

**\*\*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:** G01H10

| Reviewer | Section I | Section II | Section III | Overall |
|----------|-----------|------------|-------------|---------|
| 111      | Pass      | Pass       | Pass        |         |
| 119      | Pass      | Fail       | Pass        |         |
| 124      | Pass      | Pass       | Pass        |         |
| 120      | Pass      | Pass       | Pass        |         |
| 113      | Fail      | 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.

| SECTION I<br>Alignment to Shifts<br>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.   | 111      | Yes                |  | 0                      |                    |            |
|  | 119      | Yes                | <p>WITH IMPROVEMENT: This curriculum obviously intentionally put these units together with concepts in mind, but I do not always think that the texts have a logical relationship. For example, Unit Three's title is "The Persistence of Memories," and the essential question is: "How does the past impact the future?" The first five texts in the Text Complexity analysis section all are clearly tied to memories, but the sixth text is "Facial expressions-including fear-may not be as universal as we thought." This text has nothing to do with our memories and how "our recollections shape us" as stated on page 32 of the text complexity tool. Even the Connection to the Essential Question on page 40 does not tie that text to memory at all.</p> <p>SUGGESTION: Omit the text or find a different unit to put it in, such as "Moving Forward," which explores how culture influences our goals, or "Chopped, Stirred, and Blended," which explores the ingredients of culture.</p> <p>Also, Unit Four seems to have an identity crisis. Some of the texts are about the ties that bind as suggested in the unit title, but others seem to have nothing to do with that topic, as I discuss further in Section III, Indicator III.a. The first three texts are about destiny and the fourth text is about perseverance. SUGGESTION: Identify a different topic that ties these texts together and generate different essential questions.</p> <p>I also think that the text sets in this curriculum are not varied enough. For example, Unit Two and Unit Five are both about culture. Additionally, Unit Three's essential question is: "How does the past impact the future?" and Unit Five's is: "How does who we were guide who we will become?" And then Unit Four could easily be connected to the culture units or the past shaping the future units. SUGGESTION: Eliminate some of the texts that do not really align readily to the unit, such as the example above about facial expressions, and then combine these units that are similar. I would combine Unit Two and Unit Five. I would also combine Unit Three, Unit Four, and Unit Six. The Claudette Colvin text that did not really fit in Unit Four could easily fit into Unit Six. So maybe restructure the units, eliminating texts, and create one or two more units that address completely different topics than the others.</p> |                        |                    |            |
|  | 124      | Yes                |  | 0                      |                    |            |
|  | 120      | Yes                |  | 0                      |                    |            |
|  | 113      | Yes                | improvement note: Text sets are organized around a topic, but sometimes the links seem somewhat strained. Students are not likely to perceive the selected texts in each unit as part of a coherent whole due to the diversity of genres, cultures, and time periods represented in each unit. Consider revising to improve coherence within units.  |                        |                    |            |
| b. <b>Vocabulary:</b> Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.   | 111      | Yes                |  | 0                      |                    |            |
|  | 119      | Yes                | <p>WITH IMPROVEMENT: After looking at multiple lessons throughout the curriculum, I have determined that this curriculum minimally meets this indicator. While vocabulary is frequently addressed, the lessons do not provide enough direct or contextual INSTRUCTION. For example, every reading passage that I looked at has a vocabulary section, but all the students are asked to do is, "Complete the chart by dragging and dropping the correct meaning into the third column to match the term in each row." Because the materials provided primarily ask students to display knowledge at a DOK level 1 (define) and sometimes at a DOK level 2 (apply by writing a sentence using the word,) the vocabulary instruction will not allow students to truly display their knowledge of learning the new words.</p> <p>The lessons over "Academic Vocabulary" are a little more in-depth, providing direct instruction for teachers:</p> <p>"Read and Discuss the Model<br/>Project the Model onto the board. Remind students of the definition of the first word. Then read aloud the first sentence: He was an advocate for flexible work hours, believing this was the best way to attract employees.</p> <p>Finally, ask questions that give students the opportunity to use the word. For example:</p> <p>If someone traveled the state raising money for patients undergoing cancer treatment, you could call that person an advocate for what cause?</p> <p>But then the instructions become general:</p> <p>"Repeat this process for all the remaining words."</p> <p>For new teachers, this will probably need to be more detailed, word-by-word.</p> <p>Also, the sequence of vocabulary instruction does not build in complexity and sophistication over the course of the year as each lesson is exactly the same.</p> <p>I would recommend varying the vocabulary instruction and assessment, moving from DOK level 1-type questions to DOK level 4-type questions.</p>   |                        |                    |            |

|  |                 |                           |   |                               |                           |                   |
|--|-----------------|---------------------------|---|-------------------------------|---------------------------|-------------------|
|  | 124             | Yes                       | The indicator is met, but I have said this about each book: There needs to be some deeper connection to the vocabulary than the prefabricated lists that are used at the start of each section. The lists are a great thing for the teacher to have from step one, but the students need a chance to personally explore vocabulary before getting a list. A consumable workbook like is given is the perfect place to have students underline words that maybe they might not know or think a peer would struggle with. There needs to be some deeper thinking activity upon the first read, and THEN break out the list.   |                               |                           |                   |
|  | 120             | Yes                       |   | 0                             |                           |                   |
|  | 113             | No                        | Vocabulary instruction related to unit texts tends to be contextual but not explicit. Students are frequently instructed to guess at the meaning of a key word and then check their guess with a dictionary, but little to no direct instruction is provided for the key vocabulary in most texts. The direct vocabulary instruction that is cited for this indicator typically provides very limited opportunities for students to practice or apply their growing vocabulary knowledge. Vocabulary lessons provide minimal opportunities for students to practice and apply new vocabulary. While vocabulary is frequently addressed in various types of lessons, it is treated as a skill rather than knowledge, which leads to inadequate practice and application unlikely to lead to retention. Revise by providing more direct instruction on high value vocabulary along with activities aimed at retention and transfer throughout and across units. |                               |                           |                   |
| c. <b>End-of-unit/culminating tasks:</b> Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.   | 111             | Yes                       |   | 0                             |                           |                   |
|  | 119             | Yes                       | WITH IMPROVEMENT: The multiple choice end-of-unit assessments for each unit are not easy to access AT ALL. I would suggest adding a link under the CORE ELA links. When teachers click on a unit, they currently see: Unit Overview, Integrated Reading Writing, Extended Writing Project and Grammar, and EL Resources. End-of-Unit Assessment needs to be added as it is very difficult to find, even when typed into OTHER RESOURCES.<br><br>Also, the state of Tennessee's goal for the end-of-unit task is that students are completing a deep analysis of a text or texts, including textual evidence to support analysis. Unit Four and Unit Six do not accomplish this with the Extended Writing Tasks alone, so if there is not an End-of-Unit Assessment for these units like there is under the "Clickable Correlation" for Unit One, then this indicator is not met.  |                               |                           |                   |
|  | 124             | Yes                       |   | 0                             |                           |                   |
|  | 120             | Yes                       |   | 0                             |                           |                   |
|  | 113             | Yes                       |   | 0                             |                           |                   |
| <b>Text Complexity:</b> Materials ensure students engage in regular practice with complex text and its academic vocabulary.  | <b>Reviewer</b> | <b>Meets Expectations</b> | <b>Evidence/Notes</b>   | <b>Revised or Referenced?</b> | <b>Publisher Comments</b> | <b>Re-Review?</b> |
| 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.  | 111             | Yes                       |   | 0                             |                           |                   |
|  | 119             | Yes                       |   | 0                             |                           |                   |
|  | 124             | Yes                       |   | 0                             |                           |                   |
|  | 120             | Yes                       |   | 0                             |                           |                   |
|  | 113             | Yes                       |   | 0                             |                           |                   |
| e. Text plays a central role in the English class/block.   | 111             | Yes                       |   | 0                             |                           |                   |
|  | 119             | Yes                       |   | 0                             |                           |                   |
|  | 124             | Yes                       |   | 0                             |                           |                   |
|  | 120             | Yes                       |   | 0                             |                           |                   |
|  | 113             | 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.  | 111             | Yes                       |   | 0                             |                           |                   |
|  | 119             | Yes                       |   | 0                             |                           |                   |
|  | 124             | Yes                       | This indicator is exceptionally well met. I feel that the novel companion pieces that go with the shorter pieces were very well chosen (Night and Fahrenheit 451 in particular).  |                               |                           |                   |
|  | 120             | Yes                       |   | 0                             |                           |                   |
|  | 113             | 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><br><ul style="list-style-type: none"> <li>Most questions and tasks require students to draw on textual evidence to support inferences and conclusions.</li> <li>High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text.</li> </ul> | 111             | Yes                       |   | 0                             |                           |                   |
|  | 119             | Yes                       |   | 0                             |                           |                   |
|  | 124             | Yes                       |   | 0                             |                           |                   |
|  | 120             | Yes                       |   | 0                             |                           |                   |
|  | 113             | Yes                       | Improvement note: A large volume of text-dependent questions are provided for most unit texts, but the multiple locations and types of questions mean the sequencing of these questions is unclear. Within the three texts, the sequencing of questions is not consistent across the texts, and the sequencing of questions is not consistent across the texts.   |                               |                           |                   |
| h. <b>Writing to sources:</b> The majority of writing tasks require students to respond to texts and/or include textual evidence.  | 111             | Yes                       |   | 0                             |                           |                   |
|  | 119             | Yes                       |   | 0                             |                           |                   |
|  | 124             | Yes                       |   | 0                             |                           |                   |
|  | 120             | Yes                       |   | 0                             |                           |                   |
|  | 113             | Yes                       |   | 0                             |                           |                   |
| i. <b>Evidence-based discussions:</b> Materials provide  | 111             | Yes                       |   | 0                             |                           |                   |
|  | 119             | Yes                       |   | 0                             |                           |                   |

