

****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: Amplify ELA
Grade: G01600

Reviewer	Section I	Section II	Section III	Overall
5	Fail	Fail	Pass	
25	Pass	Pass	Pass	
12	Pass	Pass	Pass	
33	Fail	Pass	Pass	
70	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 reivse content and enter the title into re-reivew, 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:9781643830643

Title Name:Amplify ELAPublisher:Amplify

Original Reviews Submitted:5Reviewers:5, 25, 12, 33, 70

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.	5	Yes		0		
	25	Yes	The Grade Overviews document gives a summary of each unit which explains how texts will build knowledge about various concepts and topics and provides a rationale for the sequencing of texts within each unit.			
	12	Yes		0		
	33	Yes	Students begin with a study of narration, then move into a study of mystery and investigation, next is argument and debate over chocolate, then onto a study of The Greeks, next progressing into a "Hero's Journey" study by using a novel with a Mexican setting, and finally completing research regarding The Titanic.			
	70	Yes	While the text does meet indicator 1.A, it could be improved upon by adding additional texts for students to interact with in their first unit, Dahl and Narrative.			
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	5	No	This indicator is not being met. While there are lists of vocabulary broken down into tiers 1,2, and 3 - there is no explicit teaching of vocabulary itself. The vocabulary app and games are not enough to ensure that all students are learning the vocabulary. A suggested change would be to specifically add vocabulary inclusion throughout the stories that do not only apply to the student getting them through a game or video. Also, while the computer allows for students to use the vocabulary game - there is not a defined vocabulary review for the student textbook.			
	25	Yes	Direct and contextual instruction for Tier 2 and Tier 3 vocabulary is located only in digital components: Vocabulary App, vocabulary videos, and GIFs with accompanying activities. The print materials include a list of Reveal Words, Tier 1 and Tier 2 vocabulary words for each anchor text, and definitions.			
	12	Yes		0		
	33	No	This indicator is not met because there is no real vocabulary direct instruction. Each Unit does contain a list of Tier 1, Tier 2, and Tier 3 vocabulary but there is no instruction to correlate with these lists. There is some instruction related to connotative meaning (6A: Dahl and Narrative, Sub-Unit 3, Lesson 11, p. 117 of TE) and symbolism (6E: Summer of Mariposas, Sub-Unit 1, Lesson 6, P. 39 of TE), but these are dealing with RI and RL strands and not as much the L strand. There is a vocabulary app available with the student digital learning, but it is student driven without direct instruction. In order to meet this indicator, incorporate direct vocabulary instruction and activities to go along with the Tier lists in each unit. Etymological studies should accompany these excellent lists which are already available to students.			
	70	Yes	This indicator is met in the digital version only, through their digital Vocabulary App, which is quite extensive and adapts to students' needs. There is some work with vocabulary within the texts, but it is minimal. This could be improved by incorporating additional vocabulary instruction in the print versions of the curriculum.			
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	5	Yes		0		
	25	Yes		0		
	12	Yes		0		
	33	Yes	Every unit ends with the writing of an essay. In the digital materials, each unit has a unit reading assessment also.			
	70	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.	5	Yes		0		
	25	Yes		0		
	12	Yes		0		
	33	Yes	Every unit was given a quantitative measure (QT), qualitative measure (QL), and reader and task measure (RT). This grows from QT: 1090L, QL: 2, RT: 2 at the beginning of the school year to QT: 1620L, QT: 4, RT: 4 by the end of the school year.			
	70	Yes	While indicator 1.D is met, one area of improvement would be to incorporate clear grade band levels for the Lexiles provides.			
	5	Yes		0		

