

**\*\*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:** myPerspectives English Language Arts  
**Grade:** G01600

Reviewer	Section I	Section II	Section III	Overall
152	Pass	Fail	Pass	
157	Pass	Fail	Pass	
64	Pass	Pass	Pass	
86	Pass	Pass	Pass	
67	Pass	Pass	Pass	
Overall	Pass	Pass	Pass	<b>PASS</b>

**Publisher Notes:**

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

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

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

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

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

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

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

SECTION I						
Alignment to Shifts						
Materials must meet <b>100%</b> 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. <b>Text sets:</b> Materials provide a strategic sequence of texts organized around a variety of concepts or topics. Students build knowledge systematically through interacting with the texts.	152	Yes		0		
	157	Yes		0		
	64	Yes		0		
	86	Yes	In each unit analyzed, the texts are topic-based and are organized in a manner that requires the student to expand on understanding of topic as he/she progresses through the unit. The arrangement of texts in each set builds knowledge. Each unit follows a similar pattern - Whole Class Learning that is teacher led, Small Group Learning that allows students to work together to practice and integrate skills, and Independent Learning that allows students the opportunity to demonstrate learning. In addition, each text set used contains various types of text.			
	67	Yes		0		
b. <b>Vocabulary:</b> Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	152	Yes		0		
	157	Yes		0		
	64	Yes	This publication does a good job of incorporating vocabulary instruction into the lesson materials. Both tier 2 and tier 3 words are highlighted for instruction, and the materials include contextual activities, specific word study (including roots and parts of speech), and word maps to naturally increase students' vocabulary.			
	86	Yes	A consistent methodology is provided to allow teachers to develop a consistent protocol to expose students to new vocabulary words at various levels including academic and literary terms, as well as text specific terms. Vocabulary is practiced throughout the program. Each grader has an academic vocabulary lesson in the Unit Introduction. These words are revisited throughout the unit. High-quality concept vocabulary is taught with each text. After finishing the unit, the student is provided multiple opportunities to use the vocabulary in context. Finally, Vocabulary words reappear in selections, the Performance Task, and End of Unit Performance Based Assessment projects.			
	67	Yes		0		
c. <b>End-of-unit/culminating tasks:</b> Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	152	Yes		0		
	157	Yes		0		
	64	Yes		0		
	86	Yes	Each unit includes performance-based questions and a performance task that allows students the opportunity to demonstrate learning. In order to complete the Performance Tasks, students move through leveled, strategically planned instruction that enhances the skills needed to successfully complete the task. During the Whole Class learning section of the unit, the Writing Performance Task walks the student through the writing process. The Small Group section of the unit requires students to work together utilizing speaking and listening skills to complete a project. During the Performance Based Assessment, students use the skills that have been practiced to demonstrate learning and complete the task. To successfully complete the end of unit assessments, students use everything that has been worked on during the unit.			
	67	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.	152	Yes		0		
	157	Yes		0		
	64	Yes	This indicator exceeds expectations as evidenced on page 42C of the teacher edition. In addition to providing the Lexile level, the number of words in the text, and a text complexity metric for each text, the materials go on to include information about how to provide support to English language learners and strategic support to struggling readers based on the text complexity features. They also provide ideas to challenge advanced readers.			
	86	Yes	The Teacher's edition provides Text Complexity Rubrics for all selections in the text. These rubrics identify Quantitative and Qualitative information about each selection, as well as providing Reader and Task suggestions that enable teachers to utilize differentiated instruction as needed.			
	67	Yes		0		
	152	Yes		0		