|   |          |   |  |   |   |                                     |   |
|---|----------|---|--|---|---|-------------------------------------|---|
| students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.   | 124      | Yes   |  | 0 |   |                                     |   |
|   | 120      | Yes   |  | 0 |   |                                     |   |
|   | 113      | Yes   |  | 0 |   |                                     |   |
| Additional comments:  | Reviewer | Evidence/Notes  |  |   |   |                                     |   |
| Additional comments on the three instructional shifts within the materials:   | 111      |   |  |   | 0 | Total indicators to be re-reviewed: | 0 |
|   | 119      | The Unit One title in the overview materials is not the same as the title in the student workbook provided. In the text Complexity tool Overview, Unit One is "The Power of Language" and on the workbook "The Power of Communication." Also, there are multiple typos in the |  |   |   |                                     |   |
|   | 124      |   |  |   | 0 |                                     |   |
|   | 120      |   |  |   | 0 |                                     |   |
|   | 113      |   |  |   | 0 |                                     |   |
| Materials meet 100% alignment with Section I: Shifts in instruction?<br><br>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   |  |   |   |                                     |   |
|   | 111      | Pass  |  |   |   |                                     |   |
|   | 119      | Pass  |  |   |   |                                     |   |
|   | 124      | Pass  |  |   |   |                                     |   |
|   | 120      | Pass  |  |   |   |                                     |   |
|   | 113      | Fail  |  |   |   |                                     |   |
|   | Overall  | Pass  |  |   |   |                                     |   |

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| SECTION II   |  |          |                    |   |                        |                    |            |
|--|--|----------|--------------------|---|------------------------|--------------------|------------|
| Alignment to Tennessee English Language Arts Standards   |  |          |                    |   |                        |                    |            |
| Materials must meet at least <b>90%</b> 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 <b>full breadth and depth</b> of the standards to be taught in an <b>integrated</b> and <b>spiraled</b> manner throughout the school year. |  |          |                    |   |                        |                    |            |
| READING STANDARDS  |  | Reviewer | Meets Expectations | Evidence/Notes  | Revised or Referenced? | Publisher Comments | Re-Review? |
| <b>Standard 1</b><br><b>Category</b><br>Key Ideas and Details<br><b>Cornerstone</b><br>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: 9-10.RL.KID.1</b> Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.   | 111      | Yes                | 0   |                        |                    |            |
|  |  | 119      | Yes                | 0   |                        |                    |            |
|  |  | 124      | Yes                | 0   |                        |                    |            |
|  |  | 120      | Yes                | 0   |                        |                    |            |
|  |  | 113      | Yes                | 0   |                        |                    |            |
|  |  | 111      | Yes                | 0   |                        |                    |            |
|  | <b>Informational Text: 9-10.RI.KID.1</b> Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.   | 119      | Yes                | 0   |                        |                    |            |
|  |  | 124      | Yes                | 0   |                        |                    |            |
|  |  | 120      | Yes                | 0   |                        |                    |            |
|  |  | 113      | Yes                | 0   |                        |                    |            |
|  |  | 111      | Yes                | 0   |                        |                    |            |
|  |  | 111      | Yes                | 0   |                        |                    |            |
| <b>Standard 2</b><br><b>Category</b><br>Key Ideas and Details<br><b>Cornerstone</b><br>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  | <b>Literature: 9-10.RL.KID.2</b> Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.  | 119      | No                 | While theme is often and adequately assessed, I did not find  |                        |                    |            |
|  |  | 124      | Yes                | 0   |                        |                    |            |
|  |  | 120      | Yes                | 0   |                        |                    |            |
|  |  | 113      | Yes                | 0   |                        |                    |            |
|  |  | 111      | Yes                | 0   |                        |                    |            |
|  |  | 119      | No                 | While central idea is adequately assessed, summaries are not.   |                        |                    |            |
|  | <b>Informational Text: 9-10.RI.KID.2</b> Determine a central idea of a text and analyze its development; provide an objective or critical summary.   | 124      | Yes                | 0   |                        |                    |            |
|  |  | 120      | Yes                | 0   |                        |                    |            |
|  |  | 113      | Yes                | 0   |                        |                    |            |
|  |  | 111      | Yes                | 0   |                        |                    |            |
|  |  | 119      | Yes                | 0   |                        |                    |            |
|  |  | 111      | Yes                | 0   |                        |                    |            |
| <b>Standard 3</b><br><b>Category</b><br>Key Ideas and Details<br><b>Cornerstone</b><br>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  | <b>Literature: 9-10.RL.KID.3</b> Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.   | 119      | Yes                | WITH IMPROVEMENT: In the Curriculum Map section, in both Unit Four and Unit Five, this standard is mislabeled to Unit Four with "Claude Lorraine" and "Europe in Focus" this is labeled |                        |                    |            |
|  |  | 124      | Yes                | 0   |                        |                    |            |
|  |  | 120      | Yes                | 0   |                        |                    |            |
|  |  | 113      | Yes                | 0   |                        |                    |            |
|  |  | 111      | Yes                | 0   |                        |                    |            |
|  |  | 119      | Yes                | WITH IMPROVEMENT: In the Curriculum Map section, in both Unit Four and Unit Five, this standard is mislabeled to Unit Four with "Claude Lorraine" and "Europe in Focus" this is labeled |                        |                    |            |
|  | <b>Informational Text: 9-10.RI.KID.3</b> Analyze how an author presents and develops key ideas and events to impact meaning.   | 124      | Yes                | 0   |                        |                    |            |
|  |  | 120      | Yes                | 0   |                        |                    |            |
|  |  | 113      | Yes                | 0   |                        |                    |            |
|  |  | 111      | Yes                | 0   |                        |                    |            |
|  |  | 119      | Yes                | 0   |                        |                    |            |
|  |  | 111      | Yes                | 0   |                        |                    |            |
| <b>Standard 4</b><br><b>Category</b><br>Craft and Structure<br><b>Cornerstone</b><br>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: 9-10.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 cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone. | 111      | Yes                | 0   |                        |                    |            |
|  |  | 119      | Yes                | 0   |                        |                    |            |
|  |  | 124      | Yes                | 0   |                        |                    |            |
|  |  | 120      | Yes                | 0   |                        |                    |            |
|  |  | 113      | Yes                | 0   |                        |                    |            |
|  |  | 111      | Yes                | 0   |                        |                    |            |
|  | <b>Informational Text: 9-10.RI.CS.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.  | 119      | Yes                | 0   |                        |                    |            |
|  |  | 124      | Yes                | 0   |                        |                    |            |
|  |  | 120      | Yes                | 0   |                        |                    |            |
|  |  | 113      | Yes                | 0   |                        |                    |            |
|  |  | 111      | Yes                | 0   |                        |                    |            |
|  |  | 119      | Yes                | 0   |                        |                    |            |
| <b>Standard 5</b><br><b>Category</b><br>Craft and Structure<br><b>Cornerstone</b><br>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a  | <b>Literature: 9-10.RL.CS.5</b> Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.  | 111      | Yes                | 0   |                        |                    |            |
|  |  | 119      | Yes                | 0   |                        |                    |            |
|  |  | 124      | Yes                | 0   |                        |                    |            |
|  |  | 120      | Yes                | 0   |                        |                    |            |
|  |  | 113      | Yes                | 0   |                        |                    |            |
|  |  | 111      | Yes                | 0   |                        |                    |            |
|  | <b>Informational Text: 9-10.RI.CS.5</b> Analyze how an author's ideas  | 119      | Yes                | WITH IMPROVEMENT: This standard is often confused with RI.3. To further assist the teachers, I would include prompts/questions that excerpt specific sentences and paragraphs           |                        |                    |            |

