

****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: G01H09

Reviewer	Section I	Section II	Section III	Overall
111	Pass	Pass	Pass	
124	Pass	Pass	Pass	
119	Pass	Fail	Pass	
113	Pass	Fail	Fail	
120	Pass	Pass	Pass	
Overall	Pass	Pass	Pass	PASS

Publisher Notes:

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

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

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

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

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

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

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

Grade & Subject:G01H09ISBN:9780076852994

Title Name:StudySyncPublisher:McGraw-Hill Education

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

SECTION I						
Alignment to Shifts						
Materials must meet 100% of the indicators in Section I.						
The instructional shifts are key to understanding the increased rigor of the standards. They reflect the skills and knowledge students need to be successful in the postsecondary or workforce arena. In an English language arts course, students should experience: building knowledge through content-rich literary and informational text; regular practice with complex text and its academic vocabulary; and reading and writing grounded in evidence from both literary and informational text.						
Knowledge: Materials are specifically chosen to build knowledge through content-rich literary and informational texts.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Text sets: Materials provide a strategic sequence of texts organized around a variety of concepts or topics. Students build knowledge systematically through interacting with the texts.	111	Yes		0		
	124	Yes	The indicator for text sets is met exceptionally well. As noted in the overview, "The Grade 9 Core ELA Units take students through literary and informational texts that explore how individuals are affected by their choices, journeys, and interactions with others" (2). The lexile numbers checked out as indicated as, "Lexile range stretching from 800-1420, the majority of the texts in this unit fall between 920L and 1120L, a perfect starting point for ninth graders (3). The titles were well chosen and were ordered in a way that made sense.			
	119	Yes		0		
	113	Yes		0		
	120	Yes		0		
	111	Yes		0		
	124	Yes	<p>The vocabulary indicator was met, but there could be some adjustments made to make the online version a little more user friendly. I would say that across the board on all units. I wish that I could look at it and log in to the system like a student would see it. The layout is a bit confusing to me while I'm trying to navigate the system right off the front end. I'm unsure of exactly how the book and the online tool are supposed to be used in a synchronized way. I love the activities that go along with the units, but I would just like it painted a little more clearly on how to do this. If I were a first-year teacher, I would be struggling majority with how to put everything together.</p> <p>I'm very unclear on how this will actually look in a classroom setting. There are notes at the bottom of the print material called Divided We Fall that says, "Please note the excerpts and passages in the StudySync library and workbook are intended as touchstones to generate interest in an author's work," and that essentially they recommend that the students obtain the full versions. Does this mean that there's no actual textbook? Are the workbooks and the online StudySync all that is available? I just need clarity.</p> <p>Looking through the unit print source, Divided We Fall, I couldn't find any guidance on how the vocabulary is supposed to be read/used. There were only certain words highlighted in bold. There was no vocabulary instruction in the preface or the activities following the story "Marigolds," for example.</p> <p>On page 28 of the Divided We Fall printed material, I was finally able to see some vocabulary portions. After the story on page 28, the directions say for the students to "Use context to determine the meaning of the word "chagrin" as it is used in the text. Write your definition...explain how you came to the meaning, consult an online resource" (28). That was the type of vocabulary instruction throughout the entire print books. These types of vocabulary questions are not complex enough. A suggestion would be to add in a variety of vocabulary activities that pull on deeper thinking than just generating definitions of words that are predetermined.</p>			

