

****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: _____ **Benchmark Advance**
Grade: _____ **G01600**

Reviewer	Section I	Section II	Section III	Overall
14	Pass	Pass	Pass	
42	Pass	Pass	Pass	
57	Pass	Pass	Pass	
68	Fail	Fail	Pass	
28	Fail	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:G01600ISBN:9781987352559

Title Name:Benchmark A Publisher:Benchmark Education

Original Reviews Submitted:5 Reviewers:14, 42, 57, 68, 28

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.	14	Yes	This indicator is met because the text sets are both organized into units, while building student understanding through a variety of topics. As the three weeks progress, students are strategically exposed to sequenced texts. For example, in Unit 7, students encounter three texts that begin in moderate complexity to substantial complexity.			
	42	Yes	0			
	57	Yes	0			
	68	Yes	0			
	28	Yes	0			
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	14	Yes	This indicator is met. Unit 3 Week 1 is a great example of building contextual understanding for Tier 2 and Tier 3 vocabulary. The first three week set-up is ideal for vocabulary building. In addition, if students struggle with vocabulary, there are suggested strategies included.			
	42	Yes	0			
	57	Yes	Equal teaching time is given to Tier 2 and Tier 3 vocabulary through direct and explicit instructional routines.			
	68	Yes	0			
	28	Yes	0			
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	14	Yes	This indicator is met. In the Texts for Close Reading, pg. 26 (Relationships in Nature), students are asked to combine all of their knowledge from the unit in various ways.			
	42	Yes	0			
	57	Yes	Materials provide both oral and written opportunities for students to demonstrate their knowledge acquisition.			
	68	Yes	0			
	28	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.	14	Yes	Quantitative and Qualitative measurements are provided at the beginning of each TRS unit. A rubric is provided.			
	42	Yes	0			
	57	Yes	0			
	68	No	While the texts listed by the publisher at the beginning of each unit are given a qualitative and quantitative analysis that demonstrates grade level appropriateness, it's not clear that these units are actually organized around anchor texts. They are organized around anchor ideas, with lots of supplementary, short readings to support, however, I do not see evidence of students reading a single, complete and full length text throughout these materials that they return to repeatedly in light of the supplemental materials. Students reread several of these smaller texts repeatedly, but there is not one, central and full length text that student learning is centered around. For example, unit 9 is titled "Economics." In that unit, students read: -#Marco Polo, China Trader" - 5 paragraphs long. -#Kubila, The Great Khan" - 8 paragraphs long. -#The Mongol Empire" - 5 paragraphs long. -#The Silk Road, Yesterday and Today" - This is called the extended read, however, it is only 12 paragraphs long. -#The Secret of Silk" - 5 paragraphs long. -#Going Out" - Also called extended read, but only 13 paragraphs long. -#The Young Head of the Cheng Family" - 5 paragraphs long. -#Going East" - poem Based on the publication information I can find, the extended read "Going Out" is excerpted from a previously published book, but that is the only text I can confirm is previously published.			
	28	Yes	0			
	14	Yes	Individual lessons are rooted in texts.			
	42	Yes	0			