|   |   |  |     |          |   |                |                        |                    |            |  |  |
|---|---|--|-----|----------|---|----------------|------------------------|--------------------|------------|--|--|
|   | section, chapter, scene, or stanza) relate to each other and the whole.   |  | 124 | Yes      |   | 0              |                        |                    |            |  |  |
|   |   |  | 120 | Yes      |   | 0              |                        |                    |            |  |  |
|   |   |  | 113 | Yes      |   | 0              |                        |                    |            |  |  |
| Standard 6<br>Category<br>Craft and Structure<br>Cornerstone<br>Assess how point of view or purpose shapes the content and style of a text.   | Literature: 9-10.RL.CS.6 Analyze how point of view and/or author purpose shapes the content and style of diverse texts.   |  | 111 | Yes      | Although this standard is represented, it would be better if it were represented throughout more units.   | 0              |                        |                    |            |  |  |
|   |   |  | 119 | Yes      | WITH IMPROVEMENT: Many lessons seem to address how point-of-view shapes the content, but I did not see any lessons that addressed author's purpose. This would be an area for growth.           | 0              |                        |                    |            |  |  |
|   |   |  | 124 | Yes      |   | 0              |                        |                    |            |  |  |
|   |   |  | 120 | Yes      |   | 0              |                        |                    |            |  |  |
|   |   |  | 113 | Yes      |   | 0              |                        |                    |            |  |  |
|   |   |  | 111 | Yes      |   | 0              |                        |                    |            |  |  |
|   | Informational Text: 9-10.RI.CS.6 Determine an author's point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.   |  | 119 | Yes      |   | 0              |                        |                    |            |  |  |
|   |   |  | 124 | Yes      |   | 0              |                        |                    |            |  |  |
|   |   |  | 120 | Yes      |   | 0              |                        |                    |            |  |  |
|   |   |  | 113 | Yes      |   | 0              |                        |                    |            |  |  |
|   |   |  | 111 | Yes      |   | 0              |                        |                    |            |  |  |
|   |   |  | 119 | Yes      |   | 0              |                        |                    |            |  |  |
| Standard 7<br>Category<br>Integration of Knowledge and Ideas<br>Cornerstone<br>Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.                                   | Literature: 9-10.RL.IKI.7 Evaluate the topic, subject, and/or theme in two diverse formats or media.  |  | 111 | Yes      | Although this standard is represented, it would be better if it were represented throughout more units.   | 0              |                        |                    |            |  |  |
|   |   |  | 119 | Yes      |   | 0              |                        |                    |            |  |  |
|   |   |  | 124 | Yes      |   | 0              |                        |                    |            |  |  |
|   |   |  | 120 | Yes      |   | 0              |                        |                    |            |  |  |
|   |   |  | 113 | Yes      | improvement note: Only two literary texts seem to meet this standard. Consider adding more diversity of media.  | 0              |                        |                    |            |  |  |
|   |   |  | 111 | Yes      |   | 0              |                        |                    |            |  |  |
|   | Informational Text: 9-10.RI.IKI.7 Evaluate the topic or subject in two diverse formats or media.  |  | 119 | Yes      |   | 0              |                        |                    |            |  |  |
|   |   |  | 124 | Yes      |   | 0              |                        |                    |            |  |  |
|   |   |  | 120 | Yes      |   | 0              |                        |                    |            |  |  |
|   |   |  | 113 | Yes      | improvement note: Only two informational texts seem to meet this standard. Consider adding more diversity of media.   | 0              |                        |                    |            |  |  |
|   |   |  | 111 | Yes      |   | 0              |                        |                    |            |  |  |
|   |   |  | 119 | Yes      |   | 0              |                        |                    |            |  |  |
| Standard 8<br>Category<br>Integration of Knowledge and Ideas<br>Cornerstone<br>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  |  |     |          |   |                |                        |                    |            |  |  |
|   |   |  |     |          |   |                |                        |                    |            |  |  |
|   |   |  | 111 | Yes      |   | 0              |                        |                    |            |  |  |
|   |   | Informational Text: 9-10.RI.IKI.8 Evaluate how reasoning and evidence affects the argument and specific claims in a text.  | 119 | Yes      |   | 0              |                        |                    |            |  |  |
|   |   |  | 124 | Yes      | This indicator is well met because of the multiple choice questions that are included as well as the short response questions that accompany them.  | 0              |                        |                    |            |  |  |
|   |   |  | 120 | Yes      |   | 0              |                        |                    |            |  |  |
|   | 113   |  | Yes |          | 0   |                |                        |                    |            |  |  |
|   | 111   |  | Yes |          | 0   |                |                        |                    |            |  |  |
|   | Standard 9<br>Category<br>Integration of Knowledge and Ideas<br>Cornerstone<br>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: 9-10.RL.IKI.9 Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text. |     | 111      | Yes   |                | 0                      |                    |            |  |  |
|   |   |  |     | 119      | Yes   |                | 0                      |                    |            |  |  |
|   |   |  |     | 124      | Yes   |                | 0                      |                    |            |  |  |
|   |   |  |     | 120      | Yes   |                | 0                      |                    |            |  |  |
|   |   |  | 113 | Yes      | standard is met through cited lessons, but consider revising lessons so that students read the source material prior to the responding text.  | 0              |                        |                    |            |  |  |
|   |   |  | 111 | Yes      |   | 0              |                        |                    |            |  |  |
| Informational Text: 9-10.RI.IKI.9 Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.   |   |  | 119 | No       | This indicator is not met because it is only taught and assessed in the first unit with "Letter to a Birmingham Jail" and "Speech to the Second Virginia Convention" and once in Unit Five with | 0              |                        |                    |            |  |  |
|   |   |  | 124 | Yes      |   | 0              |                        |                    |            |  |  |
|   |   |  | 120 | Yes      |   | 0              |                        |                    |            |  |  |
|   |   |  | 113 | Yes      |   | 0              |                        |                    |            |  |  |
|   |   |  | 111 | Yes      |   | 0              |                        |                    |            |  |  |
|   |   |  | 119 | Yes      |   | 0              |                        |                    |            |  |  |
| Standard 10<br>Category<br>Range of Reading and Level of Text Complexity<br>Cornerstone<br>Read and comprehend complex literary and informational texts independently and proficiently.   | Literature: 10.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 9-10 text complexity band independently and proficiently.   |  | 124 | Yes      |   | 0              |                        |                    |            |  |  |
|   |   |  | 120 | Yes      |   | 0              |                        |                    |            |  |  |
|   |   |  | 113 | Yes      |   | 0              |                        |                    |            |  |  |
|   |   |  | 111 | Yes      |   | 0              |                        |                    |            |  |  |
|   |   | Informational Text: 10.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.   |     | 119      | Yes   |                | 0                      |                    |            |  |  |
|   |   |  |     | 124      | Yes   |                | 0                      |                    |            |  |  |
|   |   |  | 120 | Yes      |   | 0              |                        |                    |            |  |  |
|   |   |  | 113 | Yes      |   | 0              |                        |                    |            |  |  |
|   |   |  | 111 | Yes      |   | 0              |                        |                    |            |  |  |
|   |   |  | 119 | Yes      |   | 0              |                        |                    |            |  |  |
|   | SPEAKING AND LISTENING STANDARDS  |  |     | Reviewer | Meets Expectations  | Evidence/Notes | Revised or Referenced? | Publisher Comments | Re-Review? |  |  |
|   | Standard 1<br>Category<br>Comprehension and Collaboration<br>Cornerstone  | 9-10.SL.CC.1 Initiate and participate effectively with varied  |     | 111      | Yes   |                | 0                      |                    |            |  |  |
|   |   |  | 119 | Yes      |   | 0              |                        |                    |            |  |  |