b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	119	Yes	<p>WITH IMPROVEMENT:</p> <p>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 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." Sometimes the instructions also tell students to write a sentence using the word correctly, as in Unit One's "The Necklace." This exact instruction is repeated in Unit Three's "Georgia O'Keeffe" and Unit Six's "The Scarlet Ibis." While the vocabulary lesson over "The Scarlet Ibis" does attempt to include more detailed instructions for the teacher, it falls short of meeting the cognitive demand because it only adds a component where it shows how students can use a checklist to try determine the meaning of unfamiliar words before trying on their own in the "Your Turn." 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 Project the Model onto the board. Remind students of the definition of the first word. Then read aloud the first sentence: A solid education is a cure for ignorance, or lack of knowledge.</p> <p>Finally, ask questions that give students the opportunity to use the word. For example:</p> <p>If you visit a place you have never been before, there will be many things you do not know, such as the laws, the ways people like to do things, and the locations of important places. How would you overcome your ignorance of such things?"</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>Unit 2 might adequately address this indicator in its "Restless Genes" unit, but under its "Introduce the Skill," it says: "As a class, watch the Concept Definition video and read the definition for Word Meaning." However, there is no video.</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> <p>Another issue I found when assessing this indicator is that the vocabulary instruction is not easily accessible. I had to click through multiple lessons to find any vocabulary instruction extending further than what is found in the "CLOSE READ" section of a lesson.</p> <p>Overall, this curriculum does better at addressing Tier 3 vocabulary than Tier 2 vocabulary. The "Checks for Understanding</p>			
	113	Yes	<p>Vocabulary instruction is probably sufficient to meet this indicator, but could be more powerful with revisions.</p> <p>Improvement notes: 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. In the "Word Meaning" skill lessons, vocabulary instruction is provided from a skill perspective rather than a knowledge perspective. For example, in Unit 6, The Scarlet Ibis, instruction is provided related to the word "clove," detailing HOW a student should approach an unfamiliar word like this. But in the Your Turn exercises, the work focuses on a new word (peal), for which instruction has not been provided. This type of lesson probably does not meet the expectations for this indicator because the direct instruction is not provided for the target word peal, and practice is not given for the target word clove.</p> <p>More explicit vocabulary instruction is found in teacher lesson plans for lessons which include collaborative conversations (Academic Vocabulary Focus), but these explicit lessons do not provide sufficient opportunities for student to practice and apply the target words.</p> <p>Units should be revised to provide direct instruction and application activities for key vocabulary in every unit. Providing lists of vocabulary encountered throughout each unit could help students and teachers remember to apply the words in discussion and in writing tasks.</p>			
	120	Yes	<p>While the indicator is met in lessons in units 2, 3, and 6, additional lessons, especially in the first unit, would better increase student understanding. Many interactions with vocabulary are limited to drag and drop definitions. For example, you could modify the drag and drop definitions in the "Reading Comprehension" lesson of Margarids in Unit 1 to include a "Check for Success - Vocabulary" section like in "The Art of Choosing" and "Sonnet 116." Including this vocabulary work earlier will help students prepare to tackle higher tier words on their own later.</p>			
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	111	Yes		0		
	124	Yes		0		
	119	Yes	<p>NEEDS 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.</p>			
	113	Yes	<p>Improvement note: Consider revising model papers so they do not rely so heavily on unit texts. Although the modeling will be useful for many students, teachers may have to prevent students from trying to use or adapt the model papers as their own response. Consider revising so that the model papers use texts from other units or supplementary texts, etc.</p>			
	120	Yes		0		
Text Complexity: Materials ensure students engage in regular practice with complex text and its academic vocabulary.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
d. Anchor Texts are at grade level as determined by quantitative and qualitative measurements. See Appendix A of the Tennessee English Language Arts Standards for further guidance on text complexity metrics.	111	Yes		0		
	124	Yes	<p>The anchor texts do meet the indicator. The texts chosen were The Odyssey, Love in a Headscarf, Romeo and Juliet, and The Journey. These are great choices for the 9th grade books for study.</p>			
	119	Yes		0		
	113	Yes	<p>Improvement Note: Consider replacing informational texts scoring below the 9-10 grade band such as the texts by Brene Brown (1000L) and "Sully" Sullenburger (980L) with more rigorous texts.</p>			
	120	Yes		0		

e. Text plays a central role in the English class/block.	111	Yes		0			
	124	Yes	This indicator is exceedingly well met. Every single day is spent lavishing in text! The integrated reading sections, the models, the lesson plans, the first read sections, and the skill building are all deeply rooted in the text.				
	119	Yes		0			
	113	Yes		0			
	120	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			
	124	Yes	This indicator was exceptionally well met. The curriculum maps show very evidently how both fiction and nonfiction are equally distributed throughout the year.				
	119	Yes		0			
	113	Yes		0			
	120	Yes		0			
Evidence: Materials ensure that reading and writing are grounded in evidence from both literary and informational text.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?	
g. Text-dependent questions: <ul style="list-style-type: none">Most questions and tasks require students to draw on textual evidence to support inferences and conclusions.High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text.	111	Yes		0			
	124	Yes	This indicator is exceptionally well met. Every step along the way with every assignment the students are having to go back to the text. The sections in the print materials do a great job making sure that the students have to refer back to the text. The integrated reading sections, the models, the lesson plans, the first read sections, and the skill building are all deeply rooted in the text.				
	119	Yes	The materials provide a variety of text-dependent questions throughout the first read. During the close read, there are "Skills Focus" questions that scaffold questions throughout the first read. During the close read, there are "Skills Focus" questions that scaffold questions throughout the first read. During the close read, there are "Skills Focus" questions that scaffold questions throughout the first read.				
	113	Yes	Impotent note: Most questions are designed to require students to draw on textual evidence, but the sequencing of the questions within each unit does not appear to be fully strategic. Questions seem to be sequenced in a way that does not build on each other in a way that would lead to a deeper understanding of the text.				
	120	Yes		0			
h. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.	111	Yes		0			
	124	Yes		0			
	119	Yes		0			
	113	Yes		0			
	120	Yes		0			
i. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	111	Yes		0			
	124	Yes	This indicator is exceedingly well met with opportunities for students to collaborate and engage in discussions in almost every single lesson. One the really stands out is in Independent Read: Stopping by Woods on a Snowy Evening. The teacher instruction asks for the students to "As a class, watch the video preview and have students read the introduction in pairs to make connections to the video preview. What part of the video was most interesting to you? When have you gone to a place where you felt a strong desire to stay?" After they do that, it says for them to "In small groups, have students discuss the quote's meaning and how it relates to something in their own lives or to something they've read or learned about. Discuss with students: How were you raised to approach the obstacles that life throws in our way? Is it possible to find find beauty during a dark or tough journey? Where have you seen positive outcomes being the result of negative circumstances?" The collaborative activity scripts are INCREDIBLE. For example, "Post the writing prompt to generate a discussion in small groups. Ask students to first break down the prompt before they discuss relevant ideas and textual evidence. LITERARY ANALYSIS: This poem contains the plot of a very short story. Describe the conflict between the speaker's personal desire and outside pressures and explain how the resolution of this conflict points to a theme in the poem." The materials provide a variety of text-dependent questions throughout the first read. During the close read, there are "Skills Focus" questions that scaffold questions throughout the first read. During the close read, there are "Skills Focus" questions that scaffold questions throughout the first read.				
	119	Yes	The materials provide a variety of text-dependent questions throughout the first read. During the close read, there are "Skills Focus" questions that scaffold questions throughout the first read. During the close read, there are "Skills Focus" questions that scaffold questions throughout the first read.				
	113	Yes	Note: Discussions in First Read lessons tend not to be text-based, but the Close Read lessons provide enough text-based discussions that the indicator is met.				
	120	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
	124			0			
	119			0			
	113			0			
	120			0			
Materials meet 100% alignment with Section I: Shifts in instruction? This means that all boxes in this section were marked "yes" and no boxes were marked "no" . If any boxes are marked "No" , then this program does not pass.	Reviewer	Aligned					
	111	Pass					
	124	Pass					
	119	Pass					
	113	Pass					
	120	Pass					
Overall		Pass					