e. Text plays a central role in the English class period.	157	Yes		0			
	64	Yes	This indicator exceeds expectations as evidenced by the high volume of text that is included in each unit. Specifically, looking at the unit overview of unit 2 on pages 90A and B in the teacher edition shows the number of whole-class texts, small group reading texts, and independent reading texts. These are the focus of all of the lessons (vocabulary, conventions, writing) in the unit.				
	86	Yes	Activities and assignments require student to interact directly with text.				
	67	Yes		0			
f. Text selection should include a balanced representation of both literature and informational text across the year as indicated by the grade-level standards.	152	Yes		0			
	157	Yes		0			
	64	Yes		0			
	86	Yes	Various genres of fiction and types of informational texts, as well as video clips, are used throughout the year.				
	67	Yes		0			
<b>Evidence:</b> Materials ensure that reading and writing are grounded in evidence from both literary and informational text.	<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>	
g. <b>Text-dependent questions</b> : •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.	152	Yes		0			
	157	Yes		0			
	64	Yes		0			
	86	Yes	Activities and assignments require student to interact directly with text.				
	67	Yes	All questions are based on evidence from texts. Evidence is assessed, based on the questions presented in different texts.	0			
h. <b>Writing to sources:</b> The majority of writing tasks require students to respond to texts and/or include textual evidence.	152	Yes		0			
	157	Yes		0			
	64	Yes		0			
	86	Yes	The majority of writing assignments require students to respond to texts and/or include textual evidence.				
	67	Yes		0			
i. <b>Evidence-based discussions:</b> Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	152	Yes		0			
	157	Yes		0			
	64	Yes	This indicator exceeds expectations as evidenced on pages 150-151. Each unit contains small group learning sections where students read selections together. On these pages, there is clear instruction on how to participate and discuss as a group, including tips on accountable talk. There are specific questions in these sections of the units for students to discuss. Also, each unit contains an independent reading section where students are given the choice to read selections on their own. After completing the reading assignments, students are asked to share their learning with the class. An example of this is provided on page 151.				
	86	Yes	Opportunities for evidence-based collaborations occur throughout the year. Each unit contains a section on Small Group Learning that give students the opportunity to collaborate with peers to deepen understanding of text.				
	67	Yes		0			
<b>Additional comments:</b>	<b>Reviewer</b>	<b>Evidence/Notes</b>					
<b>Additional comments on the three instructional shifts within the materials:</b>	152			0		<b>Total indicators to be re-reviewed:</b>	<b>0</b>
	157		Overall, it looks like a great curriculum.				
	64		This publication does an excellent job of meeting the rigor and qualifications of the ELA shifts.				
	86			0			
	67		There is significant evidence that the alignment to the Tennessee shifts are present. Texts are the main focus of each unit, and students are given ample opportunities to work with vocabulary and evidence-based questioning. There are opportunities for				
<b>Materials meet 100% alignment with Section I: Shifts in instruction?</b>  This means that all boxes in this section were marked <b>“yes”</b> and no boxes were marked <b>“no”</b> . If any boxes are marked <b>“No”</b> , then this program does not pass.	<b>Reviewer</b>	<b>Aligned</b>					
	152	Pass					
	157	Pass					
	64	Pass					
	86	Pass					
	67	Pass					
	<b>Overall</b>	<b>Pass</b>					