|   |  |          |                    |  |                        |                    |            |
|---|--|----------|--------------------|--|------------------------|--------------------|------------|
| 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.   | partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing one's own clearly and persuasively.  | 124      | Yes                | This indicator is exceedingly well met, and again, the part that makes this true is the excellent use and direction of peer interactions.  |                        |                    |            |
|   |  | 120      | Yes                |  | 0                      |                    |            |
|   |  | 113      | Yes                |  | 0                      |                    |            |
| <b>Standard 2</b><br><b>Category</b><br>Comprehension and Collaboration<br><b>Cornerstone</b><br>Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.   | 9-10.SL.CC.2 Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.  | 111      | Yes                |  | 0                      |                    |            |
|   |  | 119      | Yes                |  | 0                      |                    |            |
|   |  | 124      | Yes                |  | 0                      |                    |            |
|   |  | 120      | Yes                |  | 0                      |                    |            |
|   |  | 113      | Yes                | This standard is met with reservations. Consider incorporating more quantitative and/or visual information and applying skills for evaluating credibility to these and other types of information.   |                        |                    |            |
| <b>Standard 3</b><br><b>Category</b><br>Comprehension and Collaboration<br><b>Cornerstone</b><br>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.   | 9-10.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.  | 111      | Yes                |  | 0                      |                    |            |
|   |  | 119      | Yes                |  | 0                      |                    |            |
|   |  | 124      | Yes                |  | 0                      |                    |            |
|   |  | 120      | Yes                |  | 0                      |                    |            |
|   |  | 113      | No                 | This standard is cited when students read speeches, but it seems unlikely that these dense texts would be experienced in a primarily oral format, so the speaking/listening standard would not apply. The oral presentation task does ask students to consider their own         |                        |                    |            |
| <b>Standard 4</b><br><b>Category</b><br>Presentation of Knowledge and Ideas<br><b>Cornerstone</b><br>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to | 9-10.SL.PKI.4 Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning; ensure the organization, development, substance, and style are appropriate to purpose, audience, and task. | 111      | Yes                | Although this standard is represented, it would be better if it were represented throughout more units.  |                        |                    |            |
|   |  | 119      | Yes                |  | 0                      |                    |            |
|   |  | 124      | Yes                |  | 0                      |                    |            |
|   |  | 120      | Yes                | While the standard is addressed thoroughly as part of Extended Oral Project in Unit 4, there is no other practice with this standard other than during this one unit. A suggestion for improvement would be to address the standard in additional lessons in other units to give |                        |                    |            |
|   |  | 113      | Yes                |  | 0                      |                    |            |
| <b>Standard 5</b><br><b>Category</b><br>Presentation of Knowledge and Ideas<br><b>Cornerstone</b><br>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.                                       | 9-10.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  | 111      | Yes                | Although this standard is represented, it would be better if it were represented throughout more units.  |                        |                    |            |
|   |  | 119      | Yes                | This is accomplished through the Unit Four Extended Writing Project: Oral Presentation as well as the Blasts that complement certain texts.  |                        |                    |            |
|   |  | 124      | No                 | This indicator is not met because I feel like the heart of the standard was missed. This standard is asking for students to present material using digital media and displays. When teaching this, there needs to be programs used that enhance visual aide presentation         |                        |                    |            |
|   |  | 120      | No                 | Does not meet the depth of the standard. While included in the Extended Oral Project in Unit 4, the inclusion is limited. Additional lessons with this standard or the inclusion of this standard into existing lessons in other units would help students to achieve mastery.   |                        |                    |            |
|   |  | 113      | Yes                | improvement note: Digital media outside the platform's components receives little attention. Consider addressing the publication/presentation aspect of student work with more depth and diverse options (i.e., presentation software, video editing, etc.)                      |                        |                    |            |
| <b>Standard 6</b><br><b>Category</b><br>Presentation of Knowledge and Ideas<br><b>Cornerstone</b><br>Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.                                    | 9-10.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  | 111      | Yes                |  | 0                      |                    |            |
|   |  | 119      | Yes                |  | 0                      |                    |            |
|   |  | 124      | Yes                |  | 0                      |                    |            |
|   |  | 120      | Yes                |  | 0                      |                    |            |
|   |  | 113      | Yes                |  | 0                      |                    |            |
| WRITING STANDARDS   |  | Reviewer | Meets Expectations | Evidence/Notes   | Revised or Referenced? | Publisher Comments | Re-Review? |
|   | 9-10.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.<br>a. Introduce precise claim(s)  | 111      | Yes                |  | 0                      |                    |            |

|  |   |     |     |  |   |  |  |
|--|---|-----|-----|--|---|--|--|
| <b>Standard 1</b><br><b>Category</b><br>Text Types and Protocols<br><b>Cornerstone</b><br>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   | a. Include precise claim(s).<br>b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.<br>c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence.<br>d. Provide a concluding statement or section that follows from and supports the argument presented.<br>e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.  | 119 | No  | This indicator is not adequately met. While both Unit One and Five are labeled as argumentative writing prompts, they are more informational/explanatory than argumentative.   |   |  |  |
|  |   | 124 | No  | This indicator is met, but I will insert the same comment I have give on EVERY book for this section. There needs to be a serious revision to the thesis writing section for all types of formal writing. Again, I cannot stress enough how helpful I think it would be to collaborate with English teachers that have consistently high-scoring students in terms of writing on state   |   |  |  |
|  |   | 120 | Yes |  | 0 |  |  |
|  |   | 113 | Yes |  | 0 |  |  |
| <b>Standard 2</b><br><b>Category</b><br>Text Types and Protocols<br><b>Cornerstone</b><br>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. | 9-10.W.TTP.2 Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.<br>a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience.<br>b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions.<br>c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.<br>d. Provide a concluding statement or section that follows from and supports the information or explanation presented.<br>e. Use appropriate formatting, graphics, and multimedia to aid comprehension.<br>f. Use precise language and domain-specific vocabulary to manage the complexity of the topic. | 111 | Yes |  | 0 |  |  |
|  |   | 119 | Yes |  | 0 |  |  |
|  |   | 124 | Yes |  | 0 |  |  |
|  |   | 120 | Yes |  | 0 |  |  |
|  |   | 113 | Yes |  | 0 |  |  |
| <b>Standard 3</b><br><b>Category</b><br>Text Types and Protocols<br><b>Cornerstone</b><br>Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.                               | convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.<br>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters.<br>b. Sequence events so that they build on one another to create a coherent whole.<br>c. Create a smooth progression of experiences or events.<br>d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters.<br>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.<br>f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.<br>g. Establish and maintain an appropriate style and tone.                                      | 111 | Yes |  | 0 |  |  |
|  |   | 119 | No  | This indicator is not met because the students do not have enough opportunities to demonstrate their knowledge acquisition of this standard as it is really only assessed in the Extended Writing Project in Unit Two. This standard should be revisited at least one other time in this curriculum. Per the state: "The complexity of this standard requires it to be addressed across multiple years." MASTEP EXAMPLE: One assessment does not meet this |   |  |  |
|  |   | 124 | Yes |  | 0 |  |  |
|  |   | 120 | Yes |  | 0 |  |  |
|  |   | 113 | Yes |  | 0 |  |  |
| <b>Standard 4</b><br><b>Category</b><br>Production and Distribution of Writing<br><b>Cornerstone</b><br>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.   | 9-10.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)   | 111 | Yes |  | 0 |  |  |
|  |   | 119 | Yes | While W.TTP. 1 and 3 are not adequately assessed, there is ample instruction over those types of writings, along with organizational tools and such.   |   |  |  |
|  |   | 124 | Yes | This indicator is met, but I had trouble figuring out any of the attached notes other than the "Create Your Own Blast," which was wonderful, but I don't feel it is enough to push this indicator above and beyond.  |   |  |  |
|  |   | 120 | Yes |  | 0 |  |  |
|  |   | 113 | Yes |  | 0 |  |  |
| <b>Standard 5</b><br><b>Category</b><br>Production and Distribution of Writing<br><b>Cornerstone</b><br>Develop and strengthen   | 9-10.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should   | 111 | Yes |  | 0 |  |  |
|  |   | 119 | Yes |  | 0 |  |  |
|  |   | 124 | Yes |  | 0 |  |  |