e. Text plays a central role in the English class period.	57	Yes	0			
	68	Yes	0			
	28	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.	14	Yes	In looking across the year, it is evident that there is a strong balance across the year between literature and informational texts. Literary texts include, but are not limited to, memoirs, poetry, myths, and legends. There are opinion pieces and biographies as well that add to an even more ideal balance.			
	42	Yes	0			
	57	Yes	There is an equal balance of informational and literary texts.			
	68	Yes	0			
	28	No	The curriculum does not meet this indicator because the emphasis is on informational text. The read-alouds are 50% informational, and the whole & small-group texts are 69% informational, which shifts the balance too heavily toward informational when we would expect it to shift in a literary direction instead. A suggestion for improvement would be to replace several of the informational texts with literary texts aligned to each unit topic in order to correct the imbalance.			
Evidence: Materials ensure that reading and writing are grounded in evidence from both literary and informational text.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
g. Text-dependent questions : •Most questions and tasks require students to draw on textual evidence to support inferences and conclusions. •High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text.	14	Yes	The majority of questions are text-based and require students to analyze and synthesize or go beyond basic recall in some way.			
	42	Yes	0			
	57	Yes	Questions are sequenced throughout the lesson units and across the units of instruction.			
	68	Yes	0			
	28	Yes	0			
h. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.	14	Yes	The strongest/most effective example of this indicator being met is Unit 6 when students are asked to <u>complete text-based prompts</u> .			
	42	Yes	0			
	57	Yes	Multiple opportunities to respond in writing are provided in each unit of instruction.			
	68	Yes	0			
	28	Yes	0			
i. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	14	Yes	There are regular and consistent opportunities for students to engage in collaborative discussions. The "Observation checklist for constructive conversation" at the beginning of the first lesson in each unit is an excellent addition.			
	42	Yes	0			
	57	Yes	0			
	68	Yes	0			
	28	Yes	0			
Additional comments:	Reviewer	Evidence/Notes				
Additional comments on the three instructional shifts within the materials:	14		0		Total indicators to be re-reviewed:	0
	42		0			
	57		0			
	68		0			
	28		This curriculum checks almost every box and contains all the resources and tools a teacher could ask for, but it just doesn't contain enough literary text and instead shifts too heavily in the direction of informational text.			
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				
	14	Pass				
	42	Pass				
	57	Pass				
	68	Fail				
	28	Fail				
Overall		Pass				

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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: 6.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	14	Yes	Multiple units include an anchor chart that guides students in gathering textual evidence to create an inference. One suggestion for improvement would be to			
		42	Yes		0		
		57	Yes		0		
		68	Yes		0		
		28	Yes		0		
	Informational Text: 6.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	14	Yes	Students are required to read the text more than once, while having guided conversations so that the teacher can know what level of support they need in			
		42	Yes		0		
		57	Yes		0		
		68	Yes		0		
		28	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: 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.	14	Yes	This indicator is met, but a suggested idea for			
		42	Yes		0		
		57	Yes		0		
		68	Yes		0		
		28	Yes		0		
	Informational Text: 6.RI.KID.2 Determine a central idea of a text and how it is conveyed through details; provide an objective summary.	14	Yes		0		
		42	Yes		0		
		57	No	Determining the central idea of a text and how it is			
		68	Yes		0		
		28	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: 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.	14	Yes	Students are appropriately guided through plot development and resolutions.			
		42	Yes		0		
		57	Yes		0		
		68	Yes		0		
		28	Yes		0		
	Informational Text: 6.RI.KID.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.	14	Yes	Students are required to answer questions that analyze the progression a text takes. For example, one question states, "How does the author develop the idea			
		42	Yes		0		
		57	Yes		0		
		68	Yes		0		
		28	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: 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.	14	Yes	While there are multiple examples of this standard, Unit 4, Mini-Lesson 5, discussed figurative language. Students are asked, "In paragraph 8, why do you			
		42	Yes		0		
		57	Yes		0		
		68	No	The three lessons listed by the publisher for this standard do an admirable job focusing on determining the meaning of words through context as well as			
		28	Yes	The curriculum does not meet the demands of this standard because it does not			
	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.	14	Yes	Students are guided through "domain-specific" words.			
		42	Yes		0		
		57	Yes		0		
		68	Yes		0		
		28	Yes		0		
Standard 5 Category Craft and Structure Cornerstone Analyze the structure of texts, including how specific sentences, paragraphs, and	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.	14	Yes		0		
		42	Yes		0		
		57	No	Unit 2 and Unit 6 address this standard but not to the expectation of the			
		68	No	standard. The questions address how characters change and respond, but do not			
		28	Yes	do with the plot. It is			
		14	Yes	It is not clear how identifying the rhyming scheme of a poem helps students			
		42	Yes		0		
		57	Yes	This standard is met, and although the previous standard (Literature: 6.RL.CS.3) is			
		68	Yes	also met, the portion involving Informational Text is stronger.			
		28	Yes		0		

larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	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.	42	Yes		0		
		57	Yes		0		
		68	Yes		0		
		28	Yes		0		
		14	Yes	For poetry selections specifically, the option to have it read aloud on the electronic source is so great to have.			
Standard 6 Category Craft and Structure Cornerstone Assess how point of view or purpose shapes the content and style of a text.	Literature: 6.RL.CS.6 Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.	42	Yes		0		
		57	Yes		0		
		68	Yes		0		
		28	Yes		0		
		14	Yes	Although students are asked to go back to the text to underline where the author gives his/her point of view instead of just facts, alternatively offering the			
	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.	42	Yes		0		
		57	Yes		0		
		68	Yes		0		
		28	Yes		0		
		14	Yes	Students not only engage with different versions of a text, but they compare/contrast them paying particular attention to which method is most			
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: 6.RL.IK1.7 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.	42	Yes		0		
		57	Yes		0		
		68	No	This is a yes, but: All of the lessons listed here had students listening to an audio version of whatever text they were reading. At no point were students tasked	0		
		28	Yes		0		
		14	Yes	Students engage with different media and formats and are asked questions such as, "How does the diagram "The Water Cycle" help readers understand the			
	Informational Text: 6.RI.IK1.7 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.	42	Yes		0		
		57	Yes		0		
		68	No	This is a yes, but: Each of these lessons has students somehow reviewing information in a different format and determining how it relates to other texts on	0		
		28	Yes		0		
Standard 8 Category Integration of Knowledge and Ideas Cornerstone Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Literature: Not applicable						
	Informational Text: 6.RI.IK1.8 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.	14	Yes	Students are not only identifying claims in a text, but they are determining if textual claims are supportive and/or effective to the overall argument. One			
		42	Yes		0		
		57	Yes	Since the terms opinion and persuasive are not used in Grade 6 standards, a suggestion is to replace these terms in the teacher directions to read argument	0		
		68	Yes		0		
		28	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: 6.RL.IK1.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	14	Yes	While this indicator is met, a suggestion for revision would be to change the "Apply Understanding" assignment in Unit 2, Month Lesson 9. Asking students to	0		
		42	Yes		0		
		57	Yes		0		
		68	Yes		0		
		28	Yes		0		
	Informational Text: 6.RI.IK1.9 Compare and contrast two or more authors' presentation of the same topic or event.	14	Yes	The "Share and Reflect" portion of each of these lessons are important so it is an added bonus to have the "Constructive Conversation" incorporated. *On page	0		
		42	Yes		0		
		57	Yes		0		
		68	Yes		0		
		28	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: 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.	14	Yes		0		
		42	Yes		0		
		57	Yes		0		
		68	Yes		0		
		28	Yes		0		
	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.	14	Yes		0		
		42	Yes		0		
		57	Yes		0		
		68	Yes		0		
		28	Yes		0		
SPEAKING AND LISTENING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Comprehension and		14	Yes	Checklist for Constructive Conversation is helpful for this standard.			

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.	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.	42	Yes		0			
		57	Yes		0			
		68	Yes		0			
		28	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.	6.SL.CC.2 Interpret information presented in diverse media formats; explain how source information contributes to a topic, text, or issue under study.	14	No	This indicator does not meet the cognitive demands of this standard because there is not enough "diverse media formats" throughout the units. While students are taught how to interpret information and articulate it, they are not exposed to				
		42	Yes		0			
		57	Yes		0			
		68	No	On WLEI pp 16-17 The EQ of the lesson is "What roles can we play in the balance of nature?" Students engage in group discussion to generate questions about the EQ based				
		28	Yes		0			
Standard 3 Category Comprehension and Collaboration Cornerstone Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	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.	14	No	Standard 3 in the Research and Inquiry Projects in Unit 1-3 does not meet the cognitive demand of the standard because students are not asked to explain a speaker's argument and/or specific claims. In addition, students are not asked				
		42	Yes		0			
		57	Yes		0			
		68	Yes		0			
		28	No	The curriculum does not meet the demands of this standard because although students are encouraged to listen to their peers give presentations (during the Research Inquiry Presentations at the end of the units), they are only told to think				
Standard 4 Category Presentation of Knowledge and Ideas Cornerstone Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.	6.SL.PK1.4 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.	14	Yes		0			
		42	Yes		0			
		57	Yes		0			
		68	Yes		0			
		28	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.	6.SL.PK1.5 Include multimedia components and visual displays in presentations to clarify information.	14	Yes		0			
		42	Yes		0			
		57	Yes		0			
		68	Yes		0			
		28	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.	6.SL.PK1.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	14	Yes	While this standard is met, an idea for improvement would be to specifically mention and discuss command of formal English within the lessons. In the formative assessment material, command of English is assessed in the "Editing				
		42	Yes		0			
		57	Yes		0			
		68	Yes		0			
		28	Yes		0			
WRITING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes		Revised or Referenced?	Publisher Comments	Re-Review?

