digital platform may be an additional charge to districts, and not necessarily included with the purchase of the textbooks.			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	37	Yes	0			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
x. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	37	Yes	0			
	42	Yes	0			
	110	Yes	0			
	40	Yes	0			
	61	Yes	0			
y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	37	No	0			
	42	Yes	0			
	110	No	Although the standards were scattered throughout the individual lessons, a clear cut listing of the complete standards were not found in the materials.			
	40	Yes	0			
	61	No	Tennessee Academic Standards are not present in the book.			

Additional Comments:	Reviewer	Evidence/Notes			
Additional Comments about Section V: Additional Components	37	This textbook is a very solid product that is a good representation of how to implement ELA standards		Total indicators to be re-reviewed:	0
	42	0			
	110	0			
	40	The Planning Unit IV section is labeled Unit I. This needs to be fixed before printing.			
	61	0			

[illegible]

[illegible]