SECTION I: 2020 English Language Arts & Literacy Non-negotiable Criteria (NN)		
Non-negotiable Criteria 1-4	**Non-negotiable Metrics 1-4**	EXAMPLES IN TEXT (PROVIDED BY PUBLISHER)
NN1 High-quality text: Anchor texts are worthy of students' time and attention: texts are of quality and are rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade.	1A. Anchor texts are high-quality and rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade. (Texts that are part of a series or chosen to build knowledge or for independent student reading should vary in complexity levels.)	Examples for NN Metric 1A: Mirrors & Windows is a curated collection of well-crafted, content-rich anchor texts including a balance of authentic, high quality texts; classic, contemporary, and diverse selections; a mix of literary and informational texts that engage a broad range of student interests and Text-to-Text Connections and Cross-Curricular Connections to related subject areas. Text complexity analysis takes all three text complexity measures into account: Quantitative, Qualitative, Reader and Task, and are leveled as Easy, Moderate, or Challenging, with Difficulty Considerations and Ease Factors provided. Text complexity levels are provided in the Teacher's Edition in the pre-unit Scope & Sequence, on the Before Reading page of each selection, and in the Program Planning Guide Lesson Plans. - TE Unit 1 pp. 1G-1L: Scope & Sequence Guide, Reading Support/Text Complexity -TE Unit 1 p. 9: The Osage Creation Account, Text Complexity: Reading Level: Moderate, 850L; Difficulty Consideration: Unrealistic setting; Ease Factors: Length; simple language -TE Unit 3 p. 183: from Narrative of the Life of Frederick Douglass, Text Complexity: Reading Level: Challenging, 970L; Difficulty Considerations: Vocabulary; Ease Factor: Length -TE Unit 8 p. 719: Inaugural Address, Text Complexity: Reading Level: Moderate, 1340L; Difficulty Consideration: Historical context; vocabulary; Ease Factor: Length
	1B. Anchor texts in the materials are of publishable quality and worthy of especially careful reading; they include a mix of informational texts and literature.	Examples for NN Metric 1B: Mirrors & Windows provides a comprehensive list of texts organized by genre and text type in the Range of Reading feature in the front pages of the Annotated Teacher's Edition (see pp. T30-T31). In addition to reaching across all genres and text types, Mirrors and Windows includes an extensive collection of complete nonfiction and informational texts, as well as primary source, cultural, science, history, and other cross-curricular connections throughout at every level in the program. Over 360 additional literary and informational texts are included in the E-Library for students to access. - TE T30-T31: Range of Reading -SE p. 47: Unit 1, from Poor Richard's Almanack, almanac by Benjamin Franklin; Informational Text Connection: Ben Franklin: Scientist and Inventor, p. 48 -SE p. 212: Unit 3, Beat! Beat!, Drums!, lyric poem by Walt Whitman; Informational Text Connection: Mathew Brady: Civil War Photographer, biography, p. 214 -SE p. 268: Unit 4, To Build a Fire, short story by Jack London; Informational Text Connection: How to Build a Campfire, p. 281

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NN 2 Evidence-Based Discussion and Writing: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.	2A. At least 80% of all questions, tasks, and assignments in the materials are text-dependent, requiring students to draw on textual evidence to support both what is explicit as well as valid inferences from the text. The overwhelming majority of these questions and tasks are text-specific.	Examples for NN Metric 2A: Mirrors & Windows' lessons before-, during-, and after-reading instruction, includes text-dependent questions throughout the lessons; Directed Reading sequenced after-reading questions based on Bloom's Taxonomy require the student to "Refer to Text," providing evidence-based answers to text-dependent questions, paired with "Reason with Text," questions that ask students to make inferences and synthesize. The Independent Reading selections also provide text-dependent questions. After-reading Analyze Literature and Extend the Text activities also provide text-dependent questions and tasks. -SE Unit 1: pp. 18–23: Before Reading: Set Purpose, Analyze Literature, p. 18; After Reading: Refer to Text / Reason with Text, Analyze Literature, Writing Options: Creative Writing / Argumentative Writing, Collaborative Learning, Critical Literacy, p. 23 -SE Unit 3: pp. 183–190: from Narrative of the Life of Frederick Douglass, Before Reading: Set Purpose, Analyze Literature, p. 183; Review Questions, Text-to-Text Connection, p. 189; After Reading: Refer to Text / Reason with Text, Analyze Literature, Writing Options: Creative Writing, Lifelong Learning, p. 190 -SE Unit 5: pp. 341–349: The Great Gatsby, Before Reading: Set Purpose, Analyze Literature, p. 341; After Reading: Refer to Text / Reason with Text, Analyze Literature, Writing Options: Creative Writing / Informative Writing, Collaborative Learning, p. 349