e. Text plays a central role in the English class period.	25	Yes	The text plays a central role in a majority of units. However, consider strengthening this indicator in units 6A and 6C. To strengthen 6A, allow students to dive into text prior to Lesson 5. In unit 6C, the tasks require students to explore and scan various texts for research and read short passages from those texts. Consider including frequent task(s) requiring students to read entire texts prior to discussing and writing about them.			
	12	Yes		0		
	33	Yes	Every unit is based around text.			
	70	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.	5	Yes		0		
	25	Yes		0		
	12	Yes		0		
	33	Yes	Students begin the year reading Roald Dahl's 1984 memoir Boy: Tales of Childhood. Then move into a mystery study where they are exposed to varied famous fiction mystery writers. Next, students focus on information literacy as they study chocolate, and then move into a study of the Greeks where they analyze Greek poetry. As students get closer to the end of the school year, they complete a novel study, and then end the year collecting information about The Titanic.			
	70	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 : •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.	5	Yes		0		
	25	Yes		0		
	12	Yes		0		
	33	Yes	According to the Amplify ELA Tennessee Getting Started Guide, 80% of the questions to which students have to respond require students to provide textual evidence to support answers.			
	70	Yes		0		
h. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.	5	Yes		0		
	25	Yes		0		
	12	Yes		0		
	33	Yes	Each unit essay prompt is related to the text(s) studied in the unit.			
	70	Yes		0		
i. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	5	Yes		0		
	25	Yes		0		
	12	Yes		0		
	33	Yes	Throughout the year students engage in partner discussions, fish-bowl discussions, debates, and end the year with a Socratic Seminar.			
	70	Yes		0		
Additional comments:	Reviewer	Evidence/Notes				
Additional comments on the three instructional shifts within the materials:	5			0	Total indicators to be re-reviewed:	0
	25			0		
	12		In (vocabulary): Digital Materials provide direct and contextual instruction on Tier 2 and Tier 3 vocabulary. Blended instruction would be required for print schools.			
	33			0		
	70			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				
	5	Fail				
	25	Pass				
	12	Pass				
	33	Fail				
	70	Pass				
	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.	5	Yes		0		
		25	Yes		0		
		12	Yes		0		
		33	Yes	Addressed multiple times in Unit 6B: Mysteries & Investigations, Unit 6B: The Greeks, and Unit 6E: Summer of the Mariposas	0		
		70	Yes		0		
	Informational Text: 6.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	5	Yes		0		
		25	Yes		0		
		12	Yes		0		
		33	Yes	Addressed multiple times in Unit 6A: Dahl & Narrative, Unit 6B: Mysteries & Investigations, Unit 6C: The Chocolate Collection, and Unit 6E: Summer of the Mariposas	0		
		70	Yes	This indicator is not met in its entirety with the sample materials. Most of the questions and work is contained within the student writing prompt. If possible, we added a question about the theme to the end of the writing prompt.	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.	5	Yes	But could focus more on the theme instead of just	0		
		25	Yes		0		
		12	No	This indicator is not met in its entirety with the sample materials.	0		
		33	Yes	Addressed multiple times in Unit 6B: Mysteries & Investigations	0		
		70	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.	5	Yes		0		
		25	Yes		0		
		12	Yes		0		
		33	Yes	Addressed multiple times in Unit 6A: Dahl & Narrative,	0		
		70	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.	5	Yes		0		
		25	Yes		0		
		12	Yes		0		
		33	Yes	Addressed multiple times in Unit 6B: Mysteries & Investigations, Unit 6B: The Greeks, and Unit 6E: Summer of the Mariposas	0		
		70	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.	5	Yes		0		
		25	Yes		0		
		12	Yes		0		
		33	Yes	Addressed multiple times in Unit 6A: Dahl & Narrative, Unit 6B: Mysteries & Investigations, and Unit 6C: The Treasure Collection	0		
		70	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.	5	No	This standard does not meet the indicator due to it only being covered in 1 unit which is at the end of the year. A recommended revision would be to include it in	0		
		25	Yes		0		
		12	No	This indicator is not met in its entirety with the evidence provided in the	0		
