

ENGLISH LANGUAGE ARTS INSTRUCTIONAL MATERIALS SCREENING INSTRUMENT

English I

SECTION I

Alignment to Shifts

*Materials must meet **100%** of 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.	Yes	No	Evidence/Notes
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.	X		<p>Chapters 1-4 focus on critical communication skills, such as discussing ideas civilly, listening actively, writing clearly and with voice, reading actively and critically, and using sources skillfully and responsibly. The concepts are introduced and practiced with brief approachable texts to scaffold instruction.</p> <p>Chapters 5-11 each focus on a different genre/mode. This was done to ensure all students understand the essential elements of each of the significant genres and modes they will encounter. Furthermore, each chapter is divided into three text sections of increasing complexity, allowing teachers to tailor their curricular choices to students' needs while keeping all students working on the same skills. Text Section 1 includes foundational entry-level texts that generally use straightforward language and structure. Text Section 2 includes grade-level texts designed to be exemplars of the mode/genre elements and of a level that teachers can reasonably expect ninth graders to be able to read and analyze, although they may need additional context and teacher support. Text Section 3 includes the most challenging texts of the chapter and approach the level of challenge seen in AP® English classes.</p>
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that support knowledge building.	X		<p>Included at the end of each reading are question sets that include Vocabulary in Context questions that both build vocabulary and ask students to think about the effect of the diction choice. The Teacher's Resource Materials also includes Vocabulary in Context worksheets, which help support students reading at the word level by asking them to discover the meaning of a word, consider its connotation, and think about what effect that word choice has on the sentences taken from each reading.</p> <p>Also included in the Teacher's Edition are Check for Understanding notes that include checks related to vocabulary.</p> <p>Additionally, Academic Vocabulary boxes are provided throughout the instructional portions of the book (opening skill-building chapters, and workshops). These boxes review terminology related to key concepts in the section.</p>
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	X		<p>Following each reading in the text are Understanding and Interpreting questions; Analyzing Language, Style, and Structure questions; and Topics for Composing prompts. Chapters 5-11 also include Conversation sections, which pick up on an issue in the central text. These sections present the student with three leveled prompts. Here, students can select—or be assigned—different prompts of increasing abstraction and complexity.</p> <p>Additionally, each genre/mode chapter includes three in-depth, interactive workshops that introduce students to the essential elements of the mode/genre, provide opportunities for</p>

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	Yes	No	Evidence/Notes
			writing in that mode/genre, and walk students through the process of writing analytical responses to the mode/genre.
Text Complexity: Materials ensure students engage in regular practice with complex text and its academic vocabulary.	Yes	No	Evidence/Notes
d. Anchor Texts are at grade level as determined by quantitative and qualitative measurements. See Appendix A of the <i>Tennessee English Language Arts Standards</i> for further guidance on text complexity metrics.	X		Central texts include Amy Tan’s <i>Two Kinds</i> , Peggy Orenstein’s <i>What’s Wrong with Cinderella?</i> Langston Hughes’ <i>Let America Be America Again</i> , Troy Patterson’s <i>The Politics of the Hoodie</i> , Julia Alvarez’s <i>La Gringuita</i> , William Shakespeare’s <i>The Tragedy of Romeo and Juliet</i> , and Homer’s <i>The Odyssey</i> . All are within grade level parameters based on Lexile and based on the classroom experience of our authors and advisors.
e. Text plays a central role in the English class/block.	X		A variety of texts are included throughout each chapter. Chapters 5-11 include a Central Text, and between 2 (Drama chapter) and 25 (Poetry chapter) texts within that genre/mode. In addition, each chapter has 5-6 texts per Conversation cluster.
f. Text selection should include a balanced representation of both literature and informational text across the year as indicated by the grade-level standards.	X		This book includes chapters that focus on rhetorical modes (argument, expository, and narrative) as well as those that focus on the traditional literary genres of fiction, poetry, drama, and mythology.
Evidence: Materials ensure that reading and writing are grounded in evidence from both literary and informational text.	Yes	No	
g. Text-dependent questions: <ul style="list-style-type: none"> • At least 80% of questions and tasks require students to draw on textual evidence to support inferences and conclusions. • High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text. 	X		Text-dependent questions are found throughout each chapter that build and support the concepts and skills taught in the introductory chapters. Text-dependent questions after readings include the following categories: Understanding and Interpreting; Analyzing Language, Style, and Structure; and Topics for Composing. Questions after reading texts in the “Conversations” section also tie back to the readings specifically and ask students to provide textual evidence to support their conclusions. Likewise, questions presented in the “Seeing Connections” features also ask for text-dependent inquiry into both texts. For any given text, there are approximately 10-12 questions, with 1-2 extending beyond the text to connect either text-to-self or text-to-world. The sequence of these questions builds from understanding, to interpreting, to close analysis, and then to response and finally composition and extension: First, Understanding and Interpreting probe students’ understanding of key portions of the text and the text as a whole; questions then move to a close analysis of author choices in the Analyzing Language, Style, and Structure questions; and finally move to the Topics for Composing questions where students meet higher-order tasks such as arguing with or pushing back against a text, connecting the text to self in order to draw a personal insight, or connecting text to world. Questions after reading texts in the “Conversations” section also include the following categories of culminating tasks, both of which are entirely text-based: Comparison, Informing Your Argument, and finally Entering the Conversation prompts. The questions presented in the “Seeing Connections” feature always ask the learner to draw connections between that text and the main text.
h. Writing to sources: At least 80% of writing tasks require students to respond to texts and/or include textual evidence.	X		All of the following questions must necessarily result in text-based writing: Understanding and Interpreting; Analyzing Language, Style, and Structure; Topics for Composing. In the Conversation sections all Questions, Comparison questions, Informing Your Argument questions, and Entering the Conversation prompts require students to respond to texts and summon textual evidence. Additionally, the genre/mode chapters include writing workshops that focus on writing analyses. These workshops guide students step-by-step through the process of creating compelling evidence-based analyses, clarifying the academic expectations and writing conventions of such assignments.
i. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	X		The thematic Conversations in Chapters 5-11 particularly foster these sorts of discussions. Teachers can use the Essential Questions that frame each thematic Conversation as a starting point and touchstone for such discussions when exploring the texts in a chapter. Post-reading questions and questions at the ends of Conversations sections can be used to lead evidence-