	2B. Materials include frequent opportunities for evidence-based discussions and writing to support careful analyses, well-defended claims, and clear information about texts to address the analytical thinking required by the Standards at each grade level.	Examples for NN Metric 2B: Mirrors & Windows after-reading Extend the Text, Writing Options and Collaborative Learning, Lifelong Learning, Media Literacy, and Critical Literacy activities provide opportunities for student to engage in evidence-based writing, and speaking and listening tasks related to the selections in the unit. These activities are expanded upon in the Extension Activities digital ancillary. End-of-unit Speaking & Listening Workshops are expanded upon in the Speaking & Listening ancillary. End-of-unit Writing Workshops, include explicit instruction focusing on a different type of writing process (informative, argumentative, narrative, or descriptive). The Writing and Grammar ancillary provides additional writing workshops for each unit. -SE/TE Unit 1 p. 55: Speech in the Virginia Convention, Writing Options: Creative Writing / Descriptive Writing, Extension Activities: Collaborative Learning, Media Literacy -Extension Activities eWorkbook p. 3: Speech in the Virginia Convention, Media Literacy: Analyze a Significant Speech -SE/TE pp. 72–77: Unit 1 Writing Workshop: Defend a Viewpoint -SE/TE Unit 7 pp. 572–586: The Magic Barrel, After Reading: Writing Options: Creative Writing / Expository Writing -SE/TE Unit 8 p. 885: Speaking & Listening Workshop: Present an Argument

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NN 3 Building Knowledge: Materials build knowledge systematically through reading, writing, speaking and listening, and language study.	3A. Materials provide a sequence or series of texts that build knowledge and vocabulary systematically through reading, writing, listening, and speaking. These texts are organized around a variety of topics at each grade level. 3B. Materials provide instructions, clear design, and lightweight student accountability that guide instructors regarding how students will regularly engage in a volume of reading both assigned (related to the anchor texts) or texts of their own choosing, in or outside of class.	Examples for NN Metric 3A: Mirrors & Windows Grades 11-12 are organized chronologically by time periods and literary movements, with a thematic and literary form focus in each unit. All levels include cross-cultural connections and text-to-text informational and primary source connections. Scaffolded instruction with the Gradual Release of Responsibility framework is applied within each unit and across grades, which provides three levels of reading support for texts of varying complexity levels in each unit for grades 6-10 (Guided Close Reading, Directed Reading, and Independent Reading). The Independent Readings are included in the eSelections in the eBook. The scaffolding of the reading support continues for grades 11-12, moving beyond the Guided Reading support to include only Directed Reading and Independent Readings (eSelections in the eBook). Each unit in grades 11-12 includes an Understanding Literary Forms feature, with how-to close read instructions for that specific form, in the student text. The TE includes Close Reading prompts in the margins and a Close Reading workbook provides guided close reading models for three selections in each unit. Close Reading videos are also included for five genres, specifically for the form focus of the unit. - SE/TE: pp. x-xxxii: Table of Contents: -SE/TE p. 83: Unit 2: Expressing a National Spirit -SE/TE: p. 92 Directed Reading: Thanatopsis, p. 89 with Art Connection: The Hudson River School -SE/TE: p. 113 from Walden, with History Connection: Irish Immigration, p. 117, and literature connection: The Present, p. 123 -SE/TE: p. 127 The Devil and Tom Walker, with History Connection: The Salam Witch Trials, p. 131, and Literary Connection: The Story of “Rip Van Winkle.” p. 134 -SE/TE: p. E47 Independent Reading: from Snow-Bound; Art Connection: Marsden Harley, p. E49 Examples for NN Metric 3B: *Mirrors & Windows* annotated Teacher’s Edition offers a clear design with Teaching Notes and activities in the margins and