		33	Yes	Addressed multiple times in Unit 6B: Mysteries & Investigations, Unit 6B: The Greeks, and Unit 6E: Summer of the Mariposas	0		
		70	Yes		0		
	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.	5	Yes		0		
		25	Yes		0		
		12	Yes		0		
		33	Yes	Addressed multiple times in Unit 6A: Dahl & Narrative, Unit 6B: Mysteries & Investigations, Unit 6C: The Chocolate Collection, and Unit 6E: Summer of the	0		
		70	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.	5	Yes		0		
		25	Yes		0		
		12	Yes		0		
		33	Yes	Addressed multiple times in Unit 6B: Mysteries & Investigations, Unit 6B: The Greeks, and Unit 6E: Summer of the Mariposas	0		
		70	Yes		0		
		5	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.	25	No	Regular opportunities to practice this standard is required to achieve mastery. To meet this indicator, include additional questions and tasks throughout various			
		12	Yes		0		
		33	Yes	Addressed multiple times in Unit 6A: Dairi & Narrative, Unit 6B: Mysteries & Investigations, Unit 6C: The Chocolate Collection, and Unit 6E: The Titanic			
		70	Yes		0		
		5	Yes		0		
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.	25	Yes		0		
		12	No	This indicator is not met in its entirety as evidenced by the Correlation Guide.			
		33	Yes	While students have multiple opportunities to determine the point of view, addressed multiple times in Unit 6B: Mysteries & Investigations, Unit 6D: The Greeks, and Unit 6E: Summer of the Mariposas			
		70	Yes		0		
		5	Yes		0		
	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.	25	Yes		0		
		12	Yes		0		
		33	Yes	Addressed multiple times in Unit 6A: Dairi & Narrative, Unit 6B: Mysteries & Investigations, and Unit 6C: The Chocolate Collection			
		70	Yes		0		
		5	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: 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.	5	No	This standard does not meet the indicator due to the fact that there is not enough correlations between the text and some other format/media. A			
		25	Yes		0		
		12	Yes		0		
		33	Yes	Addressed multiple times in Unit 6B: Mysteries & Investigations, Unit 6C: The Chocolate Collection, Unit 6D: The Greeks, and Unit 6E: Summer of the Mariposas			
		70	Yes		0		
	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.	5	No	This standard does not meet the indicator due to the fact that there is not enough correlations between the text and some other format/media. A			
		25	Yes		0		
		12	Yes	This indicator is met, but the Correlation Guide would better reflect a true sample of the variety of formats by including Titanic. GDP 1.1 includes tables and			
		33	Yes	Addressed multiple times in Unit 6A: Dairi & Narrative, Unit 6B: Mysteries & Investigations, Unit 6C: The Chocolate Collection, Unit 6E: Summer of the			
		70	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.	5	No	This standard is not being met due to the fact that it is only basically covered in 1 section of the textbook. This is a year-long skill. A suggested revision would be to			
		25	No	Regular opportunities to practice this standard is required to achieve mastery. To meet this indicator, include additional questions and tasks throughout various			
		12	Yes		0		
		33	Yes	Addressed multiple times in Unit 6B: Mysteries & Investigations, Unit 6C: The Chocolate Collection, and Unit 6E: The Titanic Collection			
		70	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.	5	Yes		0		
		25	Yes		0		
		12	Yes		0		
		33	Yes	Addressed multiple times in Unit 6B: Mysteries & Investigations, 6C: The Chocolate Collection, Unit 6D: The Greeks, Unit 6E: Summer of the Mariposas			
		70	Yes		0		
	Informational Text: 6.RI.IK1.9 Compare and contrast two or more authors' presentation of the same topic or event.	5	Yes		0		
		25	Yes		0		
		12	Yes		0		
		33	Yes	Addressed multiple times in Unit 6A: Dairi & Narrative, Unit 6B: Mysteries & Investigations, Unit 6C: The Chocolate Collection, Unit 6E: Summer of the			
		70	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.	5	Yes		0		
		25	Yes		0		
		12	Yes		0		
		33	Yes	Addressed multiple times Unit 6B: Mysteries & Investigations, Unit 6D: The Greeks, and Unit 6E: Summer of the Mariposas			
		70	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.	5	Yes		0		
		25	Yes		0		
		12	Yes		0		
		33	Yes	Addressed multiple times in Unit 6A: Dairi & Narrative, Unit 6B: Mysteries & Investigations, Unit 6C: The Chocolate Collection, and Unit 6E: The Titanic			
		70	Yes		0		
SPEAKING AND LISTENING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Comprehension and		5	Yes		0		

