

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

Title: StudySync
Grade: G01700

Reviewer	Section I	Section II	Section III	Overall
95	Fail	Pass	Pass	
41	Pass	Pass	Pass	
57	Pass	Pass	Pass	
60	Pass	Pass	Pass	
58	Pass	Pass	Fail	
Overall	Pass	Pass	Pass	PASS

Publisher Notes:

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

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

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

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

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

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

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

Grade & Subject:	G01700	ISBN:	9780077008475			
Title Name:	StudySync	Publisher:	McGraw-Hill Education			
Original Reviews Submitted:	5	Reviewers:	95, 41, 57, 60, 58			
SECTION I						
Alignment to Shifts						
Materials must meet 100% of the indicators in Section I.						
The instructional shifts are key to understanding the increased rigor of the standards. They reflect the skills and knowledge students need to be successful in the postsecondary or workforce arena. In an English language arts course, students should experience: building knowledge through content-rich literary and informational text; regular practice with complex text and its academic vocabulary; and reading and writing grounded in evidence from both literary and informational text.						
Knowledge: Materials are specifically chosen to build knowledge through content-rich literary and informational texts.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Text sets: Materials provide a strategic sequence of texts organized around a variety of concepts or topics. Students build knowledge systematically through interacting with the texts.	95	Yes		0		
	41	Yes	This indicator is strongly met through the strategic organization of numerous texts organized around a variety of topics, concepts, and big ideas. There are multiple opportunities to gain and build on content knowledge through the variety of texts in each unit.			
	57	Yes		0		
	60	Yes		0		
	58	Yes		0		
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	95	Yes		0		
	41	Yes	All units and lessons include multiple instructional opportunities with vocabulary with support for all levels of learners.			
	57	Yes		0		
	60	Yes		0		
	58	Yes		0		
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	95	No	The curriculum does not meet this indicator. The extended writing tasks for unit 3 and 6 do not require students to respond/analyze text read during the unit. A suggestion for revision would be to rewrite the prompts for these specific unit to require students to analyze the unit texts.			
	41	Yes	Each unit provides a strong end of unit task as well as multiple opportunities to demonstrate learning throughout each unit.			
	57	Yes		0		
	60	Yes		0		
	58	Yes		0		
Text Complexity: Materials ensure students engage in regular practice with complex text and its academic vocabulary.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
d. Anchor Texts are at grade level as determined by quantitative and qualitative measurements. See Appendix A of the Tennessee English Language Arts Standards for further guidance on text complexity metrics.	95	Yes		0		
	41	Yes	All texts have been analyzed for complexity based on the TN ELA Standards and complexity rubrics.			
	57	Yes		0		
	60	Yes	The curriculum meets the expectations of this indicator because all texts have accompanying quantitative and qualitative measurements, however, be clearer as to which texts are considered "anchor texts" for the units. Consider adding the label "anchor text" to the appropriate text for each unit in the curriculum map overview and/or lesson plans.			
	58	Yes		0		
e. Text plays a central role in the English class period.	95	Yes		0		
	41	Yes	All instruction is based on text.			
	57	Yes		0		
	60	Yes		0		
	58	Yes		0		
f. Text selection should include a balanced representation of both literature and informational text	95	Yes		0		
	41	Yes	13 short stories, 11 poems, 3 drama, 15 information texts - al complete works along with additional excerpts from longer texts both novel and informational			

representation of both literary and informational text across the year as indicated by the grade-level standards.	57	Yes	0			
	60	Yes	0			
	58	Yes	0			
Evidence: Materials ensure that reading and writing are grounded in evidence from both literary and informational text.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
g. Text-dependent questions : •Most questions and tasks require students to draw on textual evidence to support inferences and conclusions. •High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text.	95	Yes	0			
	41	Yes	All instructional units provide instruction and practice on drawing evidence from text to support thinking, both literal and inferential. Multiple scaffolds in place for students. Quality questions sequenced to build understanding.			
	57	Yes	0			
	60	Yes	0			
	58	Yes	0			
h. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.	95	Yes	0			
	41	Yes	Evidenced throughout series - multiple opportunities to write using textual evidence.			
	57	Yes	0			
	60	Yes	0			
	58	Yes	0			
i. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	95	Yes	0			
	41	Yes	All units provide opportunity to engage students in collaborative discussions based on the texts being read. Students are given writing prompts that ask students to prepare responses and comments for collaborative discussions.			
	57	Yes	0			
	60	Yes	0			
	58	Yes	0			
Additional comments:	Reviewer	Evidence/Notes				
Additional comments on the three instructional shifts within the materials:	95		0		Total indicators to be re-reviewed:	0
	41		0			
	57		0			
	60		0			
	58		0			
Materials meet 100% alignment with Section I: Shifts in instruction? This means that all boxes in this section were marked “yes” and no boxes were marked “no” . If any boxes are marked “No” , then this program does not pass.	Reviewer	Aligned				
	95	Fail				
	41	Pass				
	57	Pass				
	60	Pass				
	58	Pass				
Overall		Pass				