Grade & Subject:

G01H09

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Original Reviews Submitted:

5 Reviewers:

111, 124, 119, 113, 120

SECTION II

Alignment to Tennessee English Language Arts Standards

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

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

READING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Key Ideas and Details Cornerstone Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Literature: 9-10.RL.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.	111	Yes		0		
		124	Yes		0		
		119	Yes		0		
		113	Yes		0		
		120	Yes		0		
	Informational Text: 9-10.RI.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.	111	Yes		0		
		124	Yes	This indicator was met for informational text, but the only two places I have able to see it fully represented is in units 1 and 4. The content is excellent for this reading standard in both places, but I	0		
		119	Yes		0		
		113	Yes		0		
		120	Yes		0		
Standard 2 Category Key Ideas and Details Cornerstone Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Literature: 9-10.RL.KID.2 Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.	111	Yes		0		
		124	Yes	The theme activities with the short story, "The Necklace," were very	0		
		119	No	While theme is often and adequately assessed, I did not find lessons	0		
		113	Yes		0		
		120	Yes		0		
	Informational Text: 9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.	111	Yes		0		
		124	Yes		0		
		119	No	Also, objective and critical summaries need to be introduced in	0		
		113	Yes		0		
		120	Yes		0		
Standard 3 Category Key Ideas and Details Cornerstone Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Literature: 9-10.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.	111	Yes		0		
		124	Yes	The indicator is met for the standard on characters, events, and ideas, but the lesson plans attached to the unit could have been more closely related, and the addition of the standard(s) in the text or the	0		
		119	Yes		0		
		113	Yes		0		
		120	Yes		0		
	Informational Text: 9-10.RI.KID.3 Analyze how an author presents and develops key ideas and events to impact meaning.	111	Yes		0		
		124	Yes	This indicator was met exceptionally well. The things that made it stand out are the checklist, the part	0		
		119	Yes	4-6 questions, and the model in the units 3, 4, and 6.	0		
		113	Yes		0		
		120	Yes		0		
Standard 4 Category Craft and Structure Cornerstone Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Literature: 9-10.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.	111	Yes		0		
		124	Yes	The indicator for this standard is met, but there needs to be more variance than is noted in each unit. The majority of the units have a model section where the students examine what a distinctive student	0		
		119	Yes		0		
		113	Yes		0		
		120	Yes		0		
	Informational Text: 9-10.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	111	Yes		0		
		124	Yes		0		
		119	Yes		0		
		113	Yes		0		
		120	Yes		0		
Standard 5 Category Craft and Structure Cornerstone Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Literature: 9-10.RL.CS.5 Analyze how an author's choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.	111	Yes		0		
		124	Yes	This indicator was met, but as I stated above, having some variance in the way the standard is	0		
		119	Yes	addressed is recommended. A positive that needs to be noted are the teacher facing materials that do	0		
		113	Yes		0		
		120	Yes		0		
	Informational Text: 9-10.RI.CS.5 Analyze how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.	111	Yes		0		
		124	Yes		0		
		119	Yes		0		
		113	Yes		0		
		120	Yes		0		
Standard 6 Category Craft and Structure Cornerstone	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	0		
		124	Yes	units.	0		
		119	No	This indicator is not met because it is only addressed in one lesson in one unit. RL.6 is introduced in	0		
		113	No	Unit Five in <i>Crash the Moon</i> . The skill is taught and learned in a student model and several think-alouds	0		
		120	Yes	only one text is used for this standard. Add point of view/purpose questions to more literary texts for	0		
				skill-building with this standard.	0		