|  |  |  |                 |                           |  |                               |                           |                   |  |
|--|--|--|-----------------|---------------------------|--|-------------------------------|---------------------------|-------------------|--|
|  | writing as needed by planning, revising, editing, rewriting, or trying a new approach.   | demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 9-10.) | 120             | Yes                       |  | 0                             |                           |                   |  |
|  |  |  | 113             | Yes                       |  | 0                             |                           |                   |  |
| <b>Standard 6</b><br><b>Category</b><br>Production and Distribution of Writing<br><b>Cornerstone</b><br>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  | 9-10.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  |  | 111             | Yes                       |  | 0                             |                           |                   |  |
|  |  |  | 119             | Yes                       |  | 0                             |                           |                   |  |
|  |  |  | 124             | Yes                       |  | 0                             |                           |                   |  |
|  |  |  | 120             | Yes                       |  | 0                             |                           |                   |  |
|  |  |  | 113             | Yes                       |  | 0                             |                           |                   |  |
|  |  |  |                 |                           |  |                               |                           |                   |  |
| <b>Standard 7</b><br><b>Category</b><br>Research to Build and Present Knowledge<br><b>Cornerstone</b><br>Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.                     | 9-10.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation. |  | 111             | Yes                       |  | 0                             |                           |                   |  |
|  |  |  | 119             | Yes                       |  | 0                             |                           |                   |  |
|  |  |  | 124             | Yes                       |  | 0                             |                           |                   |  |
|  |  |  | 120             | Yes                       |  | 0                             |                           |                   |  |
|  |  |  | 113             | Yes                       | Consider placing greater emphasis on research skills and practice outside the major project in Unit 6.               |                               |                           |                   |  |
| <b>Standard 8</b><br><b>Category</b><br>Research to Build and Present Knowledge<br><b>Cornerstone</b><br>Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.  | 9-10.W.RBPK.8 Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.   |  | 111             | Yes                       |  | 0                             |                           |                   |  |
|  |  |  | 119             | Yes                       |  | 0                             |                           |                   |  |
|  |  |  | 124             | Yes                       |  | 0                             |                           |                   |  |
|  |  |  | 120             | Yes                       |  | 0                             |                           |                   |  |
|  |  |  | 113             | Yes                       |  | 0                             |                           |                   |  |
|  |  |  |                 |                           |  |                               |                           |                   |  |
| <b>Standard 9</b><br><b>Category</b><br>Research to Build and Present Knowledge<br><b>Cornerstone</b><br>Draw evidence from literary or informational texts to support analysis, reflection, and research.   | 9-10.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.  |  | 111             | Yes                       |  | 0                             |                           |                   |  |
|  |  |  | 119             | Yes                       |  | 0                             |                           |                   |  |
|  |  |  | 124             | Yes                       |  | 0                             |                           |                   |  |
|  |  |  | 120             | Yes                       |  | 0                             |                           |                   |  |
|  |  |  | 113             | Yes                       |  | 0                             |                           |                   |  |
| <b>Standard 10</b><br><b>Category</b><br>Range of Writing<br><b>Cornerstone</b><br>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | 9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.  |  | 111             | Yes                       |  | 0                             |                           |                   |  |
|  |  |  | 119             | Yes                       |  | 0                             |                           |                   |  |
|  |  |  | 124             | Yes                       |  | 0                             |                           |                   |  |
|  |  |  | 120             | Yes                       |  | 0                             |                           |                   |  |
|  |  |  | 113             | Yes                       |  | 0                             |                           |                   |  |
| <b>LANGUAGE 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><br><b>Category</b><br>Conventions of Standard English<br><b>Cornerstone</b><br>Demonstrate command of the conventions of standard  | 9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.   |  | 111             | Yes                       |  | 0                             |                           |                   |  |
|  |  |  | 119             | No                        | The curriculum does not meet the cognitive demand of this standard. The skill lesson has an explanation of the       |                               |                           |                   |  |
|  |  |  | 124             | Yes                       |  | 0                             |                           |                   |  |
|  |  |  | 120             | Yes                       | Resource does an excellent job of addressing the standard repeatedly throughout the course of study. Conventions are |                               |                           |                   |  |

|   |   |                 |  |   |  |                                     |   |
|---|---|-----------------|--|---|--|-------------------------------------|---|
| English grammar and usage when writing or speaking  |   | 113             | Yes  | 0   |  |                                     |   |
| <b>Standard 2</b>   |   | 111             | Yes  | 0   |  |                                     |   |
| <b>Category</b>   |   | 119             | No   | The curriculum does not meet the cognitive demand of this standard. The skill lesson has an explanation of the  |  |                                     |   |
| Conventions of Standard English   | 9-10.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.   | 124             | Yes  | 0   |  |                                     |   |
| <b>Cornerstone</b>  | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | 120             | Yes  | 0   |  |                                     |   |
|   |   | 113             | Yes  | 0   |  |                                     |   |
| <b>Standard 3</b>   |   | 111             | Yes  | 0   |  |                                     |   |
| <b>Category</b>   |   | 119             | Yes  | The questions over this standard are more rigorous than the questions assessing L.CSE.1 and L.CSE.2 because students are  |  |                                     |   |
| Knowledge of Language   | 9-10.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   | 124             | Yes  | 0   |  |                                     |   |
| <b>Cornerstone</b>  | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   | 120             | Yes  | 0   |  |                                     |   |
|   |   | 113             | Yes  | 0   |  |                                     |   |
| <b>Standard 4</b>   |   | 111             | Yes  | 0   |  |                                     |   |
| <b>Category</b>   |   | 119             | Yes  |   |  |                                     |   |
| Vocabulary Acquisition and Use  | 9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th-10th grade-level text by choosing flexibly from a range of strategies.<br>a. Use context as a clue to the meaning of a word or a phrase.<br>b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.<br>c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.<br>d. Use etymological patterns in spelling as clues to the meaning of a word or phrase. | 124             | Yes  | 0   |  |                                     |   |
| <b>Cornerstone</b>  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   | 120             | Yes  | 0   |  |                                     |   |
|   |   | 113             | No   | Sub-standards b and d are not addressed comprehensively. Morphological and etymological elements are not skills and cannot adequately be taught through skill lessons. Students |  |                                     |   |
| <b>Standard 5</b>   |   | 111             | Yes  | 0   |  |                                     |   |
| <b>Category</b>   |   | 119             | Yes  | 0   |  |                                     |   |
| Vocabulary Acquisition and Use  | 9-10.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.  | 124             | Yes  | 0   |  |                                     |   |
| <b>Cornerstone</b>  | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   | 120             | Yes  | 0   |  |                                     |   |
|   |   | 113             | Yes  | 0   |  |                                     |   |
| <b>Standard 6</b>   |   | 111             | Yes  | 0   |  |                                     |   |
| <b>Category</b>   |   | 119             | Yes  | 0   |  |                                     |   |
| Vocabulary Acquisition and Use  | 9-10.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.  | 124             | Yes  | 0   |  |                                     |   |
| <b>Cornerstone</b>  | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.   | 120             | Yes  | 0   |  |                                     |   |
|   |   | 113             | Yes  | 0   |  |                                     |   |
| <b>Additional Comments</b>  |   | <b>Reviewer</b> | <b>Evidence/Notes</b>  |   |  |                                     |   |
| <b>Additional Comments on Section II Standards</b>  |   | 111             | 0  |   |  | Total indicators to be re-reviewed: | 0 |
|   |   | 119             | My review is based solely on the standards that are identified on the Curriculum |   |  |                                     |   |
|   |   | 124             | 0  |   |  |                                     |   |
|   |   | 120             | 0  |   |  |                                     |   |
|   |   | 113             | 0  |   |  |                                     |   |
| <b>Alignment with Section II: ELA Standards.</b>  |   | <b>Reviewer</b> | <b>Aligned</b>   |   |  |                                     |   |
| 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. |   | 111             | Pass   |   |  |                                     |   |
|   |   | 119             | Fail   |   |  |                                     |   |

(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.)

|         |      |
|---------|------|
| 124     | Pass |
| 120     | Pass |
| 113     | Pass |
| Overall | Pass |

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Title Name:StudySyncPublisher:McGraw-Hill Education