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.	25	Yes	0			
		12	Yes	0			
		33	Yes	Addressed multiple times in Unit 6A: Dahl & Narrative, Unit 6B: Mysteries & Investigations, Unit 6C: The Chocolate Collection, Unit 6D: The Greeks Collection, Unit 6E: Summer of the Mariposas, Unit 6F: The Titanic Collection and Unit 6G:			
		70	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.	5	No	As indicated in standard 7, this standard is not being met due to the fact that media is not conveyed in diverse formats throughout the whole year. Therefore, students are not getting the exposure to discuss and talk about the other types of			
		25	Yes	0			
		12	Yes	0			
		33	Yes	Addressed multiple times in Unit 6A: Dahl & Narrative, Unit 6B: Mysteries & Investigations, Unit 6C: The Chocolate Collection, Unit 6D: The Greeks Collection, and Unit 6F: The Titanic Collection			
		70	Yes	While standard 6.SL.CC.2 is met, a suggestion for improvement would be to include more explicit examples and additional activities for the students and teachers.			
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.	5	Yes	0			
		25	Yes	0			
		12	Yes	0			
		33	Yes	Addressed multiple times in Unit 6B: Mysteries & Investigations and Unit 6C: The Chocolate Collection			
		70	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 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.	5	Yes	0			
		25	Yes	0			
		12	Yes	0			
		33	Yes	Addressed multiple times in Unit 6C: The Chocolate Collection, Unit 6D: The Greeks Collection, and Unit 6F: The Titanic Collection			
		70	Yes	Reviewer's Note: This is standard is met through the digital curriculum only.			
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.	5	Yes	0			
		25	Yes	0			
		12	Yes	0			
		33	Yes	Addressed multiple times in Unit 6C: The Chocolate Collection and Unit 6F: The Titanic Collection			
		70	Yes	Reviewer's Note: This is standard is met through the digital curriculum only.			
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.	5	Yes	0			
		25	Yes	0			
		12	Yes	Standard SL.PK1.6 is met, but Correlation Guide would better reflect true variety of speaking tasks if it also referenced the lessons with fishbowls, socratic seminars, and scriptstickers. As is, the referenced lessons are of students either			
		33	Yes	Addressed multiple times in Unit 6A: Dahl & Narrative, Unit 6C: The Chocolate Collection, and Unit 6F: The Titanic Collection			
		70	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.	5	Yes	0			
		25	Yes	0			
		12	Yes	0			
		33	Yes	Addressed multiple times in Unit 6A: Dahl & Narrative, 6B: Mysteries & Investigations, Unit 6C: The Chocolate Collection, Unit 6D: The Greeks Collection, Unit 6E: Summer of the Mariposas, and Unit 6F: The Titanic Collection			
		70	Yes	0			
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	5	Yes	0			
		25	Yes	0			
		12	Yes	0			
		33	Yes	Addressed multiple times in Unit 6A: Dahl & Narrative, Unit 6C: The Chocolate Collection, Unit 6D: The Greeks Collection, and Unit 6F: The Titanic Collection			
		70	Yes	0			
Standard 3 Category Text Types and Protocol Cornerstone Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen 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	5	Yes	0			
		25	Yes	0			
		12	Yes	0			
		33	Yes	Addressed multiple times in Unit 6A: Dahl & Narrative, Unit 6B: Mysteries & Investigations, Unit 6C: The Chocolate Collection, Unit 6D: The Greeks Collection, Unit 6E: Summer of the Mariposas, Unit 6F: The Titanic Collection, and Unit 6G: Beginning Story Writing			
		70	Yes	0			
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.)	5	Yes	0			
		25	Yes	0			
		12	Yes	0			
		33	Yes	Addressed multiple times in Unit 6A: Dahl & Narrative, Unit 6B: Mysteries & Investigations, Unit 6C: The Chocolate Collection, Unit 6D: The Greeks Collection, Unit 6E: Summer of the Mariposas, Unit 6F: The Titanic Collection, and Unit 6G:			