Cornerstone Assess how point of view or purpose shapes the content and style of a text.	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.	111	Yes		0			
		124	Yes	This indicator for the standard is met, however, it would be crucial to add in more content and practice on rhetoric like what was done for the "I Have a Dream" text.				
		119	Yes		0			
		113	Yes		0			
		120	Yes		0			
Standard 7 Category Integration of Knowledge and Ideas Cornerstone Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	Literature: 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.				
		124	Yes		0			
		119	Yes	WITH IMPROVEMENT: There is some discussion of the impact or form in two literary texts (Homer and Juliet and Unabomber), but the Unabomber activity does not address a subject in two diverse media. Revise to				
		113	No					
		120	Yes	Although this standard is represented, it would be better if it were represented throughout more units.	0			
	Informational Text: 9-10.RI.IKI.7 Evaluate the topic or subject in two diverse formats or media.	111	Yes					
		124	Yes	Having the video clips attached to the sections were a great touch.				
		119	No	This standard is introduced one time throughout the course or the curriculum in Unit 2 with one skill and one resource. This does not adequately address this standard. It would be better to				
		113	No	The Leon Bridges lesson looks appropriate for this standard, but one text is insufficient for meeting the expectations of the standard. Consider lessons on the digital platform to include songs, multimedia				
		120	No	Does not meet the depth or the standard. Only one lesson in Unit 2, the Leon Bridges text could easily be located that addresses this standard. Additional lessons to address the standard are needed.				
Standard 8 Category Integration of Knowledge and Ideas Cornerstone Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Literature: Not applicable							
	Informational Text: 9-10.RI.IKI.8 Evaluate how reasoning and evidence affects the argument and specific claims in a text.	111	Yes		0			
		124	Yes	This indicator is exceptionally well met. The sections that really stand out and exemplify why this standard is well addressed is the detailed directions in the teachers' edition.				
		119	Yes		0			
		113	Yes		0			
		120	Yes		0			
Standard 9 Category Integration of Knowledge and Ideas Cornerstone Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.	Literature: 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			
		124	Yes		0			
		119	Yes	WITH IMPROVEMENT: This standard is met through the cited lessons. Improvement none. Consider adding additional questions and tasks in each unit BEFORE the culminating writing task that ask students to make				
		113	Yes					
		120	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.	111	Yes		0			
		124	No	This indicator isn't met because the students aren't asked to compare or see the differences between the two or text. Two texts handle the same topic, facts, and concepts. From outside that is listed as an				
		119	Yes		0			
		113	No	Although the culminating writing projects do typically require students to make connections across unit texts, this standard does not seem to be substantially addressed aside from those projects.				
		120	Yes		0			
Standard 10 Category Range of Reading and Level of Text Complexity Cornerstone Read and comprehend complex literary and informational texts independently and proficiently.	Literature: 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.	111	Yes		0			
		124	Yes		0			
		119	Yes		0			
		113	Yes		0			
		120	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.	111	Yes		0			
		124	Yes		0			
		119	Yes		0			
		113	Yes		0			
		120	Yes		0			
SPEAKING AND LISTENING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments		Re-Review?
Standard 1 Category Comprehension and Collaboration Cornerstone Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.	9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing one's own clearly and persuasively.	111	Yes		0			
		124	Yes	This indicator is exceptionally well met. The parts that stand out the most are the "turn and talks," the "peer reviews," and the "free writes."				
		119	Yes		0			
		113	Yes		0			
		120	Yes		0			
Standard 2 Category Comprehension and Collaboration Cornerstone 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			
		124	Yes		0			
		119	Yes		0			
		113	No	Students are rarely asked to integrate multiple sources (most lessons focus exclusively on one text); students are never asked to evaluate the credibility or accuracy of sources aside from when they do research. Revise to address issues of credibility perhaps by including advertisements or other media				
		120	Yes		0			
Standard 3		111	Yes		0			