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152, 157, 64, 86, 67

## 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?
<b>Standard 1</b> <b>Category</b> Key Ideas and Details <b>Cornerstone</b> 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.	<b>Literature: 6.RL.KID.1</b> Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	152	Yes	0			
		157	Yes	0			
		64	Yes	0			
		86	Yes	Textual evidence is needed to completely answer the questions throughout the units.			
		67	Yes	0			
	<b>Informational Text: 6.RI.KID.1</b> Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	152	Yes	0			
		157	Yes	0			
		64	Yes	0			
		86	Yes	Textual evidence is needed to completely answer the questions throughout the units.			
		67	Yes	0			
<b>Standard 2</b> <b>Category</b> Key Ideas and Details <b>Cornerstone</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<b>Literature: 6.RL.KID.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.	152	No	The materials do not meet the expectations of Reading			
		157	No	Standard RL.KID.2 is does not meet the demand of this			
		64	Yes	This indicator is met; however, the standards			
		86	Yes	0			
		67	Yes	0			
	<b>Informational Text: 6.RI.KID.2</b> Determine a central idea of a text and how it is conveyed through details; provide an objective summary.	152	No	The materials do not meet the expectations of Reading			
		157	No	Standard RI.KID.2 is does not meet the demand of this			
		64	Yes	This indicator is met; however, the standards			
		86	Yes	0			
		67	Yes	0			
<b>Standard 3</b> <b>Category</b> Key Ideas and Details <b>Cornerstone</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<b>Literature: 6.RL.KID.3</b> Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.	152	Yes	0			
		157	Yes	0			
		64	Yes	0			
		86	Yes	0			
		67	Yes	0			
	<b>Informational Text: 6.RI.KID.3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.	152	Yes	0			
		157	Yes	0			
		64	Yes	0			
		86	Yes	0			
		67	Yes	0			
<b>Standard 4</b> <b>Category</b> Craft and Structure <b>Cornerstone</b> 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.	<b>Literature: 6.RL.CS.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.	152	No	The materials do not meet the expectations of 6.RL.CS.4 because there is not enough evidence of questions which require students to analyze figurative and the evidence provided for this standard does not meet the criteria of the standard. The standard states, "including allusions to other texts. None of the			
		157	No	The sections on Author's Style and the Why These Words' sections in the			
		64	Yes	students use various skills to enhance vocabulary skills and how a particular word impacts the text as a whole.			
		86	Yes	0			
		67	Yes	0			
	<b>Informational Text: 6.RI.CS.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	152	No	The materials do not meet the expectations of 6.RL.CS.4 due to the lack of evidence related to determine the meaning of figurative language in the evidence provided for this standard does not meet the criteria of the standard. The standard states, "including figurative language. None of the			
		157	No	The sections on Author's Style and the Why These Words' sections in the			
		64	Yes	vocabulary studies are particularly good at meeting this standard.			
		86	Yes	Students use various skills to enhance vocabulary skills.			
		67	Yes	This area could use a bit more growth. There are opportunities for this standard to be addressed (pages 213-219, 220), but not as many as the other standards. A			
<b>Standard 5</b> <b>Category</b> Craft and Structure <b>Cornerstone</b> Analyze the structure of texts, including how specific sentences, paragraphs, and	<b>Literature: 6.RL.CS.5</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	152	Yes	0			
		157	Yes	0			
		64	Yes	The materials provide several opportunities for students to examine the structure as well as the impact of specific sections of a text and their impact on the text as a			
		86	Yes	0			
		67	Yes	0			
		152	Yes	0			

larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<b>Informational Text: 6.RI.CS.5</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	157	Yes		0		
		64	Yes	The materials provide several opportunities for students to examine the structure as well as the impact of specific portions of a text and their impact on the text as a whole.	0		
		86	Yes		0		
		67	Yes		0		
		152	No	The materials do not meet the expectations of 6.RI.CS.5 because the provided evidence does not require students to explain how the authors establish a point of view or purpose in a text.	0		
<b>Standard 6</b> <b>Category</b> Craft and Structure <b>Cornerstone</b> Assess how point of view or purpose shapes the content and style of a text.	<b>Literature: 6.RL.CS.6</b> Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.	157	No		0		
		64	Yes	This standard is not as prevalent as other standards within the text. There are two cited examples in the Standard Correlation Guide (pages 21 and 200). A	0		
		86	Yes		0		
		67	No		0		
		152	Yes		0		
	<b>Informational Text: 6.RI.CS.6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in a text.	157	Yes		0		
		64	Yes		0		
		86	Yes	both point of view and perspective are explored which meets the intent of the standard.	0		
		67	Yes		0		
		152	Yes		0		
<b>Standard 7</b> <b>Category</b> Integration of Knowledge and Ideas <b>Cornerstone</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	<b>Literature: 6.RL.IK1.7</b> Compare and contrast the written version of a story, drama, or poem to the experience of listening to or viewing an audio, video, or live production of a text.	157	Yes		0		
		64	Yes		0		
		86	Yes		0		
		67	Yes		0		
		152	Yes		0		
	<b>Informational Text: 6.RI.IK1.7</b> Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue.	157	Yes		0		
		64	Yes		0		
		86	Yes		0		
		67	Yes		0		
		152	Yes		0		
<b>Standard 8</b> <b>Category</b> Integration of Knowledge and Ideas <b>Cornerstone</b> 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.	<b>Literature:</b> Not applicable						
	<b>Informational Text: 6.RI.IK1.8</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	152	Yes		0		
<b>Standard 9</b> <b>Category</b> Integration of Knowledge and Ideas <b>Cornerstone</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.	<b>Literature: 6.RL.IK1.9</b> Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	157	Yes		0		
		64	Yes		0		
		86	Yes		0		
		67	Yes		0		
		152	Yes		0		
	<b>Informational Text: 6.RI.IK1.9</b> Compare and contrast two or more authors' presentation of the same topic or event.	157	Yes		0		
		64	Yes		0		
		86	Yes		0		
		67	No	This standard is not as represented as it could be within the text. There are ample opportunities to ensure that this standard is met within the text; however, it is	0		
		152	Yes		0		
<b>Standard 10</b> <b>Category</b> Range of Reading and Level of Text Complexity <b>Cornerstone</b> Read and comprehend complex literary and informational texts independently and proficiently.	<b>Literature: 6.RL.RRTC.10</b> 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.	157	Yes		0		
		64	Yes		0		
		86	Yes		0		
		67	Yes		0		
		152	Yes		0		
	<b>Informational Text: 6.RI.RRTC.10</b> 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.	157	Yes		0		
		64	Yes		0		
		86	Yes		0		
		67	Yes		0		
		152	Yes		0		
<b>SPEAKING AND LISTENING STANDARDS</b>		<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
<b>Standard 1</b> <b>Category</b> Comprehension and		152	Yes		0		