provide discussion guides for small or whole group discussions. *Mirrors & Windows* provides regular opportunities for independent reading by providing Text Connections and Independent Reading selections related to the anchor texts identified in every unit for each genre. For Your Reading List Independent Reading suggestions at the end of each unit, as well as the e-Library, which contains over 360 short and long selections for independent reading. The Teacher’s Edition includes Independent Reading Activities and references to Access Editions and the eLibrary. Reading Logs are supplied in the Program Planning Guide. -SE/TE Unit 1: Anchor Text: The Osage Creation Account; p. 10; Text Connection: Anchor Text: The Navajo Creation Myth, p. 11; Independent Reading Selections: Letter to John Adams, p. E31 and from Letters from an American Farmer, p. E34; For Your Reading List, p. 70 -SE/TE Unit 3: Anchor Text: from Narrative of the Life of Frederick Douglass, p. 183; Music Connection, p. 185; Literature Connection: Frederick Douglass, p. 188; Independent Reading Selections: There’s a certain slant of light—, p. E130 and My life closed twice before its close—, p. E30; For Your Reading List, p. 228 -SE/TE Unit 4, Anchor Text: The Notorious Jumping Frog of Calaveras County, p. 248; Cultural Connection, p. 252; Independent Reading Selections: from Up from Slavery, p. E171, from The Souls of Black Folk, E173, Booker T. and W.E.B., E184; For Your Reading List, p. 324

SECTION II: 2020 English Language Arts & Literacy Alignment Criteria (AC)	
	EXAMPLES IN TEXT (PROVIDED BY PUBLISHER)
AC 1: Range and Quality of Texts	
AC Metric 1A: In grades 3-5, materials shift the balance of texts and instructional time to 50% literature / 50% informational high-quality text. In grades 6–12, ELA materials include substantial attention to high-quality nonfiction.	NA for 6-12
AC Metric 1B: A large majority of texts included in the instructional materials reflect the text, characteristics, and genres that are specifically required by the Standards at each grade level.	Mirrors & Windows selections represent diverse cultures, a range of difficulty levels and interests, and reflect the text, characteristics, and genres specifically required by the Standards at each grade level. Mirrors & Windows units are thematically organized with a genre focus, which provides a balanced approach that supports the distribution of text types and genres required by the standards at each grade level, while pairing different genres of texts based on common topics or themes to allow students to make connections across texts and genres. Introductions to Genres and Understanding Literary Elements provide detailed instruction on how to read different text types. - TE pp. T30-T31 Range of Text Types
AC Metric 1C: Support materials for the anchor text(s) provide opportunities for students to engage in a range and volume of reading to achieve reading fluency of grade-level complex text as required by the Foundational Skills Standards, as well as the Standards regarding range and complexity for reading.	Mirrors & Windows' unit structure supports students' understanding and comprehension over the course of the school year through scaffolded instruction with the Gradual Release of Responsibility framework, which is applied within each unit and across the grade levels, gradually reducing scaffolding to allow students to develop fluency and to read increasingly complex texts and develop independence of grade level skills. -SE/TE Unit 2: Expressing a National Spirit; Directed Reading: Thanatopsis, p. 89 with Art Connection: The Hudson River School, p. 92; The Devil and Tom Walker, p. 127, with History Connection: The Salam Witch Trials, p. 131, and Literary Connection: The Story of "Rip Van Winkle." p. 134; Independent Reading: from Snow-Bound, p. E47; Art Connection: Marsden Harley, p. E49
AC 2: Questions, Tasks, and Assignments	
AC Metric 2A**:** High-quality sequences of text-dependent questions are prevalent in the materials and build to a deep understanding of the knowledge and central ideas of the text.	Mirrors & Windows provides text-dependent questions throughout the lessons; Directed Reading sequenced after-reading questions based on Bloom's Taxonomy require the student to "Refer to Text," providing evidence-based answers to text-dependent questions, paired with "Reason with Text," questions that ask students to apply higher level thinking skills. -SE/TE Unit 5, pp. 341–349: The Great Gatsby, p. 341; Before Reading: Set Purpose, Analyze Literature, p. 341; After Reading: Refer to Text / Reason with Text, Analyze Literature, Collaborative Learning, p. 349