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			<p>based classroom discussions.</p> <p>Many more discussion ideas can be found in the marginal wraparound in the Teacher’s Edition.</p> <p>In addition, guidance in how to conduct a productive academic conversation can be found in Chapter 1 – Starting the Conversation.</p>
<p>Additional comments on the three instructional shifts within the materials:</p>			
<p>Materials meet 100% alignment with Section I: Shifts in instruction?</p> <p>This means that <u>all</u> boxes in this section were marked “Yes” and no boxes are marked “No”. If any “No” boxes are marked, then this program does <u>not</u> pass.</p>	<p>Yes</p>	<p>No</p>	
	<p>X</p>		

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SECTION II				
Alignment to Tennessee English Language Arts Standards				
<i>Materials must meet at least 90% of indicators in Section II.</i>				
<i>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.</i>				
READING STANDARDS		Meets Expectations?		Evidence/Notes
		Yes	No	
Standard 1 Category 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: 9-10.RL.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.	X		83-84, 87, 108-111, 174-175, 183, 190, 195, 196-197, 210-211, 213, 227-228, 235-236, 246-247, 276-277, 290-291, 295-296, 309, 323-324, 492-576, 918-1010, 1036-1050, 1088-1135 Teacher's Edition: 108, 174, 179, 180, 184, 185, 187, 196, 197, 198, 199, 212, 214, 220, 223, 231, 239, 273, 278, 280, 282, 288, 294, 296, 303, 493, 495, 503, 506, 507, 516, 519, 523, 525, 529, 531, 556, 569, 905, 919, 924, 929, 936, 937, 938, 943, 949, 954, 958, 960, 962, 966, 971, 978, 982, 1000, 1005, 1093, 1101, 1106, 1120, 1126
	Informational Text: 9-10.RI.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.	X		83-84, 775
Standard 2 Category Key Ideas and Details Cornerstone Determine central ideas or themes of a	Literature: 9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.	X		80-81, 83-84, 87, 108-111, 162-163, 174-175, 183, 190, 210, 220, 227, 235-236, 246-247, 276-277, 291, 296, 310, 324-325, 493, 499, 506, 529, 1077 Teacher's Edition: 78, 87, 162, 163, 244, 289, 518

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<p>text and analyze their development; summarize the key supporting details and ideas.</p>	<p>Informational Text: 9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary</p>	<p>X</p>	<p>80-81, 83-84, 89-90, Teacher's Edition: 78, 88</p>
<p>Standard 3</p> <p>Category Key Ideas and Details</p> <p>Cornerstone Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>Literature: 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.</p>	<p>X</p>	<p>126, 153-156, 174-175, 183, 190, 196-197, 210-211, 227, 235-236, 246-247, 276, 290-291, 295-296, 309, 1098-1135</p> <p>Teacher's Edition: 154, 170, 178, 179, 182, 190, 206, 215, 221, 233, 242, 284, 286, 290, 293, 294, 299, 920, 921, 927, 975, 992, 1002, 1091, 1092, 1104, 1116, 1117, 1129</p>
	<p>Informational Text: 9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.</p>	<p>X</p>	<p>126, 351, 353-354, 356, 360, 368-369, 372-373, 379, 382, 387, 396, 442, 622, 629-630, 632-633, 638-639, 648, 660, 669, 676, 681, 715, 720, 725, 729, 733, 747, 775, 763, 787, 790, 796, 802, 810, 818, 844, 871, 877</p> <p>Teacher's Edition: 351, 355, 359, 384, 392, 421, 431, 434, 443, 609, 612, 624, 625, 626, 627, 634, 646, 653, 655, 670, 672, 674, 675, 703, 722, 790, 791, 792, 794, 803, 805, 808, 824, 852, 856, 859, 872</p>
<p>Standard 4</p> <p>Category Craft and Structure</p> <p>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.</p>	<p>Literature: 9-10.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.</p>	<p>X</p>	<p>30, 38, 72-73, 98-99, 108-111, 160-161, 175, 183, 190, 197, 210-211, 213, 227, 236, 247, 277, 291, 296, 309-310, 480-481, 492-576, 1048, 1097, 1106, 1107, 1121, 1134-1135, 1168, 1177</p> <p>Teacher's Edition: 38, 39, 40, 41, 98, 133, 166, 167, 169, 177, 178, 184, 193, 194, 200, 213, 218, 224, 231, 244, 273, 274, 275, 294, 495, 496, 498, 501, 503, 529, 533, 545, 560, 940, 944, 971, 990, 1090, 1101, 1103, 1105, 1123, 1125, 1127</p>
	<p>Informational Text: 9-10.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p>	<p>X</p>	<p>30, 38, 72-73, 783</p> <p>Teacher's Edition: 38, 39, 40, 41, 92, 133</p>