Category Comprehension and Collaboration Cornerstone 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.	124	Yes		0			
		119	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 reasoning, but there seems to be no				
		120	Yes		0			
Standard 4 Category Presentation of Knowledge and Ideas Cornerstone Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to	9-10.SL.PK1.4 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.				
		124	Yes	Unit 6 in its entirety is AWESOME. The level of detail that is went into for extended oral presentations is phenomenal.				
		119	Yes		0			
		113	Yes		0			
		120	Yes		0			
Standard 5 Category Presentation of Knowledge and Ideas Cornerstone Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	9-10.SL.PK1.5 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.				
		124	No	This indicator is not fully met because there appears to be no direct instruction on digital media and visuals for presentations specifically. The use of these items is definitely mentioned several times, but it is over a focus. A recommendation to meet the indicator would be to have a model specifically.				
		119	Yes		0			
		113	Yes	Improvement note: Digital media outside the program components receives little attention. Consider addressing the publication/presentation aspect of student work with more depth and diverse options.				
		120	Yes		0			
Standard 6 Category Presentation of Knowledge and Ideas Cornerstone Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.	9-10.SL.PK1.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	111	Yes		0			
		124	Yes		0			
		119	Yes		0			
		113	Yes		0			
		120	Yes		0			
WRITING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes		Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Text Types and Protocols Cornerstone Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	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. a. Introduce precise claim(s). b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. d. Provide a concluding statement or section that follows from and supports the argument presented. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	111	Yes		0			
		124	Yes	The indicator is met, but there is one major revision that need to be made. The section on thesis statements is incorrect for a 9th grade level. The thesis statement should NEVER be the first sentence of an introductory paragraph : "Hide the student note and have students provide their own annotations to explain the highlighted sections of text; or				
		119	Yes	WITH IMPROVEMENTS: **Unit One, "I Have a Dream" Close Read prompt: ARGUMENTATIVE: What evidence, appeals, and rhetorical techniques does King utilize to support and enhance his claim that the promises made in				
		113	Yes		0			
		120	Yes		0			
Standard 2 Category Text Types and Protocols Cornerstone Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	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. a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience. b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Provide a concluding statement or section that follows from and supports the information or explanation presented.	111	Yes		0			
		124	Yes		0			
		119	Yes	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. 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				
		113	Yes		0			

	e. Use appropriate formatting, graphics, and multimedia to aid comprehension. f. Use precise language and domain-specific vocabulary to manage the complexity of the topic.	120	Yes	0			
Standard 3 Category Text Types and Protocols Cornerstone 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. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing point of view, and introducing a narrator/speaker and/or characters. b. Sequence events so that they build on one another to create a coherent whole. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. g. Establish and maintain an appropriate style and tone.	111	Yes	0			
		124	Yes		The indicator for narrative writing was exceptionally well met. The model with the breakdown of the checklist and then individual pieces of how to approach each part of the writing process was so well done.		
		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 One. 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 over many lessons across MULTIPLE UNITS." One assessment does not meet the demand. I would expect to see some of this repeated.		
		113	Yes		Improvement note: Consider adding narrative writing tasks outside of Unit 1.		
		120	Yes		Subpart g (style and tone) is included as a "spotlight" within unit 1, during which the extended narrative writing takes place. The suggested order of teaching these spotlight lessons is only located in the curriculum map and not included in the unit overview or in daily lessons. A suggestion for improvement would be noting within the unit when these "spotlight" lessons should be taught.		
Standard 4 Category Production and Distribution of Writing Cornerstone Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	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			
		124	Yes	0			
		119	Yes	0			
		113	Yes	0			
		120	Yes	0			
Standard 5 Category Production and Distribution of Writing Cornerstone Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	9-10.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 9-10.)	111	Yes	0			
		124	Yes		This indicator was exceedingly well met. The detailed use of revising with peers was a major highlight.		
		119	Yes	0			
		113	Yes	0			
		120	Yes	0			
Standard 6 Category Production and Distribution of Writing Cornerstone Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	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			
		124	Yes		This indicator was exceedingly well met. The activities like "Create Your Blast" for I Know Why the Caged Bird Sings are so innovative and engaging.		
		119	Yes	0			
		113	Yes		Improvement note: Consider addressing more technology products and tools outside this digital curriculum.		
		120	Yes	0			
Standard 7 Category Research to Build and Present Knowledge Cornerstone Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.	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			
		124	Yes		The section of this indicator that stood out the most to me was the research paper writing help included in the unit. The shorter research projects were very well crafted and explained on both the teacher and student facing materials.		
		119	Yes	0			
		113	Yes	0			
		120	Yes	0			
Standard 8 Category Research to Build and Present Knowledge Cornerstone 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			
		124	Yes	0			
		119	Yes	0			
		113	Yes	0			
		120	Yes	0			