AC Metric 2B: Questions and tasks in the materials support students in understanding the academic language (vocabulary and syntax) prevalent in complex texts.	Vocabulary & Spelling workshops are included in every unit and integrated with vocabulary and syntax from the texts. The Vocabulary & Spelling ancillary includes comprehensive skills development

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	lessons for acquisition of vocabulary skills, and includes Academic Vocabulary activities for each unit based on academic vocabulary words from the selections. Vocabulary activities are also included in the Unit & Selection Resources ancillary to provide additional opportunities for students to interact with and build key academic vocabulary in and across texts. -SE/TE Unit 2 p. 126 Vocabulary & Spelling: Denotation and Connotation; Apply the Skill: Exercise A, B. Vocabulary in Exercise A is found in preceding selections (“Thanatopsis,” Rhodora, “Nature,” “The Present,” and “Walden”); Spelling Practice: Words ending with -able/-ible uses words from the selection “Walden.”
AC Metric 2C: Materials focus on argument and informative writing in the specified proportions. Alternately, they may reflect blended forms in similar proportions (e.g., exposition and persuasion).	Mirrors & Windows end-of-unit Writing Workshops and Writing & Grammar supplemental writing workshops provide explicit instruction on the writing process, with professional and student models. The workshops include a balance of argumentative, informative/expository, and narrative writing, and also include blended forms such as creative writing and descriptive writing. After-reading Writing Options also include narrative, argumentative, and expository prompts. Extension activities and Speaking & Listening workshops also include argumentative and informative discussion opportunities. -TE/SE: Unit 1: p. 72–77: Writing Workshop: Argumentative Writing (Defend a Viewpoint); Speaking & Listening Workshop, p. 71
AC Metric 2D: Materials support students’ developing writing skills over the course of the school year. This includes writing opportunities that are prominent and varied.	There are varied opportunities for writing embedded throughout *Mirrors and Windows* that serve as the basis for communication, including critical thinking and citing evidence to support a position. The After Reading Extend The Text section Writing Options provides students with two writing prompts in response to the text, creative writing, narrative, expository, descriptive or persuasive/argumentative essays. Each unit includes a Writing Workshop at the end, including explicit instruction focusing on a different type of writing process (informative, argumentative, narrative, or descriptive). The Writing and Grammar ancillary provides additional writing workshops for each unit. -SE/TE Unit 1 p. 43: The Autobiography of Benjamin Franklin, Writing Options: Creative Writing/Narrative Writing, p. 50; Writing Workshop, Argumentative Writing, p. 72
AC Metric 2E: Materials integrate speaking and listening into lessons, questions, and tasks and build in frequent opportunities for collaborative discussions.	After Reading Extend-the Text activities integrate speaking and listening and provide opportunities for evidence-based discussions. Mirrors & Windows after-reading collaborative learning extension activities provide frequent opportunities and protocols for evidence-based discussions (small groups, peer-to-peer, whole class). These activities are expanded upon in the Extension Activities eWorkbook. End of unit Speaking & Listening Workshops are expanded on in Speaking & Listening resource. -SE/TE Unit 3 p. 227, Emily Dickinson poems, Extend the Text, Collaborative Learning, Participate in a Group Presentation

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AC Metric 2F: Materials include explicit instruction of the grammar and conventions standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.	The Grammar and Style lessons embedded within each unit provide explicit instruction in grammar, usage, mechanics and style, in the context of examples from the preceding selection. Additional grammar resources include: Writing and Grammar ancillary provides developmental grammar skills lessons; Differentiated Instruction prompts provide additional grammar and conventions instruction or activity ideas; Writing Workshops at the end of each unit provide grammar & writing style instruction. -SE/TE Unit 1 p. 34: Grammar & Style workshop: Subject-Verb Agreement. Examples for subject-verb agreement are from the preceding story “Of Plymouth Plantation.” Unit 1 Writing Workshop, pp. 74–77 #3. Revise.