<b>Standard 1</b> <b>Category</b> Comprehension and Collaboration <b>Cornerstone</b> 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.	<b>6.SL.CC.1</b> Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	157	Yes	0				
		64	Yes	0				
		86	Yes	0				
		67	Yes	0				
<b>Standard 2</b> <b>Category</b> Comprehension and Collaboration <b>Cornerstone</b> Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.	<b>6.SL.CC.2</b> Interpret information presented in diverse media formats; explain how source information contributes to a topic, text, or issue under study.	152	Yes	0				
		157	Yes	0				
		64	Yes	0				
		86	Yes	0				
		67	Yes	0				
<b>Standard 3</b> <b>Category</b> Comprehension and Collaboration <b>Cornerstone</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	<b>6.SL.CC.3</b> Explain a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	152	Yes	0				
		157	Yes	0				
		64	Yes	0				
		86	Yes	0				
		67	Yes	While only two citations are provided in the standards correlation guide, there are ample opportunities provided in the textbook for teachers to build in discussions relating to this standard. Teachers are able to take writing prompts and other	0			
<b>Standard 4</b> <b>Category</b> Presentation of Knowledge and Ideas <b>Cornerstone</b> 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.	<b>6.SL.PK1.4</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	152	Yes	0				
		157	Yes	0				
		64	Yes	0				
		86	Yes	0				
		67	Yes	0				
<b>Standard 5</b> <b>Category</b> Presentation of Knowledge and Ideas <b>Cornerstone</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	<b>6.SL.PK1.5</b> Include multimedia components and visual displays in presentations to clarify information.	152	Yes	0				
		157	Yes	0				
		64	Yes	0				
		86	Yes	0				
		67	Yes	0				
<b>Standard 6</b> <b>Category</b> Presentation of Knowledge and Ideas <b>Cornerstone</b> Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.	<b>6.SL.PK1.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	152	Yes	0				
		157	Yes	0				
		64	Yes	0				
		86	Yes	0				
		67	Yes	0				
<b>WRITING STANDARDS</b>		<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>		<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>