to task, purpose, and audience.		70	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.)	5	Yes	0			
		25	Yes	0			
		12	Yes	0			
		33	Yes	Addressed multiple times in Unit 6A: Dahl & Narrative, Unit 6B: Mysteries & Investigations, Unit 6C: The Chocolate Collection, Unit 6D: The Greeks Collection, Unit 6E: Summer of the Mariposas, Unit 6F: The Titanic Collection, and Unit 6G:			
		70	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.	5	Yes	0			
		25	Yes	0			
		12	Yes	Instructions on Digital resources only; not in print (I.e Guide says See Digital Lesson)			
		33	Yes	Addressed multiple times in Unit 6A: Dahl & Narrative, Unit 6C: The Chocolate Collection, Unit 6F: The Titanic Collection, and Unit 6G: Beginning Story Writing			
		70	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.	5	Yes	0			
		25	Yes	0			
		12	Yes	0			
		33	Yes	Addressed multiple times in Unit 6C: The Chocolate Collection and Unit 6F: The Titanic Collection			
		70	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.	5	Yes	0			
		25	Yes	0			
		12	Yes	0			
		33	Yes	Addressed multiple times Unit 6C: The Chocolate Collection, 6E: Summer of the Mariposas, and Unit 6F: The Titanic Collection			
		70	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.	5	Yes	0			
		25	Yes	0			
		12	Yes	0			
		33	Yes	Addressed multiple times in Unit 6A: Dahl & Narrative, Unit 6B: Mysteries & Investigations, Unit 6C: The Chocolate Collection, Unit 6D: The Greeks Collection, Unit 6E: Summer of the Mariposas, and Unit 6F: The Titanic Collection			
		70	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.	5	Yes	0			
		25	Yes	0			
		12	Yes	0			
		33	Yes	Addressed multiple times in Unit 6A: Dahl & Narrative, Unit 6B: Mysteries & Investigations, Unit 6C: The Chocolate Collection, Unit 6D: The Greeks Collection, Unit 6E: Summer of the Mariposas, Unit 6F: The Titanic Collection, and Unit 6G:			
		70	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,	5	Yes	However, this should not just be included in flex days but throughout the whole textbook			
		25	Yes				
		12	Yes				
		33	Yes	Addressed multiple times in Unit 6A: Dahl & Narrative, 6B: Mysteries & Investigations, Unit 6D: The Greeks Collection, Unit 6E: Summer of the Mariposas			
		70	Yes	Reviewer's Note: This standard is primarily met through the Flex Days, where teachers can adapt to their students needs, and through the grammar unit			
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.	5	Yes	However, this should not just be included in flex days but throughout the whole textbook			
		25	Yes				
		12	Yes				
		33	Yes	Addressed multiple times in Unit 6A: Dahl & Narrative, Unit 6D: The Greeks Collection, Unit 6E: Summer of the Mariposas, and Unit 6G: Redpinning Story			
Language Standard 3: Knowledge of Language Cornerstone: Apply knowledge of language to understand how language functions in different	6.L.KL.3 When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.	70	Yes	Reviewer's Note: This standard is primarily met through the Flex Days, where teachers can adapt to their students needs, and through the grammar unit			
		5	Yes				
		25	Yes				
		12	Yes				
		33	Yes	Addressed multiple times in Unit 6B: Mysteries & Investigations, Unit 6C: The Chocolate Collection, Unit 6E: The Titanic Collection, and Unit 6G: Redpinning Story			
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	70	Yes	Reviewer's Note: This standard is primarily met through the Flex Days, where teachers can adapt to their students needs, and through the grammar unit			
		5	No	This standard is not being met. While there are lists of vocabulary broken down into tiers 1-2 and 3, there is no explicit teaching of vocabulary itself. The			
		25	Yes				
		12	Yes	Online Vocabulary App or Quill			
		33	Yes	Addressed multiple times in Unit 6A: Dahl & Narrative and the Vocab App			
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.	70	Yes	Reviewer's Note: This standard is primarily met through the Flex Days, where teachers can adapt to their students needs, and through the grammar unit			
		5	No	This standard is not being met. While there are lists of vocabulary broken down into tiers 1-2 and 3, there is no explicit teaching of vocabulary itself. The			
		25	Yes				
		12	Yes	Online Vocabulary App			
		33	Yes	Addressed in the Vocab App only			
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.	70	Yes	Reviewer's Note: This standard is primarily met through the Flex Days, where teachers can adapt to their students needs, and through the grammar unit			
		5	No	This standard is not being met. While there are lists of vocabulary broken down into tiers 1-2 and 3, there is no explicit teaching of vocabulary itself. The			
		25	Yes				
		12	Yes	Online Vocabulary App			
		33	Yes	Addressed multiple times in Unit 6E: Summer of the Mariposas and in the Vocab App			
		70	Yes	Reviewer's Note: This standard is primarily met through the Flex Days, where teachers can adapt to their students needs, and through the grammar unit			
Additional Comments		Reviewer	Evidence/Notes				
Additional Comments on Section II Standards		5	0			Total indicators to be re-reviewed:	0
		25	To meet the indicators in this section, regular access to the digital				
		12	L.KL.3 has Grammar (on-line only) and Mastering Conventions (printable				
		33	0				
		70	Because the curriculum is a digital AND print version, there are multiple				
Alignment with Section II: ELA Standards.		Reviewer	Aligned				
(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.)		5	Fail				
		25	Pass				
		12	Pass				
		33	Pass				
		70	Pass				
Overall		Pass					