Standard 1 Category Text Types and Protocol Cornerstone Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	6.W.1.TP.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s). b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s). c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons. d. Use credible sources and demonstrate an understanding of the topic or source material. e. Craft an effective and relevant conclusion that supports the argument presented. f. Use precise language and content-specific vocabulary. g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use varied sentence structure to enhance meaning and reader interest. i. Establish and maintain a formal style.	14	Yes	While this indicator is met, a suggestion for revision would be to provide more direct instruction on g. (transitions) and h. (sentence variety). There is a direct instruction provided for this writing standard, but students will likely struggle with component "g" and "h" due to the lack of direct instruction. Some suggestions		
		42	Yes			
		57	Yes	Since the terms opinion and persuasive are not used in Grade 6 standards, a suggestion is to replace these terms in the teacher directions to read argument.		
		68	Yes			
		28	No	The curriculum does not meet the demands of this indicator because the curriculum does not include any instructions on how to acknowledge alternate or opposing claims; it only instructs students to include this information as part of a writing checklist. Additionally, the lessons on precise language and domain-		
Standard 2 Category Text Types and Protocol Cornerstone Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	6.W.1.TP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow. b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material. e. Craft an effective and relevant conclusion. f. Include formatting, graphics, and multimedia when appropriate. g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use precise language and domain-specific vocabulary. i. Use varied sentence structure to enhance meaning and	14	Yes	The documents located in the Additional Materials are critical here: Essay Anchor Chart, Writing Checklist, Essay Planning Guide.		
		42	Yes			
		57	Yes			
		68	Yes			
		28	Yes			
Standard 3 Category Text Types and Protocol Cornerstone Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	6.W.1.TP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a speaker/narrator and/or participants/characters. b. Organize an event sequence that unfolds naturally and logically. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters. e. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts and show the relationships among experiences and events. f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events. g. Use precise words and phrases, relevant descriptive	14	Yes	This standard is met, but one suggestion for revision is to provide students additional direct teaching of "voice" (d.) Before modeling it, explain the concept of "voice" in greater detail since it is likely a difficult concept. For example, you could include a discussion of "voice" being an "inner thought."		
		42	Yes			
		57	Yes			
		68	Yes			
		28	Yes			
Standard 4 Category Production and Distribution of Writing Cornerstone Produce clear and coherent writing in which the development and organization are appropriate	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.)	14	Yes	A suggested idea for revision would be include reminders for students throughout these lessons to keep the task, purpose and audience in mind during their writing process.		
		42	Yes			
		57	Yes			
		68	Yes			