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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: 9-10.RL.CS.5 Analyze how an author’s choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.	X		156-157, 175, 183, 190, 196-197, 210, 227-228, 246-247, 277, 291, 296, 309-310, 504, 516, 1081, 1107 Teacher’s Edition: 185, 235, 245, 273, 277, 291, 546, 946
	Informational Text: 9-10.RI.CS.5 Analyze how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	X		253, 259, 262, 266, 269, 351, 353-354, 356, 360, 368-369, 372-373, 378, 382, 387-388, 396, 403, 416, 419, 428, 436, 442, 446-447 Teacher’s Edition: 251, 255-258, 261-262, 265, 267-268, 349-353, 355-356, 358-359, 362-363, 365, 367, 370-371, 374-375, 380, 384-386, 389-393, 395, 401, 404, 408, 415, 417, 423, 426, 430-431, 434-435, 439-440, 443, 445-446
Standard 6 Category Craft and Structure Cornerstone Assess how point of view or purpose shapes the content and style of a text	Literature: 9-10.RL.CS.6 Analyze how point of view and/or author purpose shapes the content and style of diverse texts.	X		157-160, 183, 196-197, 210, 246-247, 271-276 Teacher’s Edition: 152, 158, 159, 176, 527
	Informational Text: 9-10.RI.CS.6 Determine an author’s point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.	X		337, 339-340 Teacher’s Edition: 29, 104, 158, 609
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: 9-10.RL.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media.	X		85, 173, 188, 209, 272, 273, 280, 282, 285, 288, 294, 295, 493, 497-498, 508-511 Teacher’s Edition: 37, 182, 189
	Informational Text: 9-10.RI.IKI.7 Evaluate the topic or subject in two diverse formats or media.	X		251, 255-257, 261, 264-265, 267, 336, 350, 355, 357, 363, 365, 371, 376, 381, 384-386, 398, 400, 402-403, 409-413, 423, 426, 431-433, 445 Teacher’s Edition: 250, 358, 362, 374, 383, 400, 432
Standard 8	Literature: Not applicable			

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<p>Category Integration of Knowledge and Ideas</p> <p>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.</p>	<p>Informational Text: 9-10.RI.IKI.8 Evaluate how reasoning and evidence affects the argument and specific claims in a text.</p>	X		<p>351, 353-354, 356, 360, 366, 367-369, 372-373, 378-379, 381-382, 386-387, 395-396, 401, 407, 413-414, 415-416, 419, 427-428, 433, 435, 436, 441-442, 446-447</p> <p>Teacher's Edition: 342, 349, 350, 351, 355, 356, 358, 359, 364, 371, 375, 384, 431, 434, 443; 6A-6D (Chapter 6 Argument Leaf)</p>
<p>Standard 9</p> <p>Category Integration of Knowledge and Ideas</p> <p>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.</p>	<p>Literature: 9-10.RL.IKI.9 Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.</p>	X		<p>86, 102, 173, 189, 201-206, 497-498, 500, 1036-1050, 1104, 1131-1133</p> <p>Teacher's Edition: 237, 283, 492, 509, 1104</p>
	<p>Informational Text: 9-10.RI.IKI.9 Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.</p>	X		<p>86, 102</p> <p>Teacher's Edition: 86, 102</p>
<p>Standard 10</p> <p>Category Range of Reading and Level of Text Complexity</p> <p>Cornerstone Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>Literature: 9.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.</p>	X		<p>34, 67, 71-72, 98-99, 108-111, 151-152, 165-174, 176-183, 184-190, 192-196, 198-209, 212-226, 228-235, 237-246, 271-276, 278-290, 292-295, 297-309, 492-576, 918-1010, 1073-1075, 1088-1135, 1158-1178</p> <p>Teacher's Edition: 34, 67, 71-72, 98-99, 108-111, 151-152, 165-174, 176-183, 184-190, 192-196, 198-209, 212-226, 228-235, 237-246, 271-276, 278-290, 292-295, 297-309, 492-576, 918-1010, 1073-1075, 1088-1135, 1158-1178</p>
	<p>Informational Text: 9.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p>	X		<p>34, 250-269, 349-360, 362-367, 370-372, 374-378, 380-381, 384-386, 389-395, 399-419, 421-426, 429-435, 438-441, 443-446</p> <p>Teacher's Edition: 34, 250-269, 349-360, 362-367, 370-372, 374-378, 380-381, 384-386, 389-395, 399-419, 421-426, 429-435, 438-441, 443-446</p>
WRITING STANDARDS		Meets Expectations?		Evidence/Notes

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		Yes	No	
<p>Standard 1</p> <p>Category Text Types and Protocols</p> <p>Cornerstone Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>9-10.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.</p> <ol style="list-style-type: none"> 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 style and tone appropriate to task and audience. 	X		<p>129, 135, 137, 144-147, 175, 183, 191, 197, 211, 228, 237, 248, 269-270, 277, 292, 296, 310, 340, 354, 357, 361, 369, 373, 379, 383, 388, 396, 419-420, 429, 437, 442, 447, 448-473, 502, 508, 511, 515, 517, 520, 522, 523, 526, 530, 535-536, 554, 566, 576</p> <p>Teacher’s Edition: 16, 37, 120, 144, 269-270, 347, 354, 357, 361, 369, 373, 379, 383, 388, 396, 419, 429, 442, 447, 448, 449, 451</p>
<p>Standard 2</p> <p>Category Text Types and Protocols</p> <p>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.</p>	<p>9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.</p> <ol style="list-style-type: none"> 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 with well-chosen, relevant, and sufficient 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. 	X		<p>269-270, 331-332, 352, 354, 357, 360-361, 369, 373, 379, 382-383, 388, 396-397, 428, 436-437, 442, 447, 494, 500, 502, 504, 508, 511, 515, 517, 519, 522, 523, 526, 528, 530, 531, 535-536, 554, 557, 558, 564, 566, 569, 571, 576, 602-603, 623, 630, 633, 639, 648-649, 660-661, 669, 676-677, 682, 687-688, 705-706, 715-716, 720, 725-726, 730, 733, 755-756</p> <p>Teacher’s Edition: 269, 331, 352, 354, 357, 360-361, 369, 373, 379, 382-383, 388, 396-397, 428, 436-437, 442, 447, 494, 500, 502, 504, 508, 511, 515, 517, 519, 522, 523, 526, 528, 530, 531, 535-536, 557, 558, 564, 566, 569, 571, 591-602, 630, 649, 660, 677, 705; 8C-8D</p>