Standard 9 Category Research to Build and Present Knowledge Cornerstone Draw evidence from literary or informational texts to support analysis, reflection, and research.	9-10.W.BPK.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			
		124	Yes	0			
		119	Yes	0			
		113	Yes	0			
		120	Yes	0			
Standard 10 Category Range of Writing Cornerstone Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	111	Yes	0			
		124	Yes	0			
		119	Yes	0			
		113	Yes	0			
		120	Yes	0			
LANGUAGE STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Conventions of Standard English Cornerstone Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	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			
		124	Yes	The indicator for this standard is met, but one thing that we are looking for in the state of Tennessee is to have grammar and			
		119	No	The curriculum does not meet the cognitive demand of this standard. The skill lesson has an explanation of the grammatical skill as well as			
		113	Yes	0			
		120	Yes	0			
Standard 2 Category Conventions of Standard English Cornerstone Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	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.	111	Yes	0			
		124	Yes	The "integrated reading and writing" sections for the units are very nice and they do come with great writing prompts, but a			
		119	No	The curriculum does not meet the cognitive demand of this standard. The skill lesson has an explanation of the grammatical skill as well as			
		113	Yes	0			
		120	Yes	0			
Standard 3 Category Knowledge of Language Cornerstone 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.	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.	111	Yes	0			
		124	Yes	0			
		119	No	None of the links that I went to under the correlation guide actually went to this standard, so I could not see where this standard was			
		113	Yes	0			
		120	Yes	0			
Standard 4 Category Vocabulary Acquisition and Use Cornerstone Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	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. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.	111	Yes	0			
		124	Yes	0			
		119	Yes	0			
		113	No	Sub-standards b and d are not met. While two or three lessons have been provided to address etymology and morphology, the vast majority of vocabulary instruction does not include these elements			
		120	Yes	0			
Standard 5 Category Vocabulary Acquisition and Use Cornerstone Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	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.	111	Yes	0			
		124	Yes	0			
		119	Yes	0			
		113	Yes	0			
		120	Yes	0			
Standard 6 Category Vocabulary Acquisition and Use		111	Yes	0			

Cornerstone Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	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 level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.	124	Yes	This indicator is well met, and the unit that stands out the most is "The Most Dangerous Game." The integration of the academic words with the text at hand was perfect.			
		119	Yes	0			
		113	Yes	0			
		120	Yes	0			
		Additional Comments		Reviewer	Evidence/Notes		
Additional Comments on Section II Standards	111	0			Total indicators to be re-reviewed:	0	
	124	0					
	119	Please make sure that all of the standards are labeled correctly. The standards are at the					
	113	0					
	120	All but one of the standards are covered well and with depth. The only obvious place,					
	Alignment with Section II: ELA Standards.		Reviewer	Aligned			
This means that no more than 4 boxes were marked "No." If more than 4 "No" boxes are marked, then this program does not pass. (Note: Reading Literature and Reading Informational Text count as separate standards. If the screening instrument was checked "no" for 2 Reading Literature standards and 3 Informational Text standards, then it would NOT pass the screening instrument.)	111	Pass					
	124	Pass					
	119	Fail					
	113	Fail					
	120	Pass					
	Overall	Pass					

Grade & Subject:G01H09ISBN:9780076852994

Title Name:StudySyncPublisher:McGraw-Hill Education

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

SECTION III						
High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks						
Materials meet at least 80% of indicators in Section III.						
Standards are taught in an integrated fashion to support students in developing proficiency as readers and writers as they make meaning of texts through reading, writing, speaking and listening. Instructional decisions for standards instruction centers on the texts that have been selected to strategically build students’ knowledge, and the standards are spiraled throughout the year to promote continued practice and application with ever increasing text complexity.						
Indicator	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Units are built around a concept or topic and include essential questions and enduring understandings.	111	Yes		0		
	124	Yes		0		
	119	Yes		0		
	113	No	While units are built around topics and include essential questions, enduring understandings are not provided.			
	120	Yes		0		
b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.	111	Yes		0		
	124	Yes	This indicator is exceptionally well met. The level of standard integration and depth is very impressive.			
	119	Yes		0		
	113	No	Many lessons do a good job integrating reading, with speaking, writing, 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 deliver the lessons.			
	120	Yes		0		
c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.	111	Yes		0		
	124	Yes		0		
	119	Yes		0		
	113	Yes		0		
	120	Yes		0		
d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	111	Yes		0		
	124	Yes		0		
	119	Yes		0		
	113	Yes	Improvement note: It would be helpful to include at least one full-length novel or major drama in the curriculum as written, along with suggested pacing.			
	120	Yes		0		
e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.	111	Yes		0		
	124	Yes		0		
	119	Yes		0		
	113	Yes		0		
	120	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		
	124	Yes		0		
	119	Yes		0		
	113	Yes		0		
	120	Yes		0		
g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.	111	Yes		0		
	124	Yes		0		
	119	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.			
	120	Yes		0		