Grade & Subject:G01600ISBN:9781643830643

Title Name:Amplify ELAPublisher:Amplify

Original Reviews Submitted:5 Reviewers:5, 25, 12, 33, 70

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.	5	Yes	0			
	25	Yes	0			
	12	Yes	0			
	33	No	This does not meet the indicator because the essential questions are implied and the enduring understandings are not clear. Page 2 of each Teacher's Edition Unit addresses these components. The information is there for the most part. A suggestion for improvement would be to re-format and provide additional information so that the teach knows the plan for these going into each unit.			
	70	No	While the reviewers in the process were given this exact information, the specifics of the essential questions and enduring understandings were not listed in the text themselves. A suggested improvement would be to include these at the beginning of each unit.			
b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.	5	Yes	0			
	25	Yes	0			
	12	Yes	0			
	33	Yes	0			
	70	Yes	Reviewer's Note: Including the Lesson Brief into the print and digital versions of the text would be a great improvement to the curriculum.			
c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.	5	Yes	0			
	25	Yes	0			
	12	Yes	0			
	33	Yes	0			
	70	Yes	0			
d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	5	Yes	0			
	25	Yes	0			
	12	Yes	0			
	33	No	This does not meet the indicator because this program only provides one full text (Summer of the Mariposas). There are many great excerpted texts, but more full texts are necessary. A suggestion would be to incorporate two more full texts into each grade-level plan.			
	70	Yes	0			
e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.	5	Yes	0			
	25	Yes	The curriculum meets this indicator because the texts contain characters from varied backgrounds and experiences and address content that is appropriate for 6th graders. However, to strengthen this indicator, include more texts that build cultural knowledge and competency.			
	12	Yes	0			
	33	Yes	Various cultures are addressed throughout, and there is a balance of works by both men and women authors.			
	70	Yes	0			
f. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical) while appealing to students' interests.	5	Yes	0			
	25	No	The texts in the curriculum are high interest and contain content worthy of discussion. The independent reading selections include text from multicultural perspectives. However, to meet this indicator, include additional anchor texts that contain main characters from diverse cultural and ethnic backgrounds.			
	12	Yes	0			
	33	Yes	The study of mystery, chocolate, and family relations are three topics that are appealing to grade 6 students.			
	70	Yes	0			
	5	Yes	0			

g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.	25	No	The lesson plans specify how students should engage with texts: "Read along with the audio;" Follow along as your teacher reads;" "Read the following..." To meet this indicator, consider including explicit instructional routines or lesson plans to explain the teacher's and students' role during a read aloud, small group reading, or independent reading of a text. Also, vary how students will engage with texts by including more opportunities for reading in small groups such as book clubs, literature circles, etc.			
	12	Yes	0			
	33	Yes	Approximately 70% of the lessons address these components.			
	70	Yes	One suggested area of improvement would be to include more opportunities for varied groups of reading, and more independent choice reading.			
h. Materials include multiple opportunities for students to engage in repeated reads of a text with varying purposes for each reading (i.e., close reading).	5	Yes	0			
	25	Yes	0			
	12	Yes	0			
	33	Yes	0			
	70	Yes	0			
i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	5	Yes	0			
	25	No	The materials do not meet this indicator. Include procedures for independent reading support such as independent reading lesson plans and discussion prompts/rubrics.			
	12	Yes	0			
	33	Yes	There is a digital library that is included in the bundle and suggested reads for each unit is provided.			
	70	No	While the Amplify Library has an expansive set of titles, there are no clear structures or times for choice reading set forth in the curriculum. There are also no specific structures to help guide teachers in their work to grow a love of reading.			
j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.	5	Yes	0			
	25	Yes	0			
	12	Yes	0			
	33	Yes	This is a strength of the curriculum.			
	70	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.	5	Yes	0			
	25	Yes	0			
	12	Yes	0			
	33	Yes	This again is a strength found throughout all materials.			
	70	Yes	0			
l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	5	Yes	0			
	25	Yes	0			
	12	Yes	0			
	33	Yes	The balance is evident throughout the year-long study.			
	70	Yes	0			
m. Writing mini-lessons provide explicit instruction about the writing process, organization/structure, and writing craft.	5	Yes	0			
	25	Yes	0			
	12	Yes	0			
	33	Yes	Lesson 1 of the year begins with writing protocol which is referenced throughout.			
	70	No	This indicator is not met because there are no explicit instructions included in the text for the writing process, organization, or craft. A suggested improvement would be to add some specific instruction before, during, and after students write in each unit.			
n. Instruction in conventions, syntax, and style is direct and contextual (mentor texts), increases in sophistication, and is applied to authentic writing experiences.	5	Yes	However, this should be included in more than the flex day grammar book.			
	25	Yes	Found in interactive apps and digital resources, not print resources			
	12	Yes	Mastering Conventions downloadable pdf			
	33	Yes	0			
	70	Yes	0			
o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	5	No	This standard is not being met. While there are lists of vocabulary broken down into tiers 1, 2, and 3 - there is no explicit teaching of vocabulary itself. The vocabulary app and games are not enough to ensure that all students are learning the vocabulary. A suggested change would be to specifically add vocabulary instruction throughout.			
	25	No	Vocabulary instruction does not include explicit instruction in morphology and Greek and Latin roots. Consider adding explicit morphology lessons in the vocabulary app.			
	12	Yes	0			
	33	No	This indicator is not met because vocabulary practice is only evident in the vocab App and evidence of explicit instruction is not found.			
	70	Yes	This is found only in the digital portion of the curriculum, in their Vocabulary App.			
p. Materials provide instruction in specific	5	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).	25	Yes	0			
	12	Yes	0			
	33	Yes	0			
	70	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.	5	Yes	0			
	25	Yes	0			
	12	Yes	0			
	33	Yes	0			
	70	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.	5	Yes	0			
	25	Yes	0			
	12	Yes	0			
	33	Yes	There is a key provided to address these in each lesson, and there is a video in the digital resources explaining how to use the key.			
	70	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.	5	Yes	0			
	25	Yes	0			
	12	Yes	0			
	33	Yes	From what I observed, this looks like an incredible feature, which could grow students in an amazing way. Reviewing teachers should have access to more of its features.			
	70	Yes	0			
t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	5	Yes	0			
	25	Yes	0			
	12	Yes	0			
	33	Yes	0			
	70	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional comments about high-quality instruction within the materials:	5				Total indicators to be re-reviewed:	0
	25					
	12					
	33					
	70					