AC 3: Building Knowledge with Texts, Vocabulary, and Tasks	
AC Metric 3A: Materials regularly ask students to complete culminating tasks in which they demonstrate their knowledge of a topic.	Each unit culminates in workshops to include comprehensive writing, listening and speaking, and test practice performance tasks that ask students to demonstrate what they have learned through their reading in the unit and make connections. The end-of-unit workshops actively integrate the strands of reading, writing, and speaking and listening. The Speaking & Listening Workshops are integrated with writing and collaboration; the Writing Workshop goals and strategies tie directly to the skills and texts leading up to the assignment; and Test Practice Workshops build on the text types, genres, or themes in the unit, asking students to apply the skills and knowledge gained in a practice assessment format. -SE/TE Unit 9 p. 895: Speaking & Listening Workshop: Present an Argument; Writing Workshop, Narrative Writing: Personal Narrative, pp. 222-227; Test Practice Workshop, pp. Reading Skills: Evaluate an Argument, Writing Skills, Revising and Editing Skills, pg. 894–897
AC Metric 3B: Materials require students to engage in many short, focused research projects annually to develop students’ knowledge in a range of areas and to enable students to develop the expertise needed to conduct research independently.	Mirrors & Windows provides frequent and varied opportunities for students to engage in research activities that support the understanding of texts and topics within text. Each selection is followed by opportunities for students to engage in a research task in the Extend the Text section, which includes a variety of individual, partner, and small group projects. Students complete research tasks in the Writing Options and in the extension activities in the categories of Media Literacy, Lifelong Learning, Critical Literacy, and Collaborative Learning. To supplement the research opportunities in the textbook, the Extension Activities ancillary provides expanded instruction for selections from the text that ask the students to engage in a more complex research projects with multiple steps. In addition, every grade level includes a culminating Writing Workshop on writing a research paper in the student text. The College & Career Readiness ancillary also provides in-depth research based projects. -SE/TE Unit 3 p. 190: Lifelong Learning, Research an Abolitionist, pg. 190; Unit 9 Writing Workshop: Argumentative Writing: Write a Research Paper, pp. 886-891

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AC Metric 3C: Materials include a cohesive, year-long plan for students to interact with and build academic vocabulary and increasingly sophisticated syntax.	Mirrors & Windows builds vocabulary development and acquisition throughout the program. In the Teacher's Edition pre-unit Visual Planning Guide, the Building Vocabulary pages provide an overview of all unit vocabulary words, academic vocabulary, and key terms (Tiers 1, 2, and 3) covered in each unit. Vocabulary & Spelling workshops are included in every unit and integrated with vocabulary from the texts. The Vocabulary & Spelling ancillary includes comprehensive skills development lessons for acquisition of vocabulary skills, and includes Academic Vocabulary activities for each unit based on academic vocabulary words from the selections. Vocabulary activities are also included in the Unit & Selection Resources ancillary to provide additional opportunities for students to interact with and build key academic vocabulary in and across texts. The teacher's Program Planning Guide provides detailed lessons plans that include all vocabulary activities in the program and cover a cohesive year-long curriculum. -SE/TE Unit 2: Vocabulary & Spelling: Greek and Latin Words, p. 95
AC 4: Access to Standards for All Students	
AC Metric 4A: Teachers and students can reasonably complete the core content within a regular school year to maximize students' learning.	The Unit Visual Planning Guide in the TE and the Lesson Plans in the Program Planning Guide provide Pacing information for flexible curriculum planning. In addition, the Program Planning Guide includes a College & Career Readiness Curriculum Guide that includes pacing to complete the core content within a regular school year and ensure mastery of the College & Career Readiness Standards. - TE pp. Unit 1 Visual Planning Guide, pp. 1A–1F; Program Planning Guide pp. x-xvii