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5 Reviewers:

95, 41, 57, 60, 58

SECTION II

Alignment to Tennessee English Language Arts Standards

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

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

READING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1		95	Yes		0		
Category		41	Yes	Multiple opportunities, practice, instruction, etc. on textual evidence and text analysis. Units 1 and 3 specifically focus on this literature standard with text			
Key Ideas and Details		57	Yes		0		
Cornerstone		60	Yes		0		
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.		58	Yes		0		
		95	Yes		0		
		41	Yes	Multiple opportunities, practice, and instruction on textual evidence and text analysis. Units 2 and 4 specifically have a focus on information text analysis and			
		57	Yes		0		
		60	Yes		0		
		58	Yes		0		
		95	Yes		0		
Standard 2		41	Yes	Fully met - example: Unit 1- paired readings (Mad, In			
Category		57	Yes		0		
Key Ideas and Details		60	Yes	The curriculum meets the expectations of this			
Cornerstone		58	Yes		0		
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		95	Yes		0		
		41	No	There are only two places on the curriculum maps			
		57	Yes		0		
		60	Yes	The curriculum meets the expectations of this			
		58	Yes		0		
		95	Yes		0		
Standard 3		41	Yes	Multiple opportunities over the course of the series to engage and practice with this standard, specifically in Unit 5 with the paired readings			
Category		57	Yes		0		
Key Ideas and Details		60	Yes		0		
Cornerstone		58	Yes		0		
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		95	Yes		0		
		41	No	This standard is only attached to two texts in the entire 7th grade series. Revise to include more practice and instruction on informational text elements			
		57	Yes		0		
		60	Yes		0		
		58	Yes		0		
		95	Yes		0		
Standard 4		41	Yes	Instruction and practice in Units 1, 2, 3, 5 - covers figurative language, context clues, style, and word choice, connotation and denotation			
Category		57	Yes		0		
Craft and Structure		60	Yes		0		
Cornerstone		58	Yes		0		
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.		95	Yes	Instruction and practice in Units 2, 3, and additional resources. Covers connotation and denotation, language, word choice, context clues, technical language			
		41	Yes		0		
		57	Yes		0		
		60	Yes		0		
		58	Yes		0		
		95	Yes		0		
Standard 5		41	Yes	11 poems are included in the series along with an entire unit with a genre focus on poems (Unit 6)			
Category		57	Yes		0		
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.	structure contributes to its theme and meaning.	60	Yes	0			
		58	Yes	0			
		95	Yes	0			
	Informational Text: 7.RI.CS.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	41	Yes	Standard is met through instruction and practice in units 2, 4, and 6			
		57	Yes	A suggestion is to add analyzing structure questions to Unit 5 texts.			
		60	Yes	0			
		58	Yes	0			
Standard 6 Category Craft and Structure Cornerstone Assess how point of view or purpose shapes the content and style of a text.	Literature: 7.RL.CS.6 Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.	95	Yes	0			
		41	Yes	The standard is addressed in Units 1, 2, 4, and 5.			
		57	Yes	0			
		60	Yes	0			
		58	Yes	0			
	Informational Text: 7.RI.CS.6 Determine an author's point of view or purpose in a text and analyze how an author distinguishes his or her position from that of others.	95	Yes	0			
		41	Yes	The standard is addressed in units 1, 3, 6			
		57	Yes	0			
		60	Yes	0			
		58	Yes	0			
Standard 7 Category Integration of Knowledge and Ideas Cornerstone Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	Literature: 7.RL.IKI.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multi-media version, analyzing the effects of techniques unique to each medium.	95	Yes	0			
		41	Yes	"The Highwayman" and "Thank you, Ma'm"			
		57	Yes	0			
		60	Yes	0			
		58	Yes	0			
	Informational Text: 7.RI.IKI.7 Compare and contrast a text to an audio, video, or multimedia version of a text, analyzing each medium's portrayal of the subject.	95	Yes	0			
		41	Yes	Units 3 and 4			
		57	Yes	0			
		60	Yes	0			
		58	Yes	0			
Standard 8 Category Integration of Knowledge and Ideas Cornerstone Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Literature: Not applicable						
	Informational Text: 7.RI.IKI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims.	95	Yes	0			
		41	Yes	Standard is integrated into units 3 and 6 with practice on analyzing an author's reasons and evidence in an argument text			
		57	Yes	0			
		60	Yes	0			
		58	Yes	0			
Standard 9 Category Integration of Knowledge and Ideas Cornerstone Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.	Literature: 7.RL.IKI.9 Compare and contrast an historical account with a fictional portrayal of the same time, place, or character.	95	Yes	0			
		41	Yes	0			
		57	Yes	0			
		60	Yes	0			
		58	Yes	0			
	Informational Text: 7.RI.IKI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing an alternate explanation of events.	95	Yes	0			
		41	Yes	0			
		57	Yes	0			
		60	Yes	0			
		58	Yes	0			
Standard 10 Category Range of Reading and Level of Text Complexity Cornerstone Read and comprehend complex literary and informational texts independently and proficiently.	Literature: 7.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	95	Yes	0			
		41	Yes	0			
		57	Yes	0			
		60	Yes	0			
		58	Yes	0			
	Informational Text: 7.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	95	Yes	0			
		41	Yes	0			
		57	Yes	0			
		60	Yes	0			
		58	Yes	0			