<b>Standard 1</b> <b>Category</b> Text Types and Protocol <b>Cornerstone</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<b>6.W.TTP.1</b> 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.	152	Yes	The materials meet expectations of 6.W.TTP.1. However, a suggestion for revision would be inclusion of the argumentative essay rubric found on page R11 in all lessons where students are writing in this mode.			
		157	Yes				
		64	Yes	Students are given several opportunities to write in the argumentative mode. The process for crafting a full-length argumentative essay is explored in the performance tasks in units 3 and 5, but there are many other opportunities for writing short argumentative pieces in the "Writing to Sources" sections within the			
		86	Yes	All parts of the standard are met.			
		67	Yes				
<b>Standard 2</b> <b>Category</b> Text Types and Protocol <b>Cornerstone</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<b>6.W.TTP.2</b> 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	152	Yes	The materials meet expectations of 6.W.TTP.2. However, a suggestion for revision would be inclusion of the informative/explanatory essay rubric found on page R17 in all lessons where students are writing in this mode.			
		157	Yes				
		64	Yes	Students are given several opportunities to write in the informative/explanatory mode. The process for crafting a full-length informative essay is explored in the performance task in unit 2, but there are many other opportunities for writing short informative pieces in the "Writing to Sources" sections within the units, including research tasks.			
		86	Yes	All parts of the standard are met.			
		67	Yes				
<b>Standard 3</b> <b>Category</b> Text Types and Protocol <b>Cornerstone</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	<b>6.W.TTP.3</b> 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 speaker/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 and signal shifts and show the 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	152	Yes	The materials meet expectations of 6.W.TTP.3. However, a suggestion for revision would be inclusion of the narrative essay rubric found on page R23 in all lessons where students are writing in this mode.			
		157	Yes				
		64	Yes	Students are given several opportunities to write in the narrative mode. The process for crafting a full-length narrative essay is explored in the performance tasks in units 1 and 4, but there are many other opportunities for writing short narrative pieces in the "Writing to Sources" sections within the units.			
		86	Yes	All parts of the standard are met.			
		67	Yes				
<b>Standard 4</b> <b>Category</b> Production and Distribution of Writing <b>Cornerstone</b> Produce clear and coherent writing in which the development and organization are appropriate	<b>6.W.PDW.4</b> 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.)	152	Yes				
		157	Yes				
		64	Yes				
		86	Yes				

to task, purpose, and audience.		67	Yes	0			
<b>Standard 5</b> <b>Category</b> Production and Distribution of Writing <b>Cornerstone</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<b>6.W.PDW.5</b> 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. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grade 6.)	152	Yes	0			
		157	Yes	0			
		64	Yes	0			
		86	Yes	0			
		67	Yes	0			
<b>Standard 6</b> <b>Category</b> Production and Distribution of Writing <b>Cornerstone</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<b>6.W.PDW.6</b> Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.	152	Yes	0			
		157	Yes	0			
		64	Yes	0			
		86	Yes	0			
		67	Yes	0			
<b>Standard 7</b> <b>Category</b> Research to Build and Present Knowledge <b>Cornerstone</b> Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.	<b>6.W.RBPK.7</b> Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.	152	No	The materials do not meet the expectations of 6.W.RBPK.7 because there are few opportunities for students to generate their own focused questions to further research and investigation. The materials provide appropriate research tasks and			
		157	Yes	0			
		64	Yes	0			
		86	Yes	0			
		67	Yes	0			
<b>Standard 8</b> <b>Category</b> Research to Build and Present Knowledge <b>Cornerstone</b> Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.	<b>6.W.RBPK.8</b> Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	152	Yes	0			
		157	Yes	0			
		64	Yes	0			
		86	Yes	0			
		67	Yes	0			
<b>Standard 9</b> <b>Category</b> Research to Build and Present Knowledge <b>Cornerstone</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	<b>6.W.RBPK.9</b> Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.	152	Yes	0			
		157	Yes	0			
		64	Yes	0			
		86	Yes	0			
		67	Yes	0			
<b>Standard 10</b> <b>Category</b> Range of Writing <b>Cornerstone</b> 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.	<b>6.W.RW.10</b> Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	152	Yes	0			
		157	Yes	0			
		64	Yes	0			
		86	Yes	0			
		67	Yes	0			