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	<ul style="list-style-type: none"> f. Use precise language and domain-specific vocabulary to manage the complexity of the topic. g. Establish and maintain style and tone appropriate to task and audience. 			
<p>Standard 3</p> <p>Category Text Types and Protocols</p> <p>Cornerstone Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p>	<p>9-10.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.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation, 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. 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. Establish and maintain an appropriate style and tone. 	X		<p>183, 191, 197, 211, 228, 236-237, 247-248, 277, 292, 296, 310, 312-321, 352, 354, 361, 369, 373, 379, 383, 388, 397, 429, 436, 442, 447, 494, 500, 502, 504, 515, 517, 530, 536, 557, 558, 566, 569, 576, 878-899, 1178-1197</p> <p>Teacher’s Edition: 183, 211, 277, 296, 312-316, 318-319, 321, 369, 373, 436, 442, 494, 500, 504, 517, 531-532, 878-879, 881-884, 1179, 1182-1184; 5A-5D, 9A-9D</p>
<p>Standard 4</p> <p>Category Production and Distribution of Writing</p> <p>Cornerstone Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>9-10.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.)</p>	X		<p>22, 25, 33, 35, 55-56, 57, 129, 135, 144-147, 175, 183, 191, 197, 211, 228, 236-237, 247-248, 269-270, 277, 291-292, 296, 310, 312-321, 322, 325-333, 352, 354, 357, 360-361, 369, 373, 379, 381-382, 388, 396-397, 420, 428-429, 436-437, 442-443, 447, 448-473, 494, 500, 502, 504, 508, 511, 515, 517, 520, 522, 523-524, 526, 528, 530, 531-532, 535-536, 554, 557, 558, 563, 566, 569, 571-572, 576, 577-603, 734-761, 878-899, 1051-1069, 1178-1197</p> <p>Teacher’s Edition: 108</p>

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<p>Standard 5</p> <p>Category Production and Distribution of Writing</p> <p>Cornerstone Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>9-10.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 9-10.)</p>	<p>X</p>		<p>55-56, 269-270, 312-321, 325-333, 448-473, 760-761, 878-899, 1051-1069, 1178-1197</p> <p>Teacher’s Edition: 30, 38, 43, 47, 55, 326, 329, 333, 467, 471, 585, 745, 899, 1069</p>
<p>Standard 6</p> <p>Category Production and Distribution of Writing</p> <p>Cornerstone Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>9-10.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>	<p>X</p>		<p>248, 352, 357, 379, 397, 447, 520, 630, 639, 669, 682, 1245, 1258, 1259</p> <p>Teacher’s Edition: 35</p>
<p>Standard 7</p> <p>Category Research to Build and Present Knowledge</p> <p>Cornerstone Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.</p>	<p>9-10.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.</p>	<p>X</p>		<p>115, 144-147, 175, 191, 236-237, 248, 292, 296, 352, 357, 361, 369, 373, 379, 382, 388, 397, 420, 429, 437, 442, 447, 494, 500, 504, 511, 520, 522, 526, 528, 530, 532, 535, 554, 557, 558, 563, 566, 569, 571, 576</p> <p>Teacher’s Edition: 31, 122, 123, 139, 151, 175, 176, 182, 202, 207, 220, 228, 239, 248, 266, 271, 292, 362, 376, 379, 380, 383, 389, 391, 404, 421, 424, 517, 544, 692, 761, 786, 802, 811, 829, 852, 903, 918, 919, 923, 926, 929, 931, 932, 952, 961, 968, 1000, 1031, 1032, 1033, 1128</p>
<p>Standard 8</p> <p>Category Research to Build and Present Knowledge</p> <p>Cornerstone Integrate relevant and credible information from multiple print and digital sources while avoiding</p>	<p>9-10.W.RBPK.8 Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>X</p>		<p>118-119, 120-121, 129, 132-135, 139-144, 144-147, 269-270, 296, 352, 354, 357, 361, 369, 373, 379, 382, 388, 397, 420, 429, 437, 442, 447, 494, 500, 504, 511, 520, 522, 526, 528, 530, 532, 535, 554, 557, 558, 563, 566, 569, 571, 576, 1263-1266</p> <p>Teacher’s Edition: OC-D 31, 118, 119, 125, 126, 129, 139, 143, 207</p>

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Standard 9 Category Research to Build and Present Knowledge Cornerstone Draw evidence from literary or informational texts to support analysis, reflection, and research.	9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.	X		118-119, 129, 137-139, 144-147, 175, 183, 191, 197, 211, 228, 236-237, 247-248, 269-270, 277, 291-292, 296, 310, 322, 325-333, 352, 354, 357, 360-361, 369, 373, 379, 381-382, 388, 396-397, 428-429, 436-437, 442-443, 447, 448-473 Teacher's Edition: 118, 129, 356
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.	9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	X		29-30, 33, 35, 55-56, 57, 114, 129, 135, 137, 144-147, 175, 183, 191, 197, 211, 228, 236-237, 247-248, 249, 269-270, 277, 291-292, 296, 310, 312-321, 322, 325-333, 352, 354, 357, 360-361, 369, 373, 379, 381-382, 388, 396-397, 420, 428-429, 436-437, 442-443, 447, 448-473, 494, 500, 502, 504, 508, 511, 515, 517, 520, 522, 523-524, 526, 528, 530, 531-532, 535-536, 554, 557, 558, 563, 566, 569, 571-572, 576, 577-603, 734-761, 878-899, 1051-1069, 1178-1197 Teacher's Edition: 10, 16, 29, 33, 35, 37, 47, 108, 128, 130, 171, 190, 226, 253, 280, 319, 354, 360, 361, 366, 369, 370, 373, 379, 380, 382, 388, 396, 397, 405, 419, 428, 436, 442, 443, 447, 536, 567, 879, 883, 885, 898, 949, 982
SPEAKING AND LISTENING STANDARDS		Meets Expectations?		Evidence/Notes
		Yes	No	
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.	9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th-10th grade topics, texts, and issues, building on others' ideas and expressing one's own clearly and persuasively.	X		4-16, 115, 341, 616 Teacher's Edition: 4, 6, 8, 11, 13, 14, 15, 16, 17, 33, 35, 41, 54, 57, 68, 69, 114, 116, 122, 134, 137, 157, 158, 160, 164, 174, 175, 183, 191, 227, 231, 239, 255, 257, 292, 295, 310, 330, 349, 352, 353, 357, 358, 367, 374, 376, 380, 382, 383, 386, 389, 393, 394, 395, 397, 398, 414, 418, 419, 422, 426, 448, 449, 476, 492, 495, 509, 518, 523, 533, 558, 573, 630, 648, 649, 670, 688, 706, 715, 773, 786, 806, 835, 838, 860, 874, 904, 907, 916, 924, 931, 935