Original Reviews Submitted:5Reviewers:111, 119, 124, 120, 113

| 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 or topic and include essential questions and enduring understandings.  | 111      | Yes                | 0  |                        |                    |            |
|  | 119      | Yes                | With improvement:<br><br>Each unit has a topic, such as The Power of Language is Unit One's. The primary essential question is "Why do words matter?" Then, within the unit overview, more questions are asked to further the original: "What affect do words have on our daily lives?", "How challenging is it to choose the right words?", and "What happens when we use the inappropriate words or say the wrong thing?" This seems very detailed and connected until one actually starts reviewing the material in depth. For example, on page 9 of the Text Complexitiy ELA Grade Level Overview, under Unit Connection, Connect to the Essential Question, the overview says: "In Francis La Fleche's "The Story of a Vision" a grandfather shares a story from his youth with his grandchildren. This story, which connects students to the Native American world of the late nineteenth century, is paired with two other selections, both based in the African continent the late nineteenth and mid-twentieth centuries: excerpts from the classic novels Heart of Darkness and Things Fall Apart. How do stories help us survive change? Why is it important for members of different generations to speak to one another and be heard? How can we find our voices?"<br><br>While a loose connection could be found between these questions and the essential question, considering this description is found under CONNECT TO ESSENTIAL QUESTION, I found this to be lacking. What do those three questions really have to do with why words matter? Those questions really are addressing something else entirely: speaking up. What is the clear connection?<br><br>POSSIBLY ADD/REVISE: How can we find our voices? WHY DO OUR WORDS MATTER? How can we use our words to speak to one another across multiple generations and be hear?<br><br>Again, evidence of this is found in Unit Four's Unit Overview. The unit title is "The Ties that Bind," and the essential question is: "What brings us back to one another?" This is followed by additional key questions: "Why do people have strong feelings about the groups to which they belong?", "What do we as readers learn by reading and watching stories about people who struggle to define themselves apart from their communities or who want desperately to blend in?", and "What do these stories teach us about how the world works?" So all of those questions clearly tie back to the unit title; the teacher will read from that that the unit is about the connections we have with people, and the essential question suggests that the texts will be about people leaving a person/a group and returning after a period of absence due to some connection. However, once again, when reading each individual text analysis, there is not always a real connection between the intent of the text and the unit title/essential question/enduring understandings. For example, on page 53 of the Text Complexity over view, the students will read "Claudette Colvin, Twice Towards Justice," which is about the Montgomery bus boycott. Under the Text Complexity, Connect to Essential Question, it says: "What can we learn from heroes of the past? In reading this interview with Claudette Colvin more than sixty years after she helped catalyze the Montgomery bus boycott, students will learn about Colvin's contributions to the civil rights movement and the price she paid for taking a stand." How do these questions connect to the unit title? This text seems to be more about perseverance. |                        |                    |            |
|  | 124      | Yes                | 0  |                        |                    |            |
|  | 120      | Yes                | 0  |                        |                    |            |
|  | 113      | No                 | Enduring understandings are not provided.  |                        |                    |            |
|  | 111      | Yes                | 0  |                        |                    |            |
|  | 119      | Yes                | 0  |                        |                    |            |
| b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.  | 124      | Yes                | As I have said in EVERY SINGLE review, this is indicator is one of the most impressive parts to me. The integration of almost every strand to the level of depth required is incredible.   |                        |                    |            |
|  | 120      | Yes                | 0  |                        |                    |            |
|  | 113      | No                 | Many lessons do a good job integrating reading with speaking/listening or with writing, especially "close read" and "independent read" lessons. However, many other lessons (especially first read and skill lessons) focus exclusively on reading. Language/grammar lessons are always and only integrated in the editing phase of the writing process. Greater integration of language with reading would be helpful, as well as more integration of writing with reading lessons so that all lessons are integrating multiple strands, no matter how the teacher chooses to assess the lessons.   |                        |                    |            |
|  |          |                    |  |                        |                    |            |
|  |          |                    |  |                        |                    |            |

|  |     |     |   |  |  |  |
|--|-----|-----|---|--|--|--|
| c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.   | 111 | Yes | 0   |  |  |  |
|  | 119 | Yes | 0   |  |  |  |
|  | 124 | Yes | 0   |  |  |  |
|  | 120 | Yes | 0   |  |  |  |
|  | 113 | Yes | 0   |  |  |  |
| d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.  | 111 | Yes | 0   |  |  |  |
|  | 119 | Yes | 0   |  |  |  |
|  | 124 | Yes | 0   |  |  |  |
|  | 120 | Yes | 0   |  |  |  |
|  | 113 | Yes | Consider revising to include at least one full-length major work (i.e., novel, play, or nonfiction book) in the units as written.   |  |  |  |
| e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.  | 111 | Yes | 0   |  |  |  |
|  | 119 | Yes | 0   |  |  |  |
|  | 124 | Yes | 0   |  |  |  |
|  | 120 | Yes | 0   |  |  |  |
|  | 113 | Yes | 0   |  |  |  |
| f. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical, time period) while appealing to students' interests.     | 111 | Yes | 0   |  |  |  |
|  | 119 | Yes | 0   |  |  |  |
|  | 124 | Yes | 0   |  |  |  |
|  | 120 | Yes | 0   |  |  |  |
|  | 113 | Yes | 0   |  |  |  |
| g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.  | 111 | Yes | 0   |  |  |  |
|  | 119 | Yes | 0   |  |  |  |
|  | 124 | Yes | 0   |  |  |  |
|  | 120 | Yes | 0   |  |  |  |
|  | 113 | No  | Almost all reading is done individually and independently. No provisions seem to be made for read-aloud or small-group reading.   |  |  |  |
| 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).                             | 111 | Yes | Although this standard is represented, it would be better if it were represented throughout more units.   |  |  |  |
|  | 119 | Yes | 0   |  |  |  |
|  | 124 | Yes | 0   |  |  |  |
|  | 120 | Yes | 0   |  |  |  |
|  | 113 | Yes | 0   |  |  |  |
| i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.  | 111 | Yes | Although this standard is represented, it would be better if it were represented throughout more units.   |  |  |  |
|  | 119 | Yes | 0   |  |  |  |
|  | 124 | Yes | 0   |  |  |  |
|  | 120 | Yes | 0   |  |  |  |
|  | 113 | No  | What this curriculum calls "self-selected" reading is a short list of recommended texts in each unit. These texts will not be sufficient to allow students to reach a "high volume" of text, and no time is devoted to independent reading in the curriculum maps. Additionally, the choices are often quite odd and unbalanced. Suggested revisions: Revise these lists to phrase the selections as recommended options (rather than making it a requirement to choose from the list), annotate the options for difficulty level or rank the options in order of difficulty, focus the lists on whole works (novels, plays, nonfiction books, or anthologies of poetry, etc.). Provide accountability structures and time for independent reading more than once per unit. Build independent reading time into the curriculum map. |  |  |  |
| j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.                                  | 111 | Yes | Although this standard is represented, it would be better if it were represented throughout more units.   |  |  |  |
|  | 119 | Yes | 0   |  |  |  |
|  | 124 | Yes | 0   |  |  |  |
|  | 120 | Yes | 0   |  |  |  |
|  | 113 | 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. | 111 | Yes | 0   |  |  |  |
|  | 119 | Yes | 0   |  |  |  |
|  | 124 | Yes | 0   |  |  |  |
|  | 120 | Yes | 0   |  |  |  |
|  | 113 | Yes | 0   |  |  |  |
|  | 111 | Yes | 0   |  |  |  |