to task, purpose, and audience.		28	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.	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.)	14	No	standard 5 in Unit 1, Mini-Lesson 3 (week 3), Unit 3, Mini-Lesson 2 (week 3) and Unit 6, Mini-Lesson 11 (week 1) do not meet the cognitive demands of this standard because there are not enough opportunities for students to revise their			
		42	Yes	0			
		57	Yes	0			
		68	Yes	0			
		28	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.	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.	14	Yes	0			
		42	Yes	0			
		57	Yes	0			
		68	Yes	0			
		28	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.	6.W.RBPK.7 Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate.	14	Yes	This indicator is met, but one suggestion for revision would be to include a time for students to develop a research question together. For example, providing a brainstorming strategy would be helpful instead of just having an anchor.			
		42	Yes	0			
		57	Yes	Though this standard is addressed in Unit 8, a suggestion is to include this research at the end of other informational units of instruction.			
		68	No	There is no evidence in the lesson provided by the publisher (OS W1 L3 pp 124-125) that students are generating additional related, focused questions for further research and investigation. The materials do not provide appropriate			
		28	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.	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.	14	Yes	This standard is met, but a suggestion for revision would be provide some examples of plagiarism. While it is not necessary, it would be good for discussion purposes.			
		42	Yes	0			
		57	Yes	0			
		68	No	Yes, but: All of the lessons here focused on determining credible sources and using them in their research, however other than one lesson mentioning using quotation marks to avoid plagiarism, there was no instruction on citing sources			
		28	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.	6.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading.	14	Yes	Student charts help students locate and dissect evidence found in texts.			
		42	Yes	0			
		57	Yes	0			
		68	Yes	0			
		28	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.	6.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	14	Yes	There is routine writing over multiple extended time frames, while balancing with shorter time frames. The task, purpose and audience of writing pieces are appropriately varied incorporating several opportunities for students of varying			
		42	Yes	0			
		57	Yes	0			
		68	Yes	0			
		28	Yes	0			

LANGUAGE STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Language Standard 1: Conventions of Standard English Cornerstone: Demonstrate command of the	6.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, explain the function of pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement). b. When writing or speaking, use pronouns (pronoun case, intensive pronouns,	14	Yes		0		
		42	Yes		0		
		57	No	There is no evidence of direct instruction on the function of phrases and clauses.			
		68	No	Sub-standards a, b, and c are met.			
		28	Yes		0		
Language Standard 2: Conventions of Standard English Cornerstone: Demonstrate command of the	6.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and use them correctly to do so.	14	Yes		0		
		42	Yes		0		
		57	Yes		0		
		68	No	All of the lessons but one focused specifically on using commas to set off parenthetical statements, which the curriculum calls nonrestrictive text. While			
		28	Yes		0		
Language Standard 3: Knowledge of Language Cornerstone: Apply knowledge of language to understand how language	6.L.KL.3 When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.	14	Yes		0		
		42	Yes		0		
		57	Yes		0		
		68	Yes		0		
		28	Yes		0		
Language Standard 4: Vocabulary Acquisition and Use Cornerstone: Determine or clarify the meaning of	6.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues	14	Yes		0		
		42	Yes		0		
		57	Yes		0		
		68	Yes		0		
		28	Yes		0		
Language Standard 5: Vocabulary Acquisition and Use Cornerstone: Demonstrate understanding of figurative	6.L.VAU.5 When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.	14	Yes	Highlighting the relationship between words is critical here so Unit 9 Week 2 does a nice job of that. Unit 7 Week 2 is also a nice representation of this standard.	0		
		42	Yes		0		
		57	Yes		0		
		68	Yes		0		
		28	Yes		0		
Language Standard 6: Vocabulary Acquisition and Use Cornerstone: Acquire and use accurately a range of	6.L.VAU.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.	14	Yes	The Comprehension Quick Check for this standard (pages 96-97) is a great asset. It would be a good idea to mention using something like that as a cue.	0		
		42	Yes		0		
		57	Yes		0		
		68	Yes		0		
		28	Yes		0		
Additional Comments		Reviewer	Evidence/Notes				
Additional Comments on Section II Standards	14	0				Total indicators to be re-reviewed:	0
	42	0					
	57	0					
	68	0					
	28	0					
Alignment with Section II: ELA Standards.		Reviewer	Aligned				
(This means that no more than 4 boxes were marked "No." If more than 4 "No" boxes are marked, then this program does not pass. (Note: Reading Literature and Reading Informational Text count as separate standards. If the screening instrument was checked "no" for 2 Reading Literature standards and 3 Informational Text standards, then it would NOT pass the screening instrument.)	14	Pass					
	42	Pass					
	57	Pass					
	68	Fail					
	28	Pass					
Overall		Pass					