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<p>Standard 2</p> <p>Category Comprehension and Collaboration</p> <p>Cornerstone Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</p>	<p>9-10.SL.CC.2 Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.</p>	<p>X</p>		<p>23, 120-131, 248, 348</p> <p>Teacher's Edition: 17, 41, 227</p>
<p>Standard 3</p> <p>Category Comprehension and Collaboration</p> <p>Cornerstone Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>9-10.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.</p>	<p>X</p>		<p>24-25, 1261</p> <p>Teacher's Edition: 21, 22, 24, 25, 357</p>
<p>Standard 4</p> <p>Category Presentation of Knowledge and Ideas</p> <p>Cornerstone Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>X</p>		<p>19-25, 197, 248, 1244-1257</p> <p>Teacher's Edition: 5, 25, 354, 387, 395, 457, 835, 1194; OC-B</p>
<p>Standard 5</p> <p>Category Presentation of Knowledge and Ideas</p> <p>Cornerstone Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>9-10.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.</p>	<p>X</p>		<p>23, 197, 248, 348, 1257-1259</p> <p>Teacher's Edition: 5, 706, 773</p>

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<p>Standard 6</p> <p>Category Comprehension and Collaboration</p> <p>Cornerstone</p> <p>Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>9-10.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>X</p>		<p>5-6, 24, 25, 197, 248</p> <p>Teacher's Edition: 5, 6, 25</p>
LANGUAGE STANDARDS		Meets Expectations?		Evidence/Notes
		Yes	No	
<p>Standard 1</p> <p>Category Conventions of Standard English</p> <p>Cornerstone</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.</p>	<p>X</p>		<p>42-50, 55-56, 269-270, 312-321, 325-333, 382, 448-473, 760-761, 878-899, 1051-1069, 1178-1207, 1219-1241</p> <p>Teacher's Edition: 42, 43, 44, 45, 47, 332</p>
<p>Standard 2</p> <p>Category Conventions of Standard English</p> <p>Cornerstone</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.</p>	<p>X</p>		<p>42-50, 51-52, 55-56, 144, 269-270, 312-321, 325-333, 448-473, 760-761, 878-899, 1051-1069, 1178-1196, 1207-1216</p> <p>Teacher's Edition: 52, 135</p>
<p>Standard 3</p> <p>Category Knowledge of Language</p> <p>Cornerstone</p> <p>Apply knowledge of language to</p>	<p>9-10.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.</p>	<p>X</p>		<p>42-50, 55-56, 269-270, 312-321, 325-333, 448-473, 760-761, 878-899, 1051-1069, 1178-1196, 1216-1219</p> <p>Teacher's Edition: OC-B (Listening to Gain New Information and Listening to Engage in Conversations), 39, 40, 71, 329</p>

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<p>understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>				
<p>Standard 4</p> <p>Category Vocabulary Acquisition and Use</p> <p>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.</p>	<p>9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> 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. 	<p>X</p>	<p>a. 72-75, 99, 108, 175, 190, 197, 210, 227, 236, 247, 277, 291, 296, 309, 351, 353, 356, 360, 368, 372, 382, 387, 396, 403, 428, 436, 442, 446, 499-500, 502, 504, 506, 507, 511, 515, 517, 519, 521, 523, 526, 527, 530-531, 535, 547, 557-558, 563, 566, 568, 571, 576, 783, 871, 1049, 1098, 1107, 1121, 1134-1135, 1168, 1176,</p> <p>Teacher’s Edition: 74, 165, 166, 176, 184, 198, 210, 212, 229, 237, 250, 253, 259, 263, 266, 272, 278, 292</p> <p>b. 73-75, 99, 108, 175, 190, 197, 210, 227, 236, 247, 277, 428, 442, 446, 499-500, 504, 506, 507, 515, 517, 526, 530-531, 557-558, 563, 566, 568, 571, 576, 783, 871, 1049, 1121, 1134-1135, 1168, 1176, 1267</p> <p>Teacher’s Edition: 73-74, 165, 166, 176, 184, 198, 210, 212, 229, 237, 250, 253, 259, 263, 266, 272, 278, 292</p> <p>c. 38, 73-75, 99, 108, 197, 210, 227, 236, 247, 277, 428, 442, 446, 499-500, 504, 506, 507, 515, 517, 526, 530-531, 557-558, 563, 566, 568, 571, 576, 783, 871, 1049, 1098, 1121, 1134-1135, 1168, 1176,</p> <p>Teacher’s Edition: 72, 74, 165, 166, 176, 184, 198, 210, 212, 229, 237, 250, 253, 259, 263, 266, 272, 278, 292</p> <p>d. 73-75, 99, 108, 175, 190, 197, 210, 227, 236, 247, 277, 428, 442, 446, 499-500, 504, 506, 507, 515, 517, 526, 530-531, 557-558, 563, 566, 568, 571, 576, 783, 871, 1049, 1098, 1121, 1134-1135, 1168, 1176,</p> <p>Teacher’s Edition: 73-74, 165, 166, 176, 184, 198, 210, 212, 229, 237, 250, 253, 259, 263, 266, 272, 278, 292</p>	