h. Materials include multiple opportunities for students to engage in repeated reads of a text with varying purposes for each reading (i.e., close reading).	111	Yes	Although this standard is represented, it would be better if it were represented throughout more units.			
	124	Yes	This indicator is exceptionally well met. The number of activities and close reading opportunities as well as writing opportunities are incredible. The whole set up is second to none.			
	119	Yes	0			
	113	Yes	0			
	120	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.			
	124	Yes	0			
	119	Yes	0			
	113	No	What this curriculum does "select" 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. Shakespeare's Antony and Cleopatra is presented as a possibility, but so are individual poems, speeches, and essays, as well as a John Green novel. Reading a single poem seems unlikely to have any impact on a student's reading life, but Antony and Cleopatra is probably not accessible for most ninth graders to read independently. Suggested revisions: Revise these lists to phrase the selections as recommended options (rather than making it a requirement to choose one 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.			
	120	Yes	0			
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.			
	124	Yes	The number of times that the students get to write (both sustained and short) are very impressive.			
	119	Yes	0			
	113	Yes	0			
	120	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			
	124	Yes	0			
	119	Yes	0			
	113	Yes	0			
	120	Yes	0			
l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	111	Yes	There are multiple modes addressed, but informational writing is the focus of two units. Another modes could possibly be addressed instead of repeating one.			
	124	Yes	0			
	119	Yes	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. The curriculum does need to include more narrative writing opportunities.			
	113	Yes	0			
	120	Yes	0			
m. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.	111	Yes	0			
	124	Yes	This indicator exceeds any and all expectations. There was only one major issue that needed to be fixed with the writing sections, and other than that, the set up for the writing types was unmatched.			
	119	Yes	0			
	113	Yes	0			
	120	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.	111	Yes	0			
	124	Yes	0			
	119	No	Refer to my notes under the Language standards.			
	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. For example, the first grammar lesson is on			
	120	Yes	0			
o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	111	Yes	0			
	124	Yes	0			
	119	Yes	WITH IMPROVEMENT: While this indicator is met in the SPOTLIGHT SKILLS, I would find ways to incorporate student acquisition of the concept throughout the actual curriculum. Two SPOTLIGHT lessons really is			

morphology and etymology of English words	113	No	While two or three lessons have been provided to address etymology and morphology, the vast majority of vocabulary instruction does not include these elements. Revise existing vocabulary lessons to address			
	120	No	Material does not meet the depth of this indicator. The Spotlight Skill lessons on morphology and etymology include good examples of teacher modeling of the skill, class discussion, and student work. However, these are			
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).	111	Yes	Although this standard is represented, it would be better if it were represented throughout more units.			
	124	Yes		0		
	119	Yes		0		
	113	Yes		0		
	120	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.	111	Yes		0		
	124	Yes		0		
	119	Yes		0		
	113	No	Although prompts for discussion and post-discussion reflection 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.			
	120	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.	111	Yes		0		
	124	Yes		0		
	119	Yes		0		
	113	Yes		0		
	120	Yes	Materials exceed expectations of this indicator. All units and lessons provide consideration of student learning differences and differentiation. This is expressed in the differentiation tab of the online teacher's edition, which provides scaffolds, questioning, tasks, and ideas for all student ability and proficiency levels. This resource also			
s. Formative and summative assessments are embedded throughout instructional materials and include multiple methods to measure what students know and are able to do. Possible formats include, but are not limited to, checks for understanding, pre-assessments, student self-assessments, selected response (multiple choice, multiple select), constructed responses (short and extended), performance tasks, open-ended questions, etc.	111	Yes		0		
	124	Yes	This indicator is technically met, but a needed revision would be to add in actual unit tests that assess the skills and texts at hand. There are short, multiple-choice sections that come with almost every text and new concept, but I did not note any full-length assessments. Having assessments at the end of each unit that include multiple-choice questions with the next A/B, matching, short response, and essay questions would be a needed revision.			
	119	Yes		0		
	113	Yes		0		
	120	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		
	124	Yes	This indicator was met and exceeded any and all expectations. The layout on the curriculum map was incredible and easy to navigate.			
	119	Yes		0		
	113	Yes		0		
	120	Yes		0		
Additional Comments:	Reviewer	Evidence/Notes				
Additional comments about high-quality instruction within the materials:	111				Total indicators to be re-reviewed:	0
	124					
	119					
	113					
	120					
Alignment with Section III	Reviewer		Aligned			

<div>Materials meet at least 80% alignment with Section III: High-Quality instruction?</div> <div>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.</div>	111	Pass
	124	Pass
	119	Pass
	113	Fail
	120	Pass
	Overall	Pass

Grade & Subject:G01H09ISBN:9780076852994

Title Name:StudySyncPublisher:McGraw-Hill Education

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

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			
	124	Yes	0			
	119	Yes	0			
	113	Yes	0			
	120	Yes	0			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	111	Yes	0			
	124	Yes	0			
	119	Yes	0			
	113	No	Some annotations are provided on some texts, but this indicator is not met because extensive annotations are not provided.			
	120	Yes	0			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	111	Yes	0			
	124	Yes	This indicator was exceedingly well met. The level of detail for the teacher to go by is perfect. A first-year teacher would be able to do so much with this material.			
	119	Yes	0			
	113	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.			
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			
	124	Yes	0			
	119	Yes	0			
	113	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.			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	111	Yes	0			
	124	Yes	The model sections of each unit are awesome. They will help students and teachers alike on SO many levels. Excellent assets to have.			
	119	Yes	0			
	113	Yes	The StudySyncTV videos showing student discussions of texts would seem to meet this indicator although they are not specifically intended for the teacher to present.			
	120	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			
	124	Yes	0			
	119	Yes	0			
	113	Yes	0			