AC Metric 4B: Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or whose first language is other than English, with extensive opportunities to work with and meet grade-level standards.	Differentiated Instruction activities are provided in the Teacher's Edition in the bottom margins of each selection for English Language Learning, Reading Proficiency, and Special Needs/Learning Styles: Visual Learning, Auditory Learning, and Kinesthetic Learning. The Mirrors & Windows Differentiated Instruction ancillaries include focused lessons for English Language Learners and Developing Readers. Differentiated Instruction: English Language Learning Support provides guided reading and literacy support with vocabulary development lessons; English Language Development lessons at three proficiency levels, and Foundational Literacy Skills phonics lessons with audio support. Differentiated Instruction: Reading Strategies & Skills includes guided reading questions and reading strategies and skills lessons with graphic organizers. -TE Unit 1 pp. 5–15: Differentiated Instruction: English Language Learning, p. 5; Differentiated Instruction: Reading Proficiency, p. 11; Differentiated Instruction: Special Needs / Learning Styles, p. 15
AC Metric 4C: Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.	Differentiated Instruction activities are provided in the Teacher's Edition in the bottom margins of each selection for Enrichment activities and projects for accelerated learning. Additional enrichment opportunities for advanced learners include The *Mirrors & Windows* Differentiated Instruction Enrichment Projects & Activities Resource offers expanded activities for gifted and talented students

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	to expand critical thinking skills and analysis; College & Career Readiness provides additional activities and projects for advanced students. -TE Unit 1 Differentiated Instruction, Enrichment, p. 22; Differentiated Instruction: Enrichment Projects & Activities: Selection Projects & Activities: Unit 1: A Journey Through Texas, p. 1; Unit Projects & Activities: Unit 1: Author Focus: Benjamin Franklin, p. 52
AC Metric 4D: Materials regularly and systematically build in the time, resources, and suggestions required for adapting instruction to allow teachers to guide all students to meet grade-level standards (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies).	In addition to the Teacher's Edition Visual Planning Guide with pacing for each selection, the College & Career Readiness Curriculum Guide in the Program Planning Guide presents the course of study students need to master to ensure standards coverage, and balances time and resources required for implementation within the course of the school year. The Formative Survey Remediation Rubrics in the Assessment Guide identify the textbook material and supplemental support to provide alternative implementations and review of the standards addressed by each question. - Program Planning Guide: College & Career Readiness Curriculum Guide, p. x; Comprehensive Scope & Sequence, p. xviii; Assessment Guide: Formative Survey 1, pg. 3, Formative Survey 1 Remediation Rubric, pg. 521
AC Metric 4E: Materials regularly and systematically offer assessment opportunities that genuinely measure progress on reading comprehension and writing proficiency as well as on mastery of grade level standards. This progress includes gradual release of supporting scaffolds for students to measure their independent abilities.	Mirrors & Windows is designed around the Gradual Release of Responsibility Model (GRRM) of instruction. Using carefully scaffolded instruction, students are led through texts in a way that enhances their abilities to decode and organize texts, acquire new vocabulary and language skills, and enhance critical thinking skills. Systematic assessment opportunities are included throughout the materials. Examples include Test Practice workshops include Reading, Writing, Revising and Editing Skills; Selection Quizzes in Unit & Selection Resources; Comprehension Checks in Close Reading ancillary; Test Practice resource for SAT and ACT formatted standardized test practice; Teacher's Assessment Guide provides Formative Assessments with Remediation Rubrics, Selection Tests, Unit Tests, and oral Reading Fluency Assessments. Also available - *Edulastic* Online Assessments. - Assessment Guide pp. 1-12: Formative Survey Overview, Formative Survey 1; pp. 521-542: Formative survey 1 Remediation Rubric