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<p>Standard 5</p> <p>Category Vocabulary Acquisition and Use</p> <p>Cornerstone Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>9-10.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 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.</p>	<p>X</p>	<p>29-32, 38-40, 92-95, 227, 310, 345, 480, 486-487, 508, 515, 518-520, 522, 526, 528, 531, 539, 557, 563, 1168, 1177, 1184</p> <p>Teacher’s Edition: 30, 38, 40, 95, 151, 167, 170, 190, 293, 672, 784</p>
<p>Standard 6</p> <p>Category Vocabulary Acquisition and Use</p> <p>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.</p>	<p>9-10.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.</p>	<p>X</p>	<p>29-32, 35-36, 38, 90-91, 92, 135</p> <p>Teacher’s Edition: 83, 90, 92, 158, 178, 311, 337, 343, 345, 348, 349, 352, 355, 357, 362, 370, 374, 380, 383, 389, 399, 401, 404, 408, 414, 416, 421, 429, 437, 443, 609, 631, 908, 1077</p>
<p>Additional comments on alignment to ELA standards:</p>			
<p>Materials meet at least 90% alignment with Section II: ELA Standards.</p> <p>This means that <u>no more than 4</u> boxes were marked “No.” If more than 4 “No” boxes are marked, then this program does <u>not</u> pass.</p> <p><i>(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.)</i></p>	<p>Yes</p>	<p>No</p>	
	<p>X</p>		

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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	Yes	No	Evidence/Notes
a. Units are built around a concept, topic, or theme, and include essential questions and enduring understandings.	X		Chapters 1-4 are organized around critical communication skills, including discussing ideas civilly, listening actively, writing clearly and with voice, reading actively and critically, and using sources skillfully and responsibly. Chapters 5-11 are organized by genre/mode: fiction, argument, poetry, exposition, narrative, drama, and mythology. Each chapter is organized into three sections of increasing complexity. Each section includes readings and corresponding questions. Additionally, a central text and “Conversation” clusters are included in each chapter and are guided by an Essential Question. Enduring Understandings are defined for chapters 5-11 in Workshop 1: Essential Elements of [Genre/Mode].
b. Each lesson integrate two or more strands of the Tennessee English Language Arts standards.	X		Our products are intended to be flexible enough that teachers can tailor lessons to the specific needs of their district and students. Each chapter includes relevant readings, related questions that ask students to both analyze and write within the genre/mode, and writing workshops to build analysis and writing skills. In addition, Suggested Unit Pathways in the Teacher’s Edition build lessons that weave together multiple lessons and instructional strands into effective units.
c. 90% of texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.	X		100% of texts are authentic and previously published. No texts were commissioned, aside from model student writing. See “Credits” pp. 1283-1288.
d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	X		Fiction, nonfiction, poetry, drama, visual texts (photographs, political cartoons, paintings, graphic novels, photo essays, etc.) and narrative/memoir, are all represented throughout the textbook.

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			Carefully selected excerpts and full-length works are both represented.
e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.	X		Diverse authors are represented in the text that range from classic to contemporary. Topics discussed in readings are both of interest to adolescents, and of importance to the world.
f. Materials provide high-quality texts from diverse and multicultural perspectives (e.g. gender, cultural, age, geographical, time period) while appealing to students' interests.	X		Example text authors include Barack Obama, Ta-Nehisi Coates, Cesar Chavez, José Olivarez, Amit Majmudar, Langston Hughes, Suji Kwock Kim, Adrienne Su, John Keats, Walt Whitman, Stephen King, Peggy Orenstein, and Mindy Kaling.
g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.	X		This program provides instructors the flexibility to present almost any piece in any classroom format or employing any instructional strategy they see fit. Teaching Ideas noted throughout the Teacher's Edition include suggestions for collaborative learning and ideas for when and how to employ instructional strategies. In addition, there are how-tos on things like read-alouds, and interrupted reading techniques in the Teacher's Resource Materials.
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).	X		Analyzing Language, Style, and Structure questions following each reading prompt students to dive back into the text to reread and close read. Additionally, the Teacher's Edition includes Close Reading notes throughout the book. Workshop 3 in each genre/mode chapter is on writing an analysis of the mode/genre, requiring students to re-read and work through analysis tasks using reading selections from the chapter.
i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	X		Instructions for support in reading a high volume of text begin in Chapters 1-4, where students build academic vocabulary and habits of mind. For instance how to overcome reading challenges such as challenging syntax, or how to annotate effectively. Accountability structures are provided in the form of questions and writing prompts following the readings, which teachers can use to assess comprehension, analysis skills, and writing skills. The book recommends divides readings into sections, allowing teachers to assign readings of appropriate level.
j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.	X		Chapter 3 – Writing lays out the basic skills of word choice, tone, and building effective sentences. In Chapters 5-11, post-reading questions ask for brief written responses, while Topics for Composing prompt for deeper practice. Additionally, each genre/mode chapter ends with two writing workshops that focus on writing in the genre, and writing an analysis of the genre. Throughout all chapters are other activities, the majority of which focus on writing.