		58	Yes	0			
SPEAKING AND LISTENING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Comprehension and Collaboration Cornerstone Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.	7.SL.CC.1 Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	95	Yes	0			
		41	Yes	Almost every unit has prompts and practice for students to prepare to participate in collaborative discussions. Detailed instruction in unit 1 for best practices for participating in collaborative conversations.			
		57	Yes	0			
		60	Yes	0			
		58	Yes	A suggestion for improvement is to provide sentence stems that guide students on how to express their own ideas and build on others' ideas clearly. Example sentence stems:			
Standard 2 Category Comprehension and Collaboration Cornerstone Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.	7.SL.CC.2 Analyze the main ideas and supporting details presented in diverse media formats; explain how this clarifies a topic, text, or issue under study.	95	No	The curriculum does not meet the standard indicator. While students are required to analyze ideas presented in diverse media, it does not require students to analyze the motive behind the presentation of the information. A suggestion for			
		41	Yes	0			
		57	Yes	0			
		60	Yes	0			
		58	Yes	0			
Standard 3 Category Comprehension and Collaboration Cornerstone Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	7.SL.CC.3 Explain a speaker's argument and specific claims, focusing on whether the reasoning is sound, relevant, and sufficient.	95	Yes	0			
		41	Yes	See units 3 and 6.			
		57	Yes	0			
		60	No	The curriculum does not meet the expectations of this standard because all instruction is focused on READING an author's work not on LISTENING to a speaker. Since this standard is for speaking and listening skills, the instruction			
		58	Yes	0			
Standard 4 Category Presentation of Knowledge and Ideas Cornerstone Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.	7.SL.PKI.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	95	Yes	0			
		41	Yes	Extended oral project in unit 6.			
		57	Yes	This standard skill is presented thoroughly in Unit 6.			
		60	Yes	0			
		58	Yes	A suggestion for improvement is to include key skills/actions in the rubric such as coherence, pertinent support (descriptions, facts, details, examples), eye contact and clarity (volume and pronunciation).			
Standard 5 Category Presentation of Knowledge and Ideas Cornerstone Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	7.SL.PKI.5 Include multimedia components and visual displays in presentations to clarify claims and findings and to emphasize major points.	95	Yes	0			
		41	Yes	Extended oral project in unit 6.			
		57	Yes	This standard skill is presented thoroughly in Unit 6.			
		60	Yes	0			
		58	Yes	0			
Standard 6 Category Presentation of Knowledge and Ideas Cornerstone	7.SL.PKI.6 Adapt speech to a variety of contexts and	95	Yes	0			
		41	Yes	Extended oral project in unit 6 with additional resources in units 1, 3, and 4.			