Grade & Subject:G01600ISBN:9781987352559

Title Name: Benchmark Adva Publisher: Benchmark Education

Original Reviews Submitted:5 Reviewers:14, 42, 57, 68, 28

SECTION III						
High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks						
Materials meet at least 80% of indicators in Section III.						
Standards are taught in an integrated fashion to support students in developing proficiency as readers and writers as they make meaning of texts through reading, writing, speaking and listening. Instructional decisions for standards instruction centers on the texts that have been selected to strategically build students' knowledge, and the standards are spiraled throughout the year to promote continued practice and application with ever increasing text complexity.						
Indicator	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Units are built around a concept, topic, or theme, and include essential questions and enduring understandings.	14	Yes		0		
	42	Yes		0		
	57	Yes		0		
	68	Yes		0		
	28	Yes		0		
b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.	14	Yes		0		
	42	Yes		0		
	57	Yes		0		
	68	Yes		0		
	28	Yes		0		
c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.	14	Yes		0		
	42	Yes		0		
	57	Yes		0		
	68	No	There is little evidence given to determine this, but on the whole each unit seems to include SOME excerpts from previously published texts and a significant amount of commissioned text. No previously published work is used in its entirety (meaning at no point are students reading an entire novel or book, or an extended and full length informational text). See notes for Section 1, indicator d for further examples. The publisher's screening instrument links to a list of Read Aloud texts that appear to include texts on them, but they are not part of the instructional materials in the Units and appear to be just a list. I cannot find them in the box of physical materials given to me and the link in the publisher's screening instrument is just to a list of books, not links to the texts themselves. Based on the number of links listed for each unit, I am making an assumption that these are not full texts as well (For example, one of over five listed is "Jean Valjean" by Victor Hugo - I don't think that is asking 6th graders to read all of Les Mis plus five other texts).			
	28	Yes		0		
d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	14	Yes		0		
	42	Yes		0		
	57	Yes		0		
	68	No	Again, this material does not include any full length texts, only commissioned and heavily excerpted texts.			
	28	No	The curriculum does not meet this indicator because the length of all texts included are extremely short. The "full length" texts are only about 1-3 pages each, as are the excerpts. There are no longer texts included directly in the curriculum which would enable students to build reading stamina. Though independent reading is encouraged, there is no guarantee that students would self-select longer texts to make up for this deficiency. A suggestion for improvement would be to incorporate longer texts such as extended short stories, a complete play, or even a novel into the curriculum. (For instance, students could read the entire Anne Frank play or the whole novel of "Roll of Thunder, Hear My Cry.")			
e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.	14	Yes		0		
	42	Yes		0		
	57	Yes		0		
	68	Yes		0		
	28	Yes		0		
f. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical) while appealing to students' interests.	14	Yes		0		
	42	Yes		0		
	57	Yes		0		
	68	Yes		0		
	28	Yes		0		

g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.	14	Yes	0			
	42	Yes	0			
	57	Yes	0			
	68	Yes	0			
	28	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).	14	Yes	0			
	42	Yes	0			
	57	Yes	0			
	68	Yes	0			
	28	Yes	0			
i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	14	Yes	0			
	42	Yes	0			
	57	Yes	0			
	68	Yes	0			
	28	Yes	The curriculum meets the requirements of this indicator, however, a suggestion for improvement would be to incorporate students' independent reading into the regular writing & discussion tasks of the curriculum. For instance, when students complete an end-of-unit task comparing two texts, one of those texts could be their independent book. In this way, there would be increased accountability for students to complete independent reading and it would not just be used as a way to fill time with independent tasks while the teacher focuses on small groups or individual students.			
j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.	14	Yes	0			
	42	Yes	0			
	57	Yes	0			
	68	Yes	0			
	28	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.	14	Yes	0			
	42	Yes	0			
	57	Yes	0			
	68	Yes	0			
	28	Yes	0			
l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	14	Yes	0			
	42	Yes	0			
	57	Yes	0			
	68	Yes	0			
	28	Yes	0			
m. Writing mini-lessons provide explicit instruction about the writing process, organization/structure, and writing craft.	14	Yes	0			
	42	Yes	0			
	57	Yes	0			
	68	Yes	0			
	28	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.	14	Yes	0			
	42	Yes	0			
	57	Yes	0			
	68	Yes	0			
	28	Yes	The curriculum meets the demands of this indicator, however, it could be improved by applying these skills to more authentic writing experiences. As an example, in Unit 7, week 3, lesson 10, students apply what they have learned about correcting spelling to the essay they're working on at that time in class. However, in Unit 3, week 1,			
o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	14	Yes	0			
	42	Yes	0			
	57	Yes	0			
	68	Yes	0			
	28	Yes	0			
p. Materials provide instruction in specific	14	Yes	0			