Alignment with Section III	Reviewer	Aligned
<p>Materials meet at least 80% alignment with Section III: High-Quality instruction?</p> <p>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.</p>	5	Pass
	25	Pass
	12	Pass
	33	Pass
	70	Pass
	Overall	Pass

Grade & Subject:G01600ISBN:9781643830643

Title Name:Amplify ELAPublisher:Amplify

Original Reviews Submitted:5 Reviewers:5, 25, 12, 33, 70

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.	5	Yes	0			
	25	No	Although teacher facing materials provide some background information about texts, consider adding ALL of the background information listed in the indicator (i.e., author, content, context, illustrations) as an additional layer of support.			
	12	Yes	0			
	33	Yes	This is found on Page 2 of each Teacher's Edition Unit.			
	70	Yes	While this indicator is met, this background information could be more explicit in the beginnings of each unit in the print versions.			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	5	Yes	0			
	25	Yes	0			
	12	Yes	0			
	33	No	This indicator is not met, but it could be added in the digital resources.			
	70	No	This indicator is not met because close reading passages do not include annotations for the teacher or student. A suggested improvement would be to add more specific annotations to either version.			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	5	Yes	0			
	25	Yes	0			
	12	Yes	0			
	33	Yes	0			
	70	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.	5	Yes	0			
	25	No	The topics and enduring understandings make interdisciplinary connections; however, the standards connections are not documented. A suggestion for improvement is to include an explanation of interdisciplinary connections and explicitly list connections to standards in the Grade overviews.			
	12	Yes	0			
	33	Yes	Every unit addresses something from another discipline.			
	70	Yes	0			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	5	Yes	However, using only the online part of this to model might be overwhelming for teachers who are not comfortable with online technology. Suggest putting into the printed teacher manual.			
	25	Yes	Included only in the digital resources			
	12	Yes	0			