LANGUAGE STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Language Standard 1: Conventions of Standard English  Cornerstone: Demonstrate command of the	6.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, explain the function of pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement). b. When writing or speaking, use pronouns (pronoun case, intensive pronouns,	152	Yes		0		
		157	Yes		0		
		64	Yes	The conventions of standard English grammar and usage are taught within the lessons and units. There are also additional practice materials on each skill.			
		86	Yes		0		
		67	Yes		0		
Language Standard 2: Conventions of Standard English  Cornerstone: Demonstrate command of the	6.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and use them correctly to do so.	152	Yes		0		
		157	Yes		0		
		64	Yes	The conventions of standard English grammar and usage are taught within the lessons and units. There are also additional practice materials on each skill.			
		86	Yes		0		
		67	Yes		0		
Language Standard 3: Knowledge of Language  Cornerstone: Apply knowledge of language to understand how language functions in different	6.L.KL.3 When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.	152	No	The materials do not meet the expectations of 6.L.KL.3 because they do not provide specific guidance for varying sentence patterns and maintaining			
		157	Yes		0		
		64	Yes		0		
		86	Yes		0		
		67	Yes		0		
Language Standard 4: Vocabulary Acquisition and Use  Cornerstone: Determine or clarify the meaning of	6.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues	152	Yes		0		
		157	Yes	To improve this standard, digital needs to be added to page 36, 446, 459, and 471. The standard states <i>in both print and digital</i> , therefore both print and digital			
		64	Yes		0		
		86	Yes		0		
		67	Yes		0		
Language Standard 5: Vocabulary Acquisition and Use  Cornerstone: Demonstrate understanding of figurative	6.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.	152	No	The materials do not meet the expectations of 6.L.VAU.5 because they provide inadequate opportunities for students to explain the function of figurative			
		157	Yes		0		
		64	Yes		0		
		86	Yes		0		
		67	Yes		0		
Language Standard 6: Vocabulary Acquisition and Use  Cornerstone: Acquire and use accurately a range of	6.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.	152	Yes		0		
		157	Yes		0		
		64	Yes		0		
		86	Yes		0		
		67	Yes		0		
Additional Comments		Reviewer	Evidence/Notes				
Additional Comments on Section II Standards		152	0			Total indicators to be re-reviewed:	0
		157	If the few changes are implemented, this curriculum will be a great				
		64	The publication does an overall strong job of aligning to the Tennessee ELA				
		86	0				
		67	This textbook does an excellent job of referencing and adhering to the				
Alignment with Section II: ELA Standards.		Reviewer	Aligned				
(This means that no more than 4 boxes were marked "No." If more than 4 "No" boxes are marked, then this program does not pass. (Note: Reading Literature and Reading Informational Text count as separate standards. If the screening instrument was checked "no" for 2 Reading Literature standards and 3 Informational Text standards, then it would NOT pass the screening instrument.)		152	Fail				
		157	Fail				
		64	Pass				
		86	Pass				
		67	Pass				
Overall			Pass				

Grade & Subject:G01600ISBN:9781418312411

Title Name:myPerspectives EPublisher:Pearson Education

Original Reviews Submitted:5 Reviewers:152, 157, 64, 86, 67

SECTION III						
High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks						
Materials meet <b>at least 80%</b> 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.	152	Yes	0			
	157	Yes	0			
	64	Yes	0			
	86	Yes	0			
	67	Yes	0			
b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.	152	Yes	0			
	157	Yes	0			
	64	Yes	0			
	86	Yes	0			
	67	Yes	0			
c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.	152	Yes	0			
	157	Yes	0			
	64	Yes	0			
	86	Yes	0			
	67	Yes	0			
d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	152	Yes	0			
	157	Yes	0			
	64	Yes	0			
	86	Yes	A variety of texts representing both literary and literary nonfiction/informative texts are in the textbook. In addition to what is in the text, classroom novel sets are used with each unit. All texts in the Independent Learning section of the textbook, along with other additional readings are available in a digital library the teacher would have access to with purchase of program.	0		
	67	Yes	0			
e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.	152	Yes	0			
	157	Yes	0			
	64	Yes	This indicator exceeds expectations because the selections of texts represent many different cultures and perspectives. Students are also asked to explore current topics throughout the units.	0		
	86	Yes	0			
	67	Yes	0			
f. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical) while appealing to students' interests.	152	Yes	0			
	157	Yes	0			
	64	Yes	This indicator exceeds expectations because the selections of texts represent diverse individuals from different cultures, ethnicities, ages, and abilities.	0		
	86	Yes	0			
	67	Yes	0			
g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.	152	Yes	0			
	157	Yes	0			
	64	Yes	This indicator exceeds expectations. The structures of the unit give students the opportunities to read texts as a class and in small groups and choose texts to read independently.	0		
	86	Yes	0			
	67	Yes	0			
h. Materials include multiple opportunities for students to engage in repeated reads of a text with varying purposes for each reading (i.e., close reading).	152	Yes	0			
	157	Yes	0			
	64	Yes	0			
	86	Yes	0			