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<p>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.</p>	<p>X</p>	<p>The opening skill-building chapters (1-4) use short on-demand writing to scaffold writing skills using brief texts and tasks. In the genre/mode chapters (5-11), each reading is followed by a range of questions and prompts: Understanding and Interpreting and Analyzing Language, Style, and Structure questions are intended to be used as prompts for brief on-demand writing tasks. Topics for Composing represent more in-depth prompts calling for a process essay or other extended writing. The two Writing Workshops in each genre/mode chapter (5-11) not only provide opportunities for longer process-based writing, but take students step-by-step through the process. Those workshops cover most types of composition common to the English classroom, from writing a narrative, poem, or piece of fiction, to writing an argument, exposition, analysis of fiction, or evidence-based argument.</p>
<p>l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).</p>	<p>X</p>	<p>Types of essay prompts in Topics for Composing include: Analysis, Argument, Research, Personal, Synthesis, Comparison, Extension, Multimodal, Creative Writing.</p>
<p>m. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.</p>	<p>X</p>	<p>Three Writing workshops in each genre/mode chapter provide explicit instruction and step-by-step guidance for students. Workshop 1 lays out the essential elements that students need to understand. Workshop 2 walks them through the process of writing in the genre/mode. Workshop 3 walks through writing an analysis of the genre. Additionally, Chapter 2 focuses on the basics of academic writing.</p>
<p>n. Instruction in conventions, syntax, and style is direct and contextual (mentor texts), increases in sophistication, and is applied to authentic writing experiences.</p>	<p>X</p>	<p>Chapter 2 focuses on the writing process, including language, style/voice, syntax, structure, and more. This is further covered in detail in each writing workshop in Chapters 5-11. Conventions are further reinforced in the activity-driven Grammar and Style Workshops in the back of the book.</p>
<p>o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.</p>	<p>X</p>	<p>Vocabulary and Word Roots are provided in an appendix in the student edition. The Teacher’s Resource Materials also include vocabulary worksheets for each piece that ask students to work through both meaning and effect in context. The Teacher’s Edition includes Check for Understanding notes, many of which focus on ensuring understanding of terminology used in the chapter.</p>
<p>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).</p>	<p>X</p>	<p>This is covered in detail in the three writing workshops associated with each genre/mode chapter. Specifically, Workshop 1 – Essential Elements of [Genre/Mode] introduce the concepts/terms/language/structures/conventions of each genre/mode.</p>

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<p>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.</p>	<p>X</p>	<p>This book's thematic Conversations are specifically designed to generate academic discussion either between a student and a text in writing, or between students in a classroom as they encounter multiple ideas on a theme. The Guide to Speaking and Listening lays the groundwork for group communication. Understanding and Interpreting and Analyzing Language, Style, and Structure questions follow each reading and can be used as text-based speaking and listening prompts, requiring students to verbally draw on textual evidence in order to respond.</p> <p>The Teacher's Edition contains many suggestions for which questions would serve as strong discussion prompts, as well as advice on how to conduct the discussion effectively.</p>
<p>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.</p>	<p>X</p>	<p>To accommodate all students, the core skills of speaking, reading, and writing are taught using very brief approachable texts in the opening skill-building chapters (Chs1-4). Those skills are modeled and assessed formatively through a variety of means, allowing teachers to adapt instruction and assessment to student needs and skill levels. The genre/mode chapters are designed to help students of all levels contribute to classroom discourse on a topic by presenting text of a variety of skill levels within the same genre/mode, as designated by the Sections.</p> <p>The Teachers' Edition discusses text complexity and suggests supports and accommodations to help teachers assign the appropriate text for a students' specific needs and support their engagement with that text. For extra support with language, the Grammar Workshops in the back of the book provide scaffolded support.</p> <p>For students needing extra support in writing, both Writing Workshops move step-by-step through the process.</p> <p>The Teachers' Edition provides many ideas for accommodating students of different levels, alternate instruction, audio versions of poems, read alouds, alternative texts, videos, etc.</p>
<p>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.</p>	<p>X</p>	<p>This book provides countless flexible formative assessment opportunities, and many summative assessment opportunities as well. In the opening skill-building chapters (Chs 1-4) there are 52 Activities that could all serve as formative assessments, covering the full spectrum of skills and concepts of the course, from developing an</p>

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			<p>academic voice, to developing effective sentences, to writing an interpretation of literature, to finding an evaluating sources. Each of these formative assessments could serve as a check for understanding or student self-assessment, and consist of either short or extended responses to open-ended questions. For each opening skill-building chapter, there is a summative assessment (Culminating Activity) calling for a speech, written paragraph, or analysis to an open-ended prompt or series of prompts.</p> <p>In the thematic chapters (Chs 5-11), formative assessment can be done with questions that follow a reading, with activities in the Writing Workshops, or with prompts that follow the Conversations and ask for either comparison or synthesis. Each of these is open-ended, calling for either short or extended responses. In addition, Topics for Composing present a range of performance tasks beyond writing, including presentations, multimodal composition, performance, and group discussion. For selected response assessments, see the test bank. For suggestions for pre-assessments, see the Teacher’s Edition, particularly the Building Context notes, which help students build necessary background in order to encounter a text.</p>
t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	X		This can be supplied, and is available upon request.
Additional comments about high-quality instruction within the materials:			
Materials meet at least 80% alignment with Section III: High-Quality instruction?	Yes	No	
This means <u>no more than 4</u> boxes were marked “No” in Section III. If more than 4 “No” boxes are marked, then this program does <u>not</u> pass.	X		

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SECTION IV: Additional Components			
<i>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.</i>			
Teacher Support	Yes	No	Evidence/Notes
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.	x		Author of the material is found in the student book, of course, which is visible in the Teacher-Facing materials. It's also visible in the Text Overview and Pacing guide. Background information on the author and the piece is also provided in the student book, via the head note and the Key Context feature, which are visible in the Teacher's Edition. In addition, in the Teachers' Edition are found Building Context notes that help give teachers additional information, and suggest activities/projects to have students explore the background of a piece prior to reading. Additional information on content and support for delivery of lessons is found in the Teachers' Edition via the Text Overview and Pacing guide, the Pre-Built Units, the Troubleshooting Key Concepts section, and in Teaching Idea notes throughout.
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.			Close reading passages and sample annotations can be found in Ch3 on Reading, as well as in Workshop 3 of each genre/mode chapter, where students are walked through how to analyze a text in that genre. In addition, Key Passages for Close Reading are provided in the Teachers' Resource Materials. They are rich passages from every piece in the book formatted for the student to do a close careful reading. In the Teacher's Edition, there are further ideas for how to use annotation and close reading in the Close Reading notes that accompany every text.
c. Standards and learning objectives in teacher edition are explicitly and readily identifiable.		x	The book was created keeping a variety of standards in mind, including the CCSS, TEKS, Keystone standards (PA). The book was also designed with the AP® English Language and AP® English Literature frameworks in mind. Learning objectives are clearly stated in the Chapter Overview in the planning pages that precede each chapter in the Teacher's Edition, as well as in the Pre-Built Units that define the suggested chapter pathways. However, the Teacher's Materials are not designed as correlation documents, but as instructional supports written by other classroom teachers.
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		x	The book was created keeping a variety of standards in mind, including the CCSS, TEKS, Keystone standards (PA). The book was also

