

EMC - Mirrors & Windows: Connecting with Literature

Grade 8

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
38	Fail	Fail	Fail	
144	Fail	Pass	Fail	
143	Pass	Pass	Pass	
148	Fail	Fail	Fail	
116	Pass	Pass	Pass	
Overall	Fail	Pass	Fail	FAIL

Re-Review

Reviewers: 58, 68	Aligned
Section	
Section I	Pass
Section II	
Section III	Pass
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 8	EMC	Mirrors and Windows	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			
			3	a. Units are built around a concept, topic, or theme, and include essential questions and enduring understandings.	Y		Y			
			3	b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.	Y		Y			
			3	g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.	Y		Y			
			3	i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	Y		Y			
			3	l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	Y		Y			
			3	m. Writing mini-lessons provide explicit instruction about the writing process, organization/structure, and writing craft.	Y		Y			
			3	n. Instruction in conventions, syntax, and style is direct and contextual (mentor texts), increases in sophistication, and is applied to authentic writing experiences.	Y		Y			
			3	o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	Y		Y			
			3	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.	Y		Y			
			3	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.	Y		Y			
			3	t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	N	Although there is an assessment guide provided on the online platform, no standards are provided. No correlation document is available as noted in the course guide.	N	The correlation guide does not clearly indicate the standards addressed because several of the tasks are mislabeled / incorrectly identified.		