Cornerstone Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.	7.SE.F.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	57	Yes	This standard skill is presented thoroughly in Unit 6.			
		60	Yes	0			
		58	Yes	0			
WRITING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Text Types and Protocol Cornerstone Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	7.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s). c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons. d. Use credible sources and demonstrate an understanding of the topic or source material. e. Craft an effective and relevant conclusion that supports the argument presented. f. Use precise language and content-specific vocabulary. g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use varied sentence structure to enhance meaning and reader interest. i. Establish and maintain a formal style.	95	No	The curriculum does not meet the standard indicator. Students are not required to acknowledge opposing claims. A suggestion for revision would be to include activities that require students to acknowledge opposing claims.			
		41	Yes	Unit 3 provides extensive practice and production of an argument essay. There is additional practice in unit 6 for students to practice evaluating sources along with precise language practice and transitions in the additional resources.			
		57	Yes	0			
		60	Yes	Indicator h: The curriculum overall meets the expectations of this standard, however, the evidence for indicator h was only found under "Other Resources." Consider adding some of the information as it is found in "Other Resources" to the argumentative writing unit itself.			
		58	Yes	0			
		Standard 2 Category Text Types and Protocol 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.	7.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow. b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material. e. Craft an effective and relevant conclusion f. Include formatting, graphics, and multimedia when appropriate. g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use precise language and domain-specific vocabulary. i. Use varied sentence structure to enhance meaning and	95	Yes	0	
41	Yes			Unit 4 provides extensive practice and production of an informational/explanatory essay with skill practice on supporting details, conclusions, graphic features, transitions, and precise language in the additional resources.			
57	Yes			0			
60	Yes			Indicator i: The curriculum overall meets the expectations of this standard, however, the evidence for indicator i was only found under "Other Resources." Consider adding some of the information as it is found in "Other Resources" to the argumentative writing unit itself.			
58	Yes			0			
Standard 3 Category Text Types and Protocol Cornerstone Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	7.W.TTP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters. b. Organize an event sequence that unfolds naturally and logically. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters. e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the			95	Yes	0	
		41	Yes	Unit 1 provides extensive practice and production of a narrative essay with specific skill instruction for organizing the essay, using transitions, writing conclusions, and adding descriptive details.			
		57	Yes	0			
		60	Yes	0			

	relationships among experiences and events. f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events. g. Use precise words and phrases, relevant descriptive	58	Yes	A suggestion for revision is to include various narrative tasks such as a prequel, retelling in a different time period in history, or alternate endings.			
Standard 4 Category Production and Distribution of Writing Cornerstone Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	7.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.)	95	Yes		0		
		41	Yes	Units 1, 3 and 4.			
		57	Yes		0		
		60	Yes		0		
		58	Yes		0		
Standard 5 Category Production and Distribution of Writing Cornerstone Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	7.W.PDW.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grade 7.)	95	Yes		0		
		41	Yes	Units 1, 3, and 4.			
		57	Yes		0		
		60	Yes		0		
		58	Yes		0		
Standard 6 Category Production and Distribution of Writing Cornerstone Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	7.W.PDW. 6 Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.	95	Yes		0		
		41	Yes		0		
		57	Yes	A suggestion is to provide additional lessons on citing sources in Other Resources.			
		60	No	The curriculum does not meet the expectations of this standard because it lacks clear and direct instruction on digital collaboration and on how to link to cited sources. A suggestion for improvement is to add specific instruction on how to link to cited sources.			
		58	No	The lessons do not specify the use of technology. Directions say you can "post it on your blog" or "share the link". Suggested revision is to include suggested websites for publication or posting student writing such as Blogger, WordPress, Flipgrid, or the curriculum does not meet this standard indicator. While there is a research project students complete, students are not provided with suggested research projects based on the texts read during the unit. Students are required to create			
Standard 7 Category Research to Build and Present Knowledge Cornerstone Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.	7.W.RBPK.7 Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.	95	No				
		41	Yes	Unit 5 has extensive practice and production to meet this standard.			
		57	Yes		0		
		60	Yes		0		
		58	No	Most lessons require students to respond to examples of the research process without actually conducting research. A suggested revision is to provide a research question related to a text, require students to use multiple sources to gather			
Standard 8 Category Research to Build and Present Knowledge Cornerstone Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.	7.W.RBPK.8 Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	95	Yes		0		
		41	Yes	Included in unit 5.			
		57	Yes		0		
		60	Yes		0		
		58	No	The lessons require students to respond to examples of the research process without actually performing the actions with their own research task. A suggested revision is to require students to perform the tasks of this standard as part of their			
Standard 9 Category Research to Build and Present Knowledge Cornerstone Draw evidence from literary or informational texts to	7.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.	95	Yes		0		
		41	Yes	Multiple opportunities to meet this standard.			
		57	Yes		0		
		60	Yes		0		