|   |     |     |   |   |  |  |
|---|-----|-----|---|---|--|--|
| l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).  | 119 | Yes | <p>WITH IMPROVEMENT: In general, this curriculum has a plethora of writing tasks because each text includes a writing prompt either under the "Close Read" portion or the "Independent Read" portion as well as the units' "Extended Writing Project." I would label the standard for each writing prompt in accordance to the TN writing standards. The writing prompt currently are labeled as "Argumentative" or "Literary Analysis" or "Personal Response." Align this with the state terminology and include the standards so that districts and teachers can easily see how often the standard is truly addressed and assessed. As it is labeled now does not do the curriculum justice. I would not only include the writing standards, but also include the reading standards.</p> <p>SUGGESTION: The curriculum does need to include more narrative writing opportunities. I would also suggest including teacher modeling not just student exemplars. As of now, the unit is rich with student exemplars, but the teacher needs to be modeling and writing along with the students or as a whole class as well. This could be added to the CURRICULUM as the ELAR BEAC.</p> | 0 |  |  |
|   | 124 | Yes |   | 0 |  |  |
|   | 120 | Yes |   | 0 |  |  |
|   | 113 | Yes | Consider revising to include more opportunities for narrative writing.  |   |  |  |
|   | 111 | Yes |   | 0 |  |  |
| m. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.   | 119 | Yes |   | 0 |  |  |
|   | 124 | Yes | This indicator is met, but I would love to see rubrics included for students and teachers that follow the TN Ready rubric very closely.   |   |  |  |
|   | 120 | Yes |   | 0 |  |  |
|   | 113 | Yes |   | 0 |  |  |
|   | 111 | 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.   | 119 | No  | Refer to my notes under the Language standards.   |   |  |  |
|   | 124 | Yes |   | 0 |  |  |
|   | 120 | Yes |   | 0 |  |  |
|   | 113 | No  | Grammar lessons are provided in conjunction with each extended writing task, but very little effort has been made to tie these lessons specifically to the writing process. The grammar instruction is not contextual.  |   |  |  |
|   | 111 | Yes |   | 0 |  |  |
| o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.  | 119 | Yes | WITH IMPROVEMENT: As of now, I see etymology and morphology lessons in isolation, but I would embed that instruction with in at least three lessons per unit. Pull out certain words that would highlight these skills asking   |   |  |  |
|   | 124 | Yes |   | 0 |  |  |
|   | 120 | Yes |   | 0 |  |  |
|   | 113 | No  | While morphology and etymology are referenced, these elements are not addressed with enough detail for me to consider this indicator met.   |   |  |  |
|   | 111 | Yes | Although this standard is represented, it would be better if it were represented throughout more units.   |   |  |  |
| 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).       | 119 | Yes |   | 0 |  |  |
|   | 124 | Yes |   | 0 |  |  |
|   | 120 | Yes |   | 0 |  |  |
|   | 113 | Yes |   | 0 |  |  |
|   | 111 | 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.      | 119 | Yes |   | 0 |  |  |
|   | 124 | Yes |   | 0 |  |  |
|   | 120 | Yes |   | 0 |  |  |
|   | 113 | No  | Although discussion prompts are provided, this indicator is not met. Revise to include "listening prompts" and "evaluation tools" that will "strengthen students' ability to listen to and respond in increasingly sophisticated ways." These tools seem to be entirely absent.   |   |  |  |
|   | 111 | 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. | 119 | Yes |   | 0 |  |  |
|   | 124 | Yes |   | 0 |  |  |
|   | 120 | Yes |   | 0 |  |  |
|   | 113 | Yes |   | 0 |  |  |
|   | 111 | Yes |   | 0 |  |  |
| s. Formative and summative assessments are embedded throughout instructional materials and  | 111 | Yes |   | 0 |  |  |

|   |          |                |  |   |  |                                     |   |
|---|----------|----------------|--|---|--|-------------------------------------|---|
| 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. | 119      | Yes            |  | 0 |  |                                     |   |
|   | 124      | Yes            | This indicator is met, but something that would push this book over the edge would be to have more end of unit tests that include very similar style to the TN Ready. Lengthier tests with multiple question types that can be manipulated easily by the teacher would be incredibly attractive.                                   |   |  |                                     |   |
|   | 120      | Yes            |  | 0 |  |                                     |   |
|   | 113      | Yes            |  | 0 |  |                                     |   |
| t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.   | 111      | Yes            |  | 0 |  |                                     |   |
|   | 119      | Yes            | SUGGESTION: I would attach a standard to every question asked, even comprehension questions and small writing tasks in individual reading lessons, to give teachers and districts a more comprehensive idea of exactly how often a standard is addressed. The standards are currently attached to only the skill lessons, extended |   |  |                                     |   |
|   | 124      | Yes            |  | 0 |  |                                     |   |
|   | 120      | Yes            |  | 0 |  |                                     |   |
|   | 113      | Yes            |  | 0 |  |                                     |   |
| Additional Comments:  | Reviewer | Evidence/Notes |  |   |  |                                     |   |
| Additional comments about high-quality instruction within the materials:  | 111      |                |  |   |  | Total indicators to be re-reviewed: | 0 |
|   | 119      |                |  |   |  |                                     |   |
|   | 124      |                |  |   |  |                                     |   |
|   | 120      |                |  |   |  |                                     |   |
|   | 113      |                |  |   |  |                                     |   |
| Alignment with Section III  | Reviewer | Aligned        |  |   |  |                                     |   |
| Materials meet at least 80% alignment with Section III: High-Quality instruction?<br><br>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.   | 111      | Pass           |  |   |  |                                     |   |
|   | 119      | Pass           |  |   |  |                                     |   |
|   | 124      | Pass           |  |   |  |                                     |   |
|   | 120      | Pass           |  |   |  |                                     |   |
|   | 113      | Fail           |  |   |  |                                     |   |
|   | Overall  | Pass           |  |   |  |                                     |   |

Grade & Subject:G01H10ISBN:9780077007874

Title Name:StudySyncPublisher:McGraw-Hill Education

Original Reviews Submitted:5 Reviewers:111, 119, 124, 120, 113

| 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.  | 111      | Yes                | 0  |                        |                    |            |
|  | 119      | Yes                | 0  |                        |                    |            |
|  | 124      | Yes                | 0  |                        |                    |            |
|  | 120      | Yes                | 0  |                        |                    |            |
|  | 113      | Yes                | 0  |                        |                    |            |
| b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.  | 111      | Yes                | 0  |                        |                    |            |
|  | 119      | Yes                | 0  |                        |                    |            |
|  | 124      | Yes                | 0  |                        |                    |            |
|  | 120      | Yes                | 0  |                        |                    |            |
|  | 113      | No                 | Some annotations are provided on some texts, but this indicator is not met because extensive annotations are not provided.   |                        |                    |            |
| c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.  | 111      | Yes                | 0  |                        |                    |            |
|  | 119      | Yes                | 0  |                        |                    |            |
|  | 124      | Yes                | 0  |                        |                    |            |
|  | 120      | Yes                | Standards and objectives are identifiable in the curriculum map. However, it would be most advantageous to teachers to also have this information listed in the daily lesson plans.  |                        |                    |            |
|  | 113      | 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.  | 111      | Yes                | 0  |                        |                    |            |
|  | 119      | Yes                | 0  |                        |                    |            |
|  | 124      | Yes                | 0  |                        |                    |            |
|  | 120      | Yes                | Standards connections are made and documented. A suggestion for improvement, however, would be to increase the font of the connected standard and relocate it to the top of the teacher's edition page. This would make the documentation of the standard clearer. |                        |                    |            |
|  | 113      | Yes                | 0  |                        |                    |            |
| e. Lessons include teacher think-alouds to model appropriate application of literacy skills.   | 111      | Yes                | 0  |                        |                    |            |
|  | 119      | Yes                | 0  |                        |                    |            |
|  | 124      | Yes                | 0  |                        |                    |            |
|  | 120      | Yes                | 0  |                        |                    |            |
|  | 113      | 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.  | 111      | Yes                | 0  |                        |                    |            |
|  | 119      | Yes                | 0  |                        |                    |            |
|  | 124      | Yes                | 0  |                        |                    |            |
|  | 120      | Yes                | 0  |                        |                    |            |
|  | 113      | Yes                | 0  |                        |                    |            |
| g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.   | 111      | Yes                | 0  |                        |                    |            |
|  | 119      | No                 | There is plenty of differentiation for ELLs, but I do not see anything for high-level learners and the link just goes to ELL mastery. I could be missing this, but I do not see it in the program.   |                        |                    |            |
|  | 124      | Yes                | 0  |                        |                    |            |
|  | 120      | Yes                | 0  |                        |                    |            |
|  | 113      | Yes                | 0  |                        |                    |            |