p. Materials provide instruction in specific academic language and structures associated with different modes of writing (e.g. use of flashback in narrative, chronological vs. descriptive techniques in informative/explanatory, and rhetoric in opinion/argumentative).	42	Yes	0			
	57	Yes	0			
	68	Yes	0			
	28	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.	14	Yes	Think-Speak-Listen Flip Chart is an excellent tool!			
	42	Yes	0			
	57	Yes	0			
	68	Yes	0			
	28	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.	14	Yes	Prompting Cards for Scaffolding Readers is an excellent tool to ensure teachers are implementing the scaffolding process effectively.			
	42	Yes	0			
	57	Yes	0			
	68	Yes	0			
	28	Yes	0			
s. Formative and summative assessments are embedded throughout instructional materials and include multiple methods to measure what students know and are able to do. Possible formats include, but are not limited to, checks for understanding, pre-assessments, student self-assessments, selected response (multiple choice, multiple select), constructed responses (short and extended), performance tasks, open-ended questions, etc.	14	Yes	0			
	42	Yes	0			
	57	Yes	0			
	68	Yes	0			
	28	Yes	0			
t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	14	Yes	0			
	42	Yes	0			
	57	Yes	0			
	68	Yes	0			
	28	Yes	The curriculum exceeds expectations for this indicator. The included assessments are set up to mimic the style and format of the TN Ready (based on practice assessments available) and include answer keys with explanations/rationale for right AND wrong answers as well as a chart containing correct answer, standard addressed, question format, and DOK (depth of knowledge) for each question asked. Evidence guide see also.			
Additional Comments:	Reviewer	Evidence/Notes				
Additional comments about high-quality instruction within the materials:	14				Total indicators to be re-reviewed:	0
	42					
	57					
	68					
	28					

Alignment with Section III	Reviewer	Aligned
Materials meet at least 80% alignment with Section III: High-Quality instruction? This means no more than 4 indicators were marked no in Section III. If more than 4 “No” boxes are marked, then this program does not pass.	14	Pass
	42	Pass
	57	Pass
	68	Pass
	28	Pass
	Overall	Pass

Grade & Subject:G01600ISBN:9781987352559

Title Name:Benchmark AcPublisher:Benchmark Education

Original Reviews Submitted:5Reviewers:14, 42, 57, 68, 28

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.	14	Yes	0			
	42	Yes	0			
	57	Yes	0			
	68	No	There is very little information about the background of these texts provided.			
	28	No	The curriculum does not meet the demands of the indicator because it does not include this information in the teacher-facing materials.			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	14	Yes	0			
	42	Yes	0			
	57	Yes	0			
	68	Yes	0			
	28	No	The curriculum does not meet this indicator because although the curriculum strongly encourages students to annotate text and includes initial instructions for how to do so, the individual texts to be annotated do not include models for the teacher or the students.			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	14	Yes	0			
	42	Yes	0			
	57	Yes	0			
	68	No	The materials include a link to snap in tabs that specifically show which TN ELA standards are aligned to which units and lessons, however, the materials themselves list knowledge objectives and learning objectives that, while similar and aligned to TN standards, are not the language of the standards specifically.			
	28	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.	14	Yes	0			
	42	Yes	0			
	57	Yes	0			
	68	Yes	0			
	28	Yes	The curriculum includes this information for Science and Social Studies standards only, where applicable.			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	14	Yes	0			
	42	Yes	0			
	57	Yes	0			
	68	Yes	0			
	28	Yes	0			
f. Teacher-facing materials provide guidance	14	Yes	0			