support analysis, reflection, and research.		58	Yes	0			
Standard 10	7.W.RW.10 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.	95	Yes	0			
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.							
LANGUAGE STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Language Standard 1:	7.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers. b. When writing or speaking, produce simple, compound, and complex sentences with effectively-	95	Yes	0			
Conventions of Standard English		41	Yes	Unit 1 - main and subordinate clauses			
		57	Yes	Unit 2 - adjective and noun clauses			
		60	Yes				
		58	Yes				
Cornerstone: Demonstrate command of the							
Language Standard 2:	7.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the function of commas to separate coordinate adjectives and use them correctly to do so.	95	Yes	0			
Conventions of Standard English		41	Yes	Unit 4 - commonly misspelled words, using commas			
		57	Yes				
		60	No	This curriculum does not meet the expectations of this standard because it appears to lack instruction on capitalization and punctuation. Much instruction is			
		58	Yes				
Cornerstone: Demonstrate command of the							
Language Standard 3:	7.L.KL.3 When writing and speaking, choose precise language to express ideas concisely.	95	Yes	0			
Knowledge of Language		41	Yes	This standard is addressed through the extended oral project in unit 6 and the writing project in unit 4 on using precise language.			
		57	Yes				
		60	Yes				
		58	Yes				
Cornerstone: Apply knowledge of language to understand how language							
Language Standard 4:	7.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements	95	Yes	0			
Vocabulary Acquisition and Use		41	Yes	Evidenced throughout each unit and in additional resources and teacher materials.			
		57	Yes				
		60	Yes				
		58	Yes	A suggestion for improvement is to use online pronunciation tool of medical terms (avidanus, bile, bilious fever, and malinger) from An American Dialogue text and			
Cornerstone: Determine or clarify the meaning of							
Language Standard 5:	7.L.VAU.5 When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.	95	Yes	0			
Vocabulary Acquisition and Use		41	Yes	Multiple opportunities to teach this standard.			
		57	Yes				
		60	Yes				
		58	Yes				
Cornerstone: Demonstrate understanding of figurative							
Language Standard 6:	7.L.VAU.6 Acquire and accurately use grade-appropriate general academic and domain- specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.	95	Yes	0			
Vocabulary Acquisition and Use		41	Yes				
		57	Yes				
		60	Yes				
		58	Yes				
Cornerstone: Acquire and use accurately a range of							
Additional Comments		Reviewer	Evidence/Notes				
Additional Comments on Section II Standards		95	0			Total indicators to be re-reviewed:	0
		41	0				
		57	0				
		60	Overall, this curriculum does well. However, there are grammatical				
		58	0				
Alignment with Section II: ELA Standards.		Reviewer	Aligned				
This means that no more than 4 boxes were marked "No." If more than 4 "No" boxes are marked, then this program does not pass. (Note: Reading Literature and Reading Informational Text count as separate standards. If the screening instrument was checked "no" for 2 Reading Literature standards and 3 Informational Text standards, then it would NOT pass the screening		95	Pass				
		41	Pass				
		57	Pass				
		60	Pass				

Instrument)		58	Pass
Overall		Pass	

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Original Reviews Submitted:5Reviewers:95, 41, 57, 60, 58

SECTION III						
High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks						
Materials meet at least 80% of indicators in Section III.						
Standards are taught in an integrated fashion to support students in developing proficiency as readers and writers as they make meaning of texts through reading, writing, speaking and listening. Instructional decisions for standards instruction centers on the texts that have been selected to strategically build students’ knowledge, and the standards are spiraled throughout the year to promote continued practice and application with ever increasing text complexity.						
Indicator	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Units are built around a concept, topic, or theme, and include essential questions and enduring understandings.	95	Yes	0			
	41	Yes	See unit overviews			
	57	Yes	0			
	60	Yes	0			
	58	No	A suggested revision is to list enduring understandings beneath the essential question on the Unit Overview page.			
b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.	95	Yes	A suggestion for improvement would be to include all the standard being addressed during a lesson in the curriculum map provided. Currently, teachers would have to go into each individual lesson in order to see how different strands are incorporated in the lesson			
	41	Yes	Curriculum maps			
	57	Yes	0			
	60	Yes	0			
	58	No	Some lessons are focused on isolated Language strand standards. A suggested revision is to pair Language Strand standards with reading or writing standards.			
c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.	95	Yes	0			
	41	Yes	0			
	57	Yes	0			
	60	Yes	0			
	58	Yes	0			
d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	95	Yes	0			
	41	Yes	13 short stories, 11 poems, 3 dramas, 15 informational texts, plus novel and informational text excerpts.			
	57	Yes	0			
	60	Yes	0			
	58	Yes	0			
e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.	95	Yes	0			
	41	Yes	Table of Contents			
	57	Yes	0			
	60	Yes	0			
	58	Yes	0			
f. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical) while appealing to students’ interests.	95	Yes	0			
	41	Yes	Table of Contents			
	57	Yes	0			
	60	Yes	0			
	58	Yes	0			
g. Students have varied opportunities to engage with text, such as read-alouds, small-	95	Yes	0			
	41	Yes	See instructional guides, lesson plans.			
	57	Yes	0			
	60	Yes	0			