	67	Yes		0			
i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	152	No	The materials do not meet the expectations of indicator 1m because they do not include explicit accountability structures for students' independent reading. Each unit provides trade book titles related to the essential question along with pacing guides. A suggested idea for improvement would be the addition of protocols (i.e. teacher or peer conference schedules, reading logs, reflection prompts) to guide and support independent reading among students.				
	157	Yes		0			
	64	Yes		0			
	86	Yes		0			
	67	Yes		0			
j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.	152	Yes		0			
	157	Yes		0			
	64	Yes	This indicator exceeds expectations because of the high volume of writing opportunities presented in each unit.				
	86	Yes		0			
	67	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.	152	Yes		0			
	157	Yes		0			
	64	Yes		0			
	86	Yes		0			
	67	Yes		0			
l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	152	Yes		0			
	157	Yes		0			
	64	Yes		0			
	86	Yes		0			
	67	Yes		0			
m. Writing mini-lessons provide explicit instruction about the writing process, organization/structure, and writing craft.	152	Yes		0			
	157	Yes		0			
	64	Yes		0			
	86	Yes		0			
	67	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.	152	Yes		0			
	157	Yes		0			
	64	Yes		0			
	86	Yes		0			
	67	Yes		0			
o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	152	Yes		0			
	157	Yes		0			
	64	Yes		0			
	86	Yes		0			
	67	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).	152	Yes		0			
	157	Yes		0			
	64	Yes		0			
	86	Yes		0			
	67	Yes		0			
	152	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.	157	Yes	0			
	64	Yes	0			
	86	Yes	0			
	67	Yes	0			
r. Units and lessons clearly consider student learning differences in the design of instruction, activities, and the classroom environment to provide access for all students, including English Learners, students with disabilities, and students performing below grade level.	152	Yes	0			
	157	Yes	0			
	64	Yes	0			
	86	Yes	0			
	67	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.	152	Yes	Summative assessments can be found on pearsonrealize.com.			
	157	Yes	0			
	64	Yes	These materials do an excellent job of embedding assessments throughout the units. Several times within each unit, the teacher edition gives an "if/then" formative assessment guidance. For example, on page 113 of the teacher edition, it states that if students are having trouble identifying the author's purpose from the selections in the chart, then have the students look for additional selections within the text that show the author's feelings.			
	86	Yes	0			
	67	Yes	0			
t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	152	Yes	Standards correlation guides for summative assessments can be found on pearsonrealize.com.			
	157	Yes	0			
	64	Yes	0			
	86	Yes	0			
	67	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional comments about high-quality instruction within the materials:	152				Total indicators to be re-reviewed:	0
	157					
	64					
	86					
	67					
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.	152		Pass			
	157		Pass			
	64		Pass			
	86		Pass			
	67		Pass			

Overall	Pass
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Grade & Subject:G01600ISBN:9781418312411

Title Name:myPerspectivePublisher:Pearson Education

Original Reviews Submitted:5 Reviewers:152, 157, 64, 86, 67

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.	152	Yes	0			
	157	Yes	0			
	64	Yes	0			
	86	Yes	0			
	67	Yes	0			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	152	Yes	0			
	157	Yes	0			
	64	Yes	0			
	86	Yes	In addition to the standard correlation being listed in the Teacher Edition, it also appears in the Student Edition. This allows for quick reference and for the students to see why they are completing some of the tasks.			
	67	Yes	0			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	152	Yes	0			
	157	Yes	0			
	64	Yes	0			
	86	Yes	0			
	67	Yes	0			
d. When appropriate, topics and/or enduring understandings are connected to grade-level content from other Tennessee Academic Standards (e.g., science, social studies, health, and fine arts). Standards connections are clearly documented.	152	Yes	0			
	157	Yes	0			
	64	Yes	0			
	86	Yes	0			
	67	Yes	One suggestion here would be to incorporate the standards for the other subjects if possible. There are great opportunities for discussions that bridge into other content areas, but labeling these would be helpful for cross-curricular planning.			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	152	Yes	0			
	157	Yes	0			
	64	Yes	0			
	86	Yes	0			
	67	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.	152	Yes	0			
	157	Yes	0			
	64	Yes	0			
	86	Yes	0			
	67	Yes	0			
g. The program includes extensions for	152	Yes	0			
	157	Yes	0			