AC5: Cultural Representation	
AC Metric 5A: Texts included in the instructional materials are place-based, culturally and linguistically responsive and relevant.	Mirrors & Windows is a diverse collection of literary and informational texts representing many cultures, ethnic groups, genders, ages, and physical characteristics to encourage students to see themselves in the literature as a mirror and extend the understanding gained to the world around them as a window. This program includes multicultural literary selections in every unit that offer students the opportunity to learn about and understand cultures that may be different from their own. These selections include cultural background and connections, as well as written and oral traditions. Through the Reader's Context and Mirrors & Windows essential questions, students learn to view events, concepts, and facts through various lenses, bringing the voices, ideas, and perspectives of the students to the fore in the learning experience.

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	-SE/TE Unit 1: Song of the Sky Loom, by Tewa, p. 13, with Literature Connection: Prayer to the Pacific, by Leslie Marmon Silko, p. 15
AC Metric 5B: Materials promote equitable instruction by providing guidance for teachers to support learning activities that are place-based, culturally and linguistically responsive and relevant.	Mirrors & Windows' methodology recognizes the importance of including students' cultural references in all aspects of learning. The program makes meaningful connections between the selections and students' cultures, language, and life experience. Cross-curricular connections, including Cultural and Geographical Connections are embedded with the selections to integrate content from other countries and cultures. Supporting questioning examines issues such as implicit bias and structural radicalization as appropriate to the context. Reader's Context questions at the beginning of Guided and Directed Reading selections invite each student to bring their own experience into the context of the discussion around the selection. -SE/TE Unit 9 p. 825: Cultural Connection: The Chinese Language; TE p. 827 Connecting with Literature: Culture
AC 6: Accessibility/Usability	
AC Metric 6A: Materials provide technological supports.	Our online learning environment, Passport, provides digital access to all selections from all grades—each teacher receives all grade level resources for grades 6–12. Multi-platform Student eBook interactivity includes interactive assignable before-, during-, and after-reading activities and prompts, as well as highlighting, notetaking, and bookmarking. Reflowable eReader text digital format allows students to notate text and increase font size and speed of audio playback. Flipgrid, our engaging social learning tool, allows students to video record responses and share them to a class discussion board, or grid. Flipgrid provides exciting opportunities to build a classroom community with teacher prompts, student posts, responses, and other safe and positive social media elements. Also, in Passport, teachers can upload custom activities to create their own lesson bundles and share them with the Passport Community. - TE pp. T8-T9: Mirrors & Windows 21st Century Tools and Passport Digital Tools overview
AC Metric 6B: Materials maximize teacher usability.	Carnegie Learning is dedicated to helping students and teachers maximize and effectively use *Mirrors & Windows* resources, whether inside a classroom, remotely, or a combination of both. We recognize that *Mirrors & Windows* users teach their classes using a variety of media configurations: print-only, print supported by an LMS (proprietary, Google Classroom, Microsoft Teams), and print supported by Passport, our online learning environment. Our website provides support for Passport users, print-only users, Grab-and-Go Lessons, and Parent materials. Our ELA content experts are available and can be contacted directly via email to help users navigate our resources and creatively plan for at-home and distance learning. - English Language Arts Help Center: https://sites.google.com/carnegielearning.com/ela-help