engage with text, such as read-alouds, shared group reading, and independent reading.	58	No	Most lessons require independent reading of a text and do not meet the indicator criteria "varied opportunities". A suggested revision is to include small group reading guidance and lessons as part of the unit with novel studies in literature circles or book clubs. Another suggested revision is to include teacher read-alouds to model instructional examples.			
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).	95	Yes	0			
	41	Yes	All texts have first and second plus close read opportunities.			
	57	Yes	0			
	60	Yes	0			
	58	Yes	0			
i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	95	Yes	0			
	41	Yes	All units have extended and independent reading.			
	57	Yes	0			
	60	Yes	0			
	58	No	A suggested revision is to include guidance on reading outside of school that includes recommended and related texts, reading journals/logs and expectations for the amount of independent reading.			
j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.	95	Yes	0			
	41	Yes	Writing is woven throughout and an integral part of each lesson/unit.			
	57	Yes	0			
	60	Yes	0			
	58	Yes	0			
k. Within and across units, writing assignments, including both shorter on-demand writing, and lengthier, recursive, process-based writing, progress in breadth, depth, and development.	95	Yes	0			
	41	Yes	Multiple short and longer writing prompts.			
	57	Yes	0			
	60	Yes	0			
	58	Yes	0			
l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	95	Yes	0			
	41	Yes	Extended writing units for each mode.			
	57	Yes	0			
	60	Yes	0			
	58	Yes	0			
m. Writing mini-lessons provide explicit instruction about the writing process, organization/structure, and writing craft.	95	Yes	0			
	41	Yes	Multiple levels of practice with craft, structure and writing process.			
	57	Yes	0			
	60	Yes	0			
	58	Yes	0			
n. Instruction in conventions, syntax, and style is direct and contextual (mentor texts), increases in sophistication, and is applied to authentic writing experiences.	95	Yes	0			
	41	Yes	0			
	57	Yes	0			
	60	Yes	0			
	58	Yes	0			
o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	95	Yes	0			
	41	Yes	Large amount of vocabulary practice woven throughout units.			
	57	Yes	0			
	60	Yes	0			
	58	Yes	0			

p. Materials provide instruction in specific academic language and structures associated with different modes of writing (e.g. use of flashback in narrative, chronological vs. descriptive techniques in informative/explanatory, and rhetoric in opinion/argumentative).	95	Yes		0			
	41	Yes		0			
	57	Yes		0			
	60	Yes		0			
	58	Yes		0			
q. Lessons promote academic discussions around appropriate grade-level concepts and texts and include listening prompts, questions, and evaluation tools to strengthen students' ability to listen to and respond in increasingly sophisticated ways with relevant evidence.	95	Yes		0			
	41	Yes	See curriculum maps.				
	57	Yes		0			
	60	Yes		0			
	58	No	Lessons provide vague or generic directions like: "break up into small groups and discuss the prompt", "practice the speaking/listening skills of following the rules of discussion, tracking progress, and defining roles				
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.	95	Yes		0			
	41	Yes	StudySnyc has multiple ways to scaffold for all learners.				
	57	Yes		0			
	60	Yes	While the curriculum meets the expectations of this indicator, a suggestion for improvement is to differentiate the scaffolds provided. A student below grade level and an advanced student should not need nor use the exact same scaffolds.				
	58	Yes		0			
s. Formative and summative assessments are embedded throughout instructional materials and include multiple methods to measure what students know and are able to do. Possible formats include, but are not limited to, checks for understanding, pre-assessments, student self-assessments, selected response (multiple choice, multiple select), constructed responses (short and extended), performance tasks, open-ended questions, etc.	95	Yes		0			
	41	Yes		0			
	57	Yes		0			
	60	Yes		0			
	58	Yes		0			
t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	95	Yes		0			
	41	Yes		0			
	57	Yes	A suggestion is to add standard number after each question stem.				
	60	Yes		0			
	58	Yes		0			
Additional Comments:	Reviewer	Evidence/Notes					