	33	No	This indicator is not met, but there are opportunities in the protocol displays for this to be added.			
	70	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.	5	Yes	0			
	25	Yes	0			
	12	Yes	0			
	33	No	This indicator is not met, but again there are opportunities in the protocol displays for this to be added.			
	70	Yes	0			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	5	Yes	However, this could be stronger for gifted students.			
	25	Yes	0			
	12	Yes	0			
	33	Yes	These are found in digital materials.			
	70	Yes	Reviewer's Note: This standard is primarily met through the digital portion of the curriculum.			
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	5	Yes	0			
	25	Yes	0			
	12	Yes	0			
	33	Yes	These are found in digital materials.			
	70	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.	5	Yes	0			
	25	Yes	0			
	12	Yes	0			
	33	Yes	Every lesson provides an opportunity for formatively assessing, and these are found in the digital materials. However, to fully understand how this possibly amazing component works, reviewing teachers need more access.			
	70	Yes	Reviewer's Note: This standard is primarily met through the digital portion of the curriculum.			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	5	Yes	0			
	25	No	Although lessons contain opportunities for students to frequently work or discuss in pairs or small groups, cooperative talk structures are limited. To meet the requirements of this indicator, provide specific cooperative talk structures when students are engaged in talk and provide explicit instructions on how to implement them.			
	12	Yes	0			
	33	Yes	0			
	70	Yes	0			
k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards.	5	Yes	0			
	25	Yes	0			
	12	Yes	0			
	33	Yes	0			
	70	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.	5	Yes	0			
	25	Yes	Located only in the digital resources			
	12	Yes	0			
	33	Yes	Rubrics were talked about being in digital materials, but access is limited. There are checklists and anchor papers throughout the lessons.			
	70	Yes	0			
m. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	5	No	No quarterly benchmark assessments specifically stated.			
	25	No	Multiple assessments can be used as benchmark assessments: Unit Reading Assessments, Embedded Assessment Measures within units, and Writing Indicators. Consider including separate quarterly benchmark assessments to assess students' understanding of the content and standards.			
	12	Yes	0			
	33	Yes	These are found in digital materials.			
	70	No	This indicator is not met because there are no clear benchmark assessments. A suggested improvement would be to include specific, quarterly benchmark assessments for teachers and students.			
n. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	5	Yes	0			
	25	Yes	0			
	12	Yes	0			
	33	Yes	These are found in digital materials, and they are found in the summative part of each lesson.			
	70	Yes	0			
o. Materials include suggestions and tools to keep students and parents informed about students' progress.	5	Yes	0			
	25	Yes	0			
	12	Yes	0			
	33	No	This indicator is not met, but it could be provided in the digital materials for the teacher.			
	70	Yes	0			
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.	5	Yes	0			
	25	Yes	0			
	12	Yes	0			
	33	Yes	0			
	70	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.	5	Yes	0			
	25	Yes	0			
	12	Yes	0			
	33	Yes	0			
	70	Yes	0			
r. Program components, lesson plans, and the relationships among the parts are clear.	5	Yes	0			
	25	Yes	0			
	12	Yes	Printable lesson plan feature is very nice!			
	33	Yes	0			
	70	Yes	0			
s. Program materials provide a clear and	5	Yes	0			

s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	25	Yes	0			
	12	Yes	0			
	33	Yes	These are found in digital materials.			
	70	Yes	0			
t. Each lesson contains a list of required materials.	5	Yes	0			
	25	Yes	0			
	12	Yes	0			
	33	Yes	0			
	70	Yes	0			
u. Lessons, chapters, and units contain estimated instructional times.	5	No	This is not covered in the printed materials.			
	25	Yes	0			
	12	Yes	0			
	33	No	This indicator is not met, but this could be added to the list of materials.			
	70	Yes	0			
v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	5	Yes	However, this publisher does assume most students have access to technology as most of the units and extended programs are done through the digital format.			
	25	Yes	0			
	12	Yes	0			
	33	Yes	0			
	70	Yes	0			
w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	5	Yes	0			
	25	Yes	0			
	12	Yes	0			
	33	Yes	0			
	70	Yes	0			
x. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	5	Yes	0			
	25	Yes	Found in Amplify ELA Research Base			
	12	Yes	0			
	33	Yes	This is found in digital materials.			
	70	No	This was included in the reviewer portion of materials, but was not readily available in the teacher or student texts. A suggested improvement would be to include this at the beginning of the teacher materials.			
y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	5	Yes	0			
	25	Yes	0			
	12	Yes	0			
	33	No	This indicator is not met because the standards are listed as CCSS Standards, but they could be converted to the Tennessee ELA Standard format. These are presented according to the Tennessee format in the digital materials.			
	70	No	This was included in the reviewer portion of materials, but was not readily available in the teacher or student texts. A suggested improvement would be to include this at the beginning of the teacher materials.			
Additional Comments:	Reviewer	Evidence/Notes				
Additional Comments about Section V: Additional Components	5		0		Total indicators to be re-reviewed:	0
	25		0			
	12		0			
	33		0			



[illegible]

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