to support teachers in identifying student misconceptions that may prevent student mastery of the Tennessee English Language Arts Standards.	42	Yes	0			
	57	Yes	0			
	68	Yes	0			
	28	Yes	0			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	14	Yes	0			
	42	Yes	0			
	57	Yes	0			
	68	Yes	0			
	28	Yes	0			
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	14	Yes	0			
	42	Yes	0			
	57	Yes	0			
	68	Yes	0			
	28	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.	14	Yes	0			
	42	Yes	0			
	57	Yes	0			
	68	Yes	0			
	28	Yes	0			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	14	Yes	0			
	42	Yes	0			
	57	Yes	0			
	68	Yes	0			
	28	Yes	0			
k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards.	14	Yes	0			
	42	Yes	0			
	57	Yes	0			
	68	Yes	0			
	28	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.	14	Yes	0			
	42	Yes	0			
	57	Yes	0			
	68	Yes	0			
	28	Yes	0			
m. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	14	Yes	0			
	42	Yes	0			
	57	Yes	0			
	68	Yes	0			
	28	Yes	0			
n. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	14	Yes	0			
	42	Yes	0			
	57	Yes	0			
	68	Yes	0			
	28	Yes	0			

o. Materials include suggestions and tools to keep students and parents informed about students' progress.	14	Yes	0			
	42	Yes	0			
	57	Yes	0			
	68	Yes	0			
	28	No	The curriculum does not meet this indicator because the parent communication tools include information about units of study (topic overviews, skills included, etc.) and at-home activities to accompany/enhance in-class study, but do not include information about student progress monitoring or updates. A suggestion for improvement would be to include information about student progress for the parents in these communication tools, and also to incorporate a progress monitor or tracking tool for students to use.			
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.	14	Yes	0			
	42	Yes	0			
	57	Yes	0			
	68	Yes	0			
	28	No	The curriculum does not meet this indicator because the content includes materials for 10 units at 3 weeks each, which is 30 weeks of instruction. The typical school year includes 36 weeks, so a suggestion for improvement would be to add two more units or to extend some units to go beyond 3 weeks.			
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.	14	Yes	0			
	42	Yes	0			
	57	Yes	0			
	68	Yes	0			
	28	Yes	0			
r. Program components, lesson plans, and the relationships among the parts are clear.	14	Yes	0			
	42	Yes	0			
	57	Yes	0			
	68	Yes	0			
	28	Yes	0			
s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	14	Yes	0			
	42	Yes	0			
	57	Yes	0			
	68	Yes	0			
	28	Yes	0			
t. Each lesson contains a list of required materials.	14	Yes	0			
	42	Yes	0			
	57	Yes	0			
	68	Yes	0			
	28	Yes	0			
u. Lessons, chapters, and units contain estimated instructional times.	14	Yes	0			
	42	Yes	0			
	57	Yes	0			
	68	Yes	0			
	28	Yes	0			
v. Student materials provide for individual students to have access to text (classroom sets of	14	Yes	0			
	42	Yes	0			
	57	Yes	0			

texts and/or digital platform texts).	68	Yes		0				
	28	Yes		0				
w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	14	Yes		0				
	42	Yes		0				
	57	Yes		0				
	68	Yes		0				
	28	Yes		0				
	14	Yes		0				
x. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	42	Yes		0				
	57	Yes		0				
	68	No	The publisher's screening instrument lists a Benchmark Advance Research Summary that is digital only, but there is no link to it and it is not a part of the tn-reviewer log in website. Likewise, when I just google that, I get a few specific studies of school districts, but nothing that appears to be this specific report..					
	28	No	The curriculum does not meet this indicator because this information was not included. The accompanying documents indicate that this information is available in "digital only" format, but a search of the included thumb drive, online teacher's library, and even a Google search yielded no information to this effect (only some information on the research that came from applying this curriculum to select school districts). A suggestion for improvement would be to include this research document on the thumb drive and in the digital teacher's library.					
	14	Yes		0				
	42	Yes		0				
y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	57	Yes		0				
	68	Yes		0				
	28	Yes		0				
	Additional Comments:			Reviewer	Evidence/Notes			
	Additional Comments about Section V: Additional Components	14		0				Total indicators to be re-reviewed:
42			0					
57			0					
68			0					
28			0					

[illegible]