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fine arts). Standards connections are clearly documented.		designed with the AP® English Language and AP® English Literature frameworks in mind.
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	x	Think-alouds are suggested in the Teacher’s Edition marginal notes, as Teaching Ideas in order to model literacy skills.
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.	x	Introduction to the Chapter sections provide text overviews and teaching notes identifying common misconceptions, and Check for Understanding notes in the margins provided many more opportunities to assess potential misconceptions.
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	x	The program provides a range of advanced texts that approach the level of complexity seen in the AP® English Courses, which can be found in Section 3 of each genre/mode chapter (5-11). The leveled texts and genre/mode organization allows students to work on more challenging texts while learning the same set of skills and concepts as the rest of the class. As for tasks, the book provides activities and prompts for higher-order writing and thinking via the Topics for Composing and prompts. These foster connections from text-to-self, text-to-text, and text-to-world. The latter provide opportunities for advanced writing in modes such as research, argument, and multimodal, that can provide extension opportunities beyond the text. Seeing Connections boxes also give extension opportunities to draw connections from text-to-text or text-to-world. In addition, the thematic Conversations come with three levels of prompts, the highest of which calls for advanced abstract thinking about a world issue expressed through a source-based argument drawing on multiple texts of varying viewpoints.
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	x	Whether activities are assigned in-class or as homework is up to teachers, but this program provides countless activities and prompts to give students practice in the skills they’ve been taught, all of which could readily be used as homework. Skills are introduced and practiced in the opening chapters with many activities, all of which are suitable for use as homework. The essential elements of genre/mode are then introduced and practice in the genre/mode chapter readings (Chs 5-11), which have many questions suitable to be used as homework. In addition, the three Workshops in each genre/mode chapter include many activities suitable for use as homework. Each “Conversation” (thematic cluster of texts) includes comparison and synthesis questions that could also be assigned as homework.
i. Teacher-facing materials provide suggestions in daily lessons or units of instruction on appropriate opportunities for formative assessments and adjusting lessons if necessary.	x	Pacing guides and a Pre-Built Unit for each chapter can be found in the planning pages that precede each chapter. Each offer possible

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			lessons, as well as formative assessment suggestions, advice on adjusting lessons, and summative assessments and rubrics. In addition, many other daily lesson ideas can be found in the margins of the Teacher’s Edition via Teaching Idea notes.
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	x		See the Instructional Strategies folder in the Teacher’s Resource Materials, which lay out protocols for Socratic Seminar, Jigsaw, Synthesis Roleplaying, Fishbowl, Silent Discussion, Think-Pair-Share, and more.
k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards.	x		The student book provides many opportunities to research and compose digitally. The book’s digital platform includes interactive features (especially annotating/note-taking, adaptive quizzing for core concepts like grammar, and videos showing original delivery of speeches). The Teacher’s Edition comes with an e-book that links out to the Teacher’s Resource Materials, which are also available on the book’s digital platform.
Monitoring Student Progress			
l. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.	x		All questions in the book have Suggested Responses. All summative assessment prompts have rubrics. All items in the test bank have detailed feedback.
m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	x		The Pre-Built Units in the planning pages that precede each chapter in the Teacher’s Edition include guidance on use of formative assessments to check student progress. In addition, Check for Understanding notes throughout suggest moments to assess student understanding.
n. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.		x	
o. Materials include suggestions and tools to keep students and parents informed about students’ progress.		x	
Organization			
p. Content is sufficient to provide instruction across the school year and includes daily lessons organized into coherent units of study.	X		Each chapter of the book represents a coherent unit of study and the Chapter Overview and Pacing, and the Pre-Built Unit sections of the Teacher’s Edition suggest specific daily lessons, formative and summative assessments, pacing, and organization for using those chapters as raw materials to build units.
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.	X		The book begins by shoring up foundational skills from previous courses, including skills in speaking/listening, writing, reading, using sources. From this foundation, the units dive into the specific academic expectations of reading and writing in specific genres and modes in Chapters 5-11. The Workshops in each chapter lay out the basic structure of the unit, moving from working with the Essential Elements, to encountering and analyzing texts, to having students

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			write in the genre in order to get first-hand experience with conventions, and finally writing an analysis. This pathway is laid out in each Pre-Built Unit found in the Teacher's Edition.
r. Program components, lesson plans, and the relationships among the parts are clear.	X		The Student Edition is found within the Teacher's Edition. The Teacher's Edition has clearly marked planning pages before each chapter that includes the Pre-Built Units, and all resources are aligned to marginal notes using a TRM icon. The icons are active in the digital Teacher's Edition e-book, and clicking on them takes you immediately to that resource.
s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	X		Following the Pre-Built Units in the Teacher's Edition for each chapter represents a full year scope and sequence aligned with the Tennessee ELA Standards.
t. Each lesson contains a list of required materials.	X		If not already present in the book, all materials for activities and lessons are clearly noted in the instructions.
u. Lessons, chapters, and units contain estimated instructional times.	X		Yes, this information is provided for each text, as well as for each portion of a Pre-Built Unit.
v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	X		Yes. The materials are available in print, digital, or both.
w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	X		Yes, the book includes chapter overviews, table of contents, index, and glossary.
x. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	X		This is found in the Preface of the Teacher's Edition, and further information is available upon request.
y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	X		This information is available via a teacher-facing Box.com site.
Additional Comments about Section IV: Additional Components			