Additional comments about high-quality instruction within the materials:	95			Total indicators to be re-reviewed:	0
	41				
	57				
	60				
	58				
Alignment with Section III	Reviewer		Aligned		
Materials meet at least 80% alignment with Section III: High-Quality instruction? This means no more than 4 indicators were marked no in Section III. If more than 4 “No” boxes are marked, then this program does not pass.	95		Pass		
	41		Pass		
	57		Pass		
	60		Pass		
	58		Fail		
	Overall		Pass		

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Title Name:StudySyncPublisher:McGraw-Hill Education

Original Reviews Submitted:5Reviewers:95, 41, 57, 60, 58

SECTION IV: Additional Components						
These components are areas that districts consider when making purchasing decisions to meet the unique needs of their districts. Although these additional components do not prevent publishers from being on the state-approved adoption list, they do provide districts with additional information to use during their decision-making process.						
Teacher Support	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Teacher-facing materials provide background information about previously published texts, including author, content, context, and information about illustrations, if any, to support teacher delivery of lessons.	95	Yes		0		
	41	Yes		0		
	57	Yes		0		
	60	Yes		0		
	58	Yes		0		
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	95	Yes		0		
	41	Yes		0		
	57	Yes		0		
	60	Yes		0		
	58	Yes		0		
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	95	Yes		0		
	41	Yes		0		
	57	Yes		0		
	60	Yes		0		
	58	No	Standards are clearly labeled in the curriculum map with standard and skill. A suggested revision is to add a column for learning objectives. Example learning objective: I can explain how authors develop a central idea over the course of a text.			
d. When appropriate, topics and/or enduring understandings are connected to grade-level content from other Tennessee Academic Standards (e.g., science, social studies, health, and fine arts). Standards connections are clearly documented.	95	No	The curriculum does not meet this indicator. While some of the reading does discuss content that would also be covered in other 6th grade subjects, the connections are not documented. A suggestion for revision would be to include an explicit connection between the different standard.			
	41	Yes	Informational texts relevant to social studies and science content.			
	57	Yes	Entry Point information gives brief context connections, but does to specify direct connection to other grade-level Tennessee Academic Content Standards(e.g., science, social studies, health, and fine arts. A suggestion is to identify the content standard connection.			
	60	No	The curriculum does not meet the expectations of this indicator because, while the connections are readily apparent, they are not "clearly documented." A suggestion for improvement is to clearly include standards from other grade-level content areas where appropriate in lessons and/or units.			
	58	No	Lessons have standards listed from other grade level content areas. A suggested revision is to clearly document how the standard is connected in the teacher notes. Construct questions that help students make connections and provide teachers with background information in order to facilitate making connections.			
e. Lessons include teacher think alouds to	95	Yes		0		
	41	Yes	Models included in teacher materials and lesson plans.			

e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	57	Yes	0				
	60	Yes	0				
	58	Yes	0				
f. Teacher-facing materials provide guidance to support teachers in identifying student misconceptions that may prevent student mastery of the Tennessee English Language Arts Standards.	95	Yes	0				
	41	Yes	0				
	57	Yes	0				
	60	Yes	0				
	58	No	A suggestion for revision is to add potential misconceptions in the lesson plans. For example, students may confuse their personal opinion as the same as a claim. Students are still transitioning from opinion to argument writing.				
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	95	Yes	0				
	41	Yes	See "differentiation" in teacher's edition.				
	57	Yes	0				
	60	Yes	0				
	58	Yes	0				
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	95	Yes	0				
	41	Yes	0				
	57	Yes	0				
	60	Yes	0				
	58	Yes	0				
i. Teacher-facing materials provide suggestions in daily lessons or units of instruction on appropriate opportunities for formative assessments and adjusting lessons if necessary.	95	Yes	0				
	41	Yes	Multiple checks for understanding and skill practice.				
	57	Yes	0				
	60	Yes	0				
	58	Yes	0				
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	95	Yes	0				
	41	Yes	Unit 1.				
	57	Yes	0				
	60	Yes	0				
	58	No	A suggested revision is to include protocols for Socratic seminar, accountable talk and turn and talk discussions.				
k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards.	95	Yes	0				
	41	Yes	Many media resources.				
	57	Yes	0				
	60	Yes	0				
	58	No	While teacher use of media is embedded in StudySyncTV lessons				
Monitoring Student Progress		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
l. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation	95	Yes	0				
	41	Yes	Included with writing units.				
	57	Yes	0				
	60	Yes	0				

