

Scholastic - Literacy

Grade 6

Thank you for your diligence in submitting materials for the Tennessee ELA material review process. The Tennessee Textbook Commission and the Tennessee Department of Education are committed to the strongest outcomes for Tennessee children. As materials were reviewed using the original scoring rubric, your material was flagged for certain indicators. During the re-review process, those flagged indicators were reviewed again using the same scoring rubric and the revised materials and guidance that you submitted. Re-reviews were completed on Sept. 28 and Sept. 29.

This report serves as notice of the results of the re-review. These results will be published on the TDOE textbook website as required by Tennessee Code Annotated.

Original Review

Reviewer	Section I	Section II	Section III	Overall
157	Fail	Fail	Fail	
152	Fail	Fail	Pass	
28	Fail	Fail	Pass	
144	Fail	Pass	Pass	
150	Fail	Fail	Pass	
Overall	Fail	Fail	Pass	FAIL

Re-Review

Reviewers: 18, 28	Aligned
Section	
Section I	Pass
Section II	Pass
Section III	
Section IV	
Overall	Pass

Grade	Publisher	Title	Section	Indicator	Reviewer 1 Pass/Fail	Reviewer 1 Comment	Reviewer 2 Pass/Fail	Reviewer 2 Comment	Reviewer 3 Pass/Fail	Reviewer 3 Comment
Grade 6	Scholastic	Literacy	1	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.	Y		Y			
			1	b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	Y		Y			
			1	c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	Y		Y			
			1	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.	Y		Y			
			1	g. Text-dependent questions: •Most questions and tasks require students to draw on textual evidence to support inferences and conclusions. •High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text.	Y		Y			
			1	h. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.	Y		Y			
			2	Literature: 6.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	Y		Y			
			2	Informational Text: 6.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	Y		Y			
			2	Literature: 6.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.	Y		Y			
			2	Literature: 6.RL.KID.3 Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.	Y		Y			
			2	Informational Text: 6.RI.KID.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.	Y		Y			
			2	Literature: 6.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.	Y		Y			
			2	Informational Text: 6.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	Y		Y			
			2	Literature: 6.RL.CS.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Y		Y			
			2	Informational Text: 6.RI.CS.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Y		Y			
			2	Literature: 6.RL.CS.6 Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.	Y		Y			
			2	Informational Text: 6.RI.CS.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in a text.	Y		Y			
			2	Literature: 6.RL.IKI.7 Compare and contrast the written version of a story, drama, or poem to the experience of listening to or viewing an audio, video, or live production of a text.	Y		Y			
			2	Informational Text: 6.RI.IKI.7 Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue.	Y		Y			
			2	Informational Text: 6.RI.IKI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Y		Y			
			2	Literature: 6.RL.IKI.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	Y		Y			
			2	Informational Text: 6.RI.IKI.9 Compare and contrast two or more authors' presentation of the same topic or event.	Y		Y			
			2	Literature: 6.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	Y		Y			
			2	Informational Text: 6.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	Y		Y			
			2	6.SL.CC.1 Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	Y		Y			
			2	6.SL.CC.2 Interpret information presented in diverse media formats; explain how source information contributes to a topic, text, or issue under study.	Y		Y			
			2	6.SL.CC.3 Explain a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Y		Y			
			2	6.SL.PKI.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	Y		Y			
			2	6.SL.PKI.5 Include multimedia components and visual displays in presentations to clarify information.	Y		Y			
			2	6.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Y		Y			

			2	<p>6.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s).</p> <p>b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s).</p> <p>c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.</p> <p>d. Use credible sources and demonstrate an understanding of the topic or source material.</p> <p>e. Craft an effective and relevant conclusion that supports the argument presented.</p> <p>f. Use precise language and content-specific vocabulary.</p> <p>g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>h. Use varied sentence structure to enhance meaning and reader interest.</p> <p>i. Establish and maintain a formal style.</p>	Y		Y			
			2	<p>6.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.</p> <p>b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.</p> <p>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.</p> <p>e. Craft an effective and relevant conclusion.</p> <p>f. Include formatting, graphics, and multimedia when appropriate.</p> <p>g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>h. Use precise language and domain-specific vocabulary.</p> <p>i. Use varied sentence structure to enhance meaning and reader interest.</p> <p>j. Establish and maintain a formal style.</p>	Y		Y			
			2	<p>6.W.TTP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a speaker/narrator and/or participants/characters.</p> <p>b. Organize an event sequence that unfolds naturally and logically.</p> <p>c. Create a smooth progression of experiences or events.</p> <p>d. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.</p> <p>e. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts and show the relationships among experiences and events.</p> <p>f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events.</p> <p>g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	Y		Y			
			2	6.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.)	Y		Y			
			2	6.W.PDW.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 6.)	Y		Y			
			2	6.W.PDW.6 Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.	Y		Y			
			2	6.W.RBPK.7 Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.	Y		Y			
			2	6.W.RBPK.8 Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Y		Y			
			2	6.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.	Y		Y			
			2	6.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	Y		Y			
			2	<p>6.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage.</p> <p>a. When reading or listening, explain the function of pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement).</p> <p>b. When writing or speaking, use pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement) effectively.</p> <p>c. When reading and listening, explain the function of phrases and clauses.</p> <p>d. When writing or speaking, use simple, compound, and complex sentences.</p>	Y		Y			
			2	6.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and use them correctly to do so.	Y		Y			

			2	6.L.KL.3 When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.	Y		Y			
			2	6.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues 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.	Y		Y			
			2	6.L.VAU.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Y		Y			