advanced students already meeting mastery and/or students with high interest.	64	Yes	0			
	86	Yes	0			
	67	Yes	0			
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	152	Yes	Extended learning opportunities can be found at pearsonrealize.com.			
	157	Yes	0			
	64	Yes	0			
	86	Yes	0			
	67	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.	152	Yes	0			
	157	Yes	0			
	64	Yes	0			
	86	Yes	0			
	67	Yes	0			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	152	Yes	0			
	157	Yes	0			
	64	Yes	0			
	86	Yes	0			
	67	Yes	0			
k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards.	152	Yes	0			
	157	Yes	0			
	64	Yes	0			
	86	Yes	0			
	67	Yes	0			
<b>Monitoring Student Progress</b>	<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
l. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.	152	Yes	0			
	157	Yes	0			
	64	Yes	0			
	86	Yes	0			
	67	Yes	0			
m. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	152	Yes	0			
	157	Yes	0			
	64	Yes	These are included in the online materials.			
	86	Yes	0			
	67	Yes	0			
n. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	152	Yes	0			
	157	Yes	0			
	64	Yes	0			
	86	Yes	0			
	67	Yes	0			
o. Materials include suggestions and tools to keep students and parents informed about students' progress.	152	Yes	Home Connection Letters can be found on pearsonrealize.com.			
	157	Yes	0			
	64	Yes	The materials contain Home Connection Letters to let families know the topics/themes of each unit and the texts that will be read.			
	86	Yes	Sample letters are included on Pearson Realize.			
	67	Yes	0			

Organization	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
p. Content is sufficient to provide instruction across the school year and includes daily lessons organized into coherent units of study.	152	Yes	0			
	157	Yes	0			
	64	Yes	0			
	86	Yes	0			
	67	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.	152	Yes	0			
	157	Yes	0			
	64	Yes	0			
	86	Yes	0			
	67	Yes	0			
r. Program components, lesson plans, and the relationships among the parts are clear.	152	Yes	0			
	157	Yes	0			
	64	Yes	0			
	86	Yes	0			
	67	Yes	0			
s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	152	Yes	0			
	157	Yes	0			
	64	Yes	0			
	86	Yes	0			
	67	Yes	0			
t. Each lesson contains a list of required materials.	152	Yes	0			
	157	Yes	0			
	64	Yes	0			
	86	Yes	0			
	67	Yes	0			
u. Lessons, chapters, and units contain estimated instructional times.	152	Yes	0			
	157	Yes	0			
	64	Yes	0			
	86	Yes	Each lesson is designed for a 40-50-minute class; however, instructions for using the designed lessons in a block class are included. In addition, the textbook includes a schedule that identifies the number of days instruction of the unit material is expected to take.			
	67	Yes	0			
	152	Yes	0			
v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	157	Yes	0			
	64	Yes	0			
	86	Yes	Books can be purchased in hardback or consumable versions. In addition, the Pearson Realize program/app is a digital format of the book that also has the capability to allow students to download stories AND assignments that can be completed without internet access and then synced once the student is connected back to the internet.			
	67	Yes	0			
	152	Yes	0			
	157	Yes	0			
w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	64	Yes	0			
	86	Yes	0			
	67	Yes	0			
	152	Yes	0			
	157	Yes	0			



x. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	152	Yes	0			
	157	No	The explanation of research based strategies was not found. This would helpful in letting educators understand why the instructional approaches used in this curriculum lead to success in the classroom.			
	64	Yes	The teacher edition does not necessarily provide the research behind the program, but it does explain the reasoning of the instructional approaches. Also, throughout the program, there are comments from the authors of the program about specific teaching strategies and content choices and why they are important/effective.			
	86	Yes	0			
	67	Yes	0			
y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	152	Yes	0			
	157	Yes	0			
	64	Yes	0			
	86	Yes	0			
	67	Yes	0			
<b>Additional Comments:</b>	<b>Reviewer</b>	<b>Evidence/Notes</b>				
<b>Additional Comments about Section V: Additional Components</b>	152	0		<b>Total indicators to be re-reviewed:</b>		<b>0</b>
	157	0				
	64	0				
	86	0				
	67	This textbook does an excellent job of providing additional components that are created with				

[illegible]