standards.	120	Yes	0			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	111	Yes	0			
	124	Yes	0			
	119	Yes	0			
	113	Yes	0			
	120	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			
	124	Yes	0			
	119	Yes	0			
	113	Yes	0			
	120	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			
	124	Yes	The daily lessons are great, but I would recommend specifically attaching standard(s) on each lesson.			
	119	Yes	0			
	113	Yes	0			
	120	Yes	0			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	111	Yes	0			
	124	Yes	0			
	119	Yes	0			
	113	Yes	0			
	120	Yes	0			
	120	Yes	Turn and talks are included, but some areas are marked "discussion" without a labelled protocol. For example, the "Discuss the Skill Model" section of "Skill: Theme" in "The Cask of Amontillado" (Unit 4) asks rigorous questions for students to discuss - however, there is no protocol given for this discussion. A note to turn and talk would be helpful here. Also, additional strategies would give teachers, especially newer ones, a larger cooperative talk tool kit. The inclusion of Socratic seminars, fishbowl discussions, concentric circles, and chalk talks, for example, would aid newer teachers in knowing when and how to implement strategies other than turn and talk.			
k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards.	111	Yes	0			
	124	Yes	0			
	119	Yes	0			
	113	Yes	Improvement note: The program presupposes students will have technology to access the digital 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, outside websites).			
	120	Yes	0			
	120	Yes	0			
Monitoring Student Progress	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
l. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation 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.			
	124	Yes	The indicator was technically met, but a recommendation to make the scoring guides 100x better would be to create a rubric for each of the writing types based specifically off of the state of TN's guidelines for each of the writing types for the end of course test.			

m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	119	Yes	0			
	113	Yes	0			
	120	Yes	0			
	111	Yes	0			
	124	Yes	0			
	119	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.	120	Yes	0			
	111	Yes	0			
	124	No	The benchmarks that were included were not enough to be able to tell much about. There were two previews for grade ten, but neither looked like traditional benchmarks. A recommendation would be to come up with benchmarks for each grade level that mimic the TN Ready test.			
	119	Yes	I found one benchmark, but like I have suggested already, I would have a tab that links straight to this as I cannot find more than the one listed on the correlation guide.			
	113	Yes	0			
	120	Yes	0			
	111	No	This does not appear on the correlation guide at all.			
o. Materials include suggestions and tools to keep students and parents informed about students' progress.	124	No	This indicator is not met because it was fully skipped over.			
	119	No	0			
	113	No	Assessments are provided, but tools for communicating student progress are not provided.			
	120	Yes	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.			
	111	Yes	0			
	124	Yes	0			
	119	Yes	0			
p. Content is sufficient to provide instruction across the school year and includes daily lessons organized into coherent units of study.	113	Yes	0			
	120	Yes	0			
	111	Yes	0			
	124	Yes	0			
	119	Yes	0			
	113	Yes	0			
	120	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			
	124	Yes	0			
	119	Yes	0			
	113	Yes	0			
	120	Yes	0			
	111	Yes	0			
	124	Yes	0			
r. Program components, lesson plans, and the relationships among the parts are clear.	119	Yes	0			
	113	No	The parts of the program are not well-integrated and are difficult to navigate. The curriculum map, text complexity tool, all lesson plans, research base, state standards, and other useful documents should be integrated into a coherent teacher's edition in print form.			
	120	Yes	0			
	111	Yes	0			
	124	Yes	0			
	119	Yes	0			
	113	Yes	0			
s. Program materials provide a scope and	120	Yes	0			
	111	Yes	0			
	124	Yes	0			
	119	Yes	0			
	113	Yes	0			
	120	Yes	0			
	111	Yes	0			
Organization	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?

s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	124	Yes	0			
	119	Yes	0			
	113	Yes	0			
	120	Yes	0			
t. Each lesson contains a list of required materials.	111	No	This does not appear on the correlation guide at all.			
	124	Yes	0			
	119	No	0			
	113	Yes	0			
	120	Yes	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.			
u. Lessons, chapters, and units contain estimated instructional times.	111	Yes	0			
	124	Yes	0			
	119	Yes	0			
	113	Yes	0			
	120	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	0			
	124	Yes	This indicator is met, but again, I am confused on how that logistics of this works. Is there an actual textbook or are there just the small booklets? Is everything online?			
	119	Yes	0			
	113	Yes	0			
	120	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.			
	124	Yes	0			
	119	Yes	0			
	113	Yes	0			
	120	Yes	0			
x. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	111	Yes	0			
	124	Yes	0			
	119	Yes	0			
	113	Yes	0			
	120	Yes	0			
y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	111	Yes	0			
	124	Yes	0			
	119	Yes	0			
	113	Yes	0			
	120	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional Comments about Section V: 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
	124	ts for the most part was wonderful, but I need clarification on how this program would work for sch				
	119	ER RESOURCES tab is confusing-if I type "Grade 9 - Context Clues," it pulls up context clues for multip				
	113	0				
	120	0				

[illegible]

[illegible]