|   |                 |                           |   |                               |                           |                   |  |
|---|-----------------|---------------------------|---|-------------------------------|---------------------------|-------------------|--|
| h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.                 | 111             | Yes                       |   | 0                             |                           |                   |  |
|   | 119             | Yes                       |   | 0                             |                           |                   |  |
|   | 124             | Yes                       |   | 0                             |                           |                   |  |
|   | 120             | Yes                       |   | 0                             |                           |                   |  |
|   | 113             | 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. | 111             | Yes                       |   | 0                             |                           |                   |  |
|   | 119             | Yes                       |   | 0                             |                           |                   |  |
|   | 124             | Yes                       |   | 0                             |                           |                   |  |
|   | 120             | Yes                       |   | 0                             |                           |                   |  |
|   | 113             | Yes                       |   | 0                             |                           |                   |  |
| j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.  | 111             | Yes                       |   | 0                             |                           |                   |  |
|   | 119             | Yes                       |   | 0                             |                           |                   |  |
|   | 124             | Yes                       |   | 0                             |                           |                   |  |
|   | 120             | Yes                       | The "turn and talk" strategy is widely used throughout the course of study, but it would be beneficial, particularly for newer teachers, to include different protocols for text-based discussion (for example, Socratic seminars, fishbowl discussions, concentric circles, and chalk talks). Some areas are marked "discussion" without an identified protocol. Adding a suggested protocol for these discussion sections would be helpful. |                               |                           |                   |  |
|   | 113             | Yes                       |   | 0                             |                           |                   |  |
| k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards.  | 111             | Yes                       |   | 0                             |                           |                   |  |
|   | 119             | Yes                       |   | 0                             |                           |                   |  |
|   | 124             | Yes                       |   | 0                             |                           |                   |  |
|   | 120             | Yes                       |   | 0                             |                           |                   |  |
|   | 113             | Yes                       | Improvement note: The program presupposes students will have technology to access the materials, but there seems to be very little use of technology outside of the curriculum package. Students are not well-supported in using technology to produce and publish their work or to do research (i.e., PowerPoint, Word, other websites).   |                               |                           |                   |  |
| <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.  | 111             | No                        | I see where these things are referenced in the correlation guide, but I do not see the actual usable documents readily accessible.  |                               |                           |                   |  |
|   | 119             | Yes                       | While there are rubrics and students samples, there are not actual anchor papers.   |                               |                           |                   |  |
|   | 124             | No                        | This indicator is not well met enough for me because I feel that more rubrics both for teachers and students are incredibly necessary. The anchor papers and checklists were great, but rubrics are much needed. State-aligned rubrics would be fantastic.  |                               |                           |                   |  |
|   | 120             | Yes                       |   | 0                             |                           |                   |  |
|   | 113             | Yes                       |   | 0                             |                           |                   |  |
| m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.   | 111             | Yes                       |   | 0                             |                           |                   |  |
|   | 119             | Yes                       |   | 0                             |                           |                   |  |
|   | 124             | Yes                       |   | 0                             |                           |                   |  |
|   | 120             | Yes                       |   | 0                             |                           |                   |  |
|   | 113             | No                        | Assessments are provided, but tools, routines, and guidance for evaluating and monitoring student progress (i.e., what to do with assessment results) are not provided.   |                               |                           |                   |  |
| n. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.  | 111             | Yes                       |   | 0                             |                           |                   |  |
|   | 119             | Yes                       | WITH IMPROVEMENT: These are not easily accessible. As suggested previously, I would add a link for all benchmark assessments on the TABS.   |                               |                           |                   |  |
|   | 124             | Yes                       | This indicator was exceptionally well met, and I thought it was a phenomenal asset.   |                               |                           |                   |  |
|   | 120             | Yes                       |   | 0                             |                           |                   |  |

|   |          |                    |  |                        |                    |            |
|---|----------|--------------------|--|------------------------|--------------------|------------|
|   | 113      | Yes                | 0  |                        |                    |            |
| o. Materials include suggestions and tools to keep students and parents informed about students' progress.  | 111      | No                 | This item was not listed in the correlations guide.  |                        |                    |            |
|   | 119      | No                 | 0  |                        |                    |            |
|   | 124      | No                 | This indicator is not met because it was fully skipped over.   |                        |                    |            |
|   | 120      | No                 | Material does not meet indicator because there are no suggested tools to keep students and parents advised of progress. A suggested revision would be to include recommended tools that parents could use at home, such as grade portal suggestions the teacher could use, or sites with a parent function, like Google Classroom. |                        |                    |            |
|   | 113      | No                 | Assessments are provided, but tools for communicating student progress are not provided.   |                        |                    |            |
| 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.                                       | 111      | Yes                | 0  |                        |                    |            |
|   | 119      | Yes                | 0  |                        |                    |            |
|   | 124      | Yes                | 0  |                        |                    |            |
|   | 120      | Yes                | 0  |                        |                    |            |
|   | 113      | 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. | 111      | Yes                | 0  |                        |                    |            |
|   | 119      | Yes                | 0  |                        |                    |            |
|   | 124      | Yes                | 0  |                        |                    |            |
|   | 120      | Yes                | 0  |                        |                    |            |
|   | 113      | Yes                | 0  |                        |                    |            |
| r. Program components, lesson plans, and the relationships among the parts are clear.   | 111      | Yes                | 0  |                        |                    |            |
|   | 119      | Yes                | 0  |                        |                    |            |
|   | 124      | Yes                | 0  |                        |                    |            |
|   | 120      | Yes                | 0  |                        |                    |            |
|   | 113      | No                 | The curriculum map, text complexity tool, lesson plans, research base, state standards, and other useful documents should be integrated into a coherent teacher's edition in print form.   |                        |                    |            |
| s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.                               | 111      | Yes                | 0  |                        |                    |            |
|   | 119      | Yes                | 0  |                        |                    |            |
|   | 124      | Yes                | 0  |                        |                    |            |
|   | 120      | Yes                | 0  |                        |                    |            |
|   | 113      | Yes                | 0  |                        |                    |            |
| t. Each lesson contains a list of required materials.   | 111      | No                 | This item was not listed in the correlations guide.  |                        |                    |            |
|   | 119      | No                 | 0  |                        |                    |            |
|   | 124      | Yes                | This indicator is not met because it was fully skipped over.   |                        |                    |            |
|   | 120      | No                 | Indicator is not met because there is no list of required materials for each lesson given. A suggestion for improvement would be to include a line in the daily lesson plans that indicates what materials students would need as they complete the lesson.  |                        |                    |            |
|   | 113      | Yes                | 0  |                        |                    |            |
| u. Lessons, chapters, and units contain estimated instructional times.  | 111      | Yes                | 0  |                        |                    |            |
|   | 119      | Yes                | 0  |                        |                    |            |
|   | 124      | Yes                | 0  |                        |                    |            |
|   | 120      | Yes                | 0  |                        |                    |            |
|   | 113      | Yes                | 0  |                        |                    |            |
| v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).  | 111      | Yes                | I have a real concern about school systems purchasing consumable workbooks year after year as the main text or small, rural school systems having sufficient technology access for all students.   |                        |                    |            |
|   | 119      | Yes                | 0  |                        |                    |            |
|   | 124      | Yes                | 0  |                        |                    |            |
|   | 120      | Yes                | 0  |                        |                    |            |
|   | 113      | Yes                | 0  |                        |                    |            |
| w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.                                  | 111      | No                 | Table of contents and overview are there, but I do not see a traditional index or glossary.  |                        |                    |            |
|   | 119      | Yes                | 0  |                        |                    |            |
|   | 124      | Yes                | 0  |                        |                    |            |
|   | 120      | Yes                | 0  |                        |                    |            |

|  |          |   |   |   |  |                                     |   |
|--|----------|---|---|---|--|-------------------------------------|---|
|  | 113      | Yes   |   | 0 |  |                                     |   |
| x. Materials contain an explanation of the research behind the program, including instructional approaches within the program. | 111      | Yes   |   | 0 |  |                                     |   |
|  | 119      | Yes   |   | 0 |  |                                     |   |
|  | 124      | Yes   |   | 0 |  |                                     |   |
|  | 120      | Yes   |   | 0 |  |                                     |   |
|  | 113      | Yes   |   | 0 |  |                                     |   |
| y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.                                | 111      | Yes   | 0 |   |  |                                     |   |
|  | 119      | Yes   | 0 |   |  |                                     |   |
|  | 124      | Yes   | 0 |   |  |                                     |   |
|  | 120      | Yes   | 0 |   |  |                                     |   |
|  | 113      | Yes   | 0 |   |  |                                     |   |
| Additional Comments:   | Reviewer | Evidence/Notes  |   |   |  |                                     |   |
| Additional Comments about Section V:<br>Additional Components  | 111      | Although I basically like the concept of the material and its organization, I find it sometimes a bit |   |   |  | Total indicators to be re-reviewed: | 0 |
|  | 119      | 0   |   |   |  |                                     |   |
|  | 124      | 0   |   |   |  |                                     |   |
|  | 120      | 0   |   |   |  |                                     |   |
|  | 113      | 0   |   |   |  |                                     |   |

[illegible]