assess routines, portfolios, teacher observation checklist, and anchor papers.	58	Yes	A suggestion for improvement is to include anchor papers and guidance on student portfolios.			
m. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	95	Yes	0			
	41	Yes	0			
	57	Yes	0			
	60	No	The curriculum does not meet the expectations of this indicator because, while assessments themselves are aligned with the TN ELA standards, they are not divided into quarterly benchmarks. Rather, there are six end-of-unit assessments. Consider combining assessments 1-2, 3-4, and 5-6 into quarterly benchmarks allowing for state end-of-year testing at the end of quarter 4.			
	58	No	A revision is to include benchmarks to assess standards taught in each quarter.			
n. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	95	Yes	0			
	41	Yes	Curriculum maps and end of unit assessments.			
	57	Yes	0			
	60	Yes	0			
	58	No	There are tools for collecting evidence of student learning; however, materials do not include tools, routines, and guidance that address the monitoring of student progress.			
o. Materials include suggestions and tools to keep students and parents informed about students' progress.	95	No	The curriculum does not meet this indicator. The correlation guide does not include this indicator as being present in the curriculum. A suggestion for revision would be to include some type of print or digital resource that would allow parents to see student work.			
	41	No	This can be added to online/digital resources if needed.			
	57	No	There is no evidence of suggestions to keep students and parents informed about student's progress.			
	60	No	The curriculum does not meet the expectations of this standard because such materials are lacking entirely. Consider including templates for progress reports.			
	58	No	A suggestion is to add tools like a data log, portfolio and student conferences to keep students and parents informed of students' progress towards mastery.			
Organization	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
p. Content is sufficient to provide instruction across the school year and includes daily lessons organized into coherent units of study.	95	Yes	0			
	41	Yes	0			
	57	Yes	0			
	60	Yes	0			
	58	Yes	0			
q. Units and instructional sequences are coherent and organized in a logical manner that build upon knowledge and skills learned in prior grade levels or earlier in the grade.	95	Yes	0			
	41	Yes	0			
	57	Yes	0			
	60	Yes	0			
	58	Yes	0			
r. Program components, lesson plans, and the	95	Yes	0			
	41	Yes				

r. Program components, lesson plans, and the relationships among the parts are clear.	57	Yes		0			
	60	Yes		0			
	58	Yes		0			
s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	95	Yes		0			
	41	Yes	Evidenced by curriculum maps.				
	57	Yes		0			
	60	Yes		0			
	58	Yes		0			
t. Each lesson contains a list of required materials.	95	Yes		0			
	41	No	Can be added to digital resources.				
	57	No	There is no evidence of a list of required materials needed for each lesson.				
	60	No	While the curriculum does not technically meet the expectations of this indicator, this is actually non-applicable since the curriculum is based online and all materials for each lesson are self-contained. If one has access to the lesson, one has access to the materials.				
	58	No	A suggestion is to include a list of required materials in teacher lesson plans, noting whether it is a digital or non-digital resource.				
u. Lessons, chapters, and units contain estimated instructional times.	95	Yes		0			
	41	Yes	Included in curriculum maps.				
	57	Yes		0			
	60	Yes		0			
	58	Yes		0			
v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	95	Yes		0			
	41	Yes		0			
	57	Yes		0			
	60	Yes		0			
	58	Yes		0			
w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	95	Yes		0			
	41	Yes		0			
	57	Yes		0			
	60	Yes		0			
	58	No	A suggestion is to include glossaries of important ELA terms and an index that links to its location in the unit.				
x. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	95	Yes		0			
	41	Yes		0			
	57	Yes		0			
	60	Yes		0			
	58	Yes		0			
y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	95	Yes		0			
	41	Yes		0			
	57	Yes		0			
	60	Yes		0			
	58	Yes		0			
Additional Comments:	Reviewer	Evidence/Notes					
Additional Comments about Section V: Additional Components	95		0		Total indicators to be re-reviewed:		0
	41		0				
	57		0				
	60		0				
	58		0				

[illegible]

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