

****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: _____ **Path 6**
Grade: _____ **G01600**

Reviewer	Section I	Section II	Section III	Overall
63	Pass	Pass	Pass	
139	Pass	Pass	Pass	
109	Fail	Pass	Pass	
51	Fail	Pass	Pass	
112	Pass	Pass	Pass	
Overall	Pass	Pass	Pass	PASS

Publisher Notes:

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

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

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

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

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

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

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

Grade & Subject:G01600

Title Name:Path 6

ISBN:9781119157311

Publisher:Wiley

Original Reviews Submitted:5

Reviewers:63, 139, 109, 51, 112

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.	63	Yes		0		
	139	Yes		0		
	109	Yes	Selections could be strengthened by incorporating more poetry selections.			
	51	Yes		0		
	112	Yes		0		
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	63	Yes		0		
	139	Yes		0		
	109	No	Vocabulary is listed for each lesson, but does not provide direct and contextual instruction.			
	51	Yes		0		
	112	Yes		0		
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	63	Yes		0		
	139	Yes		0		
	109	Yes		0		
	51	Yes		0		
	112	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.	63	Yes		0		
	139	Yes		0		
	109	Yes		0		
	51	No	Quantitative measurements have been provided, however, qualitative measurements were not included for any of the texts. The anchor text in Module 1 , unit 1 is below the quantitative threshold for 6th grade. A qualitative analysis would help qualify the text.			
	112	Yes		0		
e. Text plays a central role in the English class period.	63	Yes		0		
	139	Yes		0		
	109	Yes		0		
	51	Yes		0		
	112	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.	63	Yes		0		
	139	Yes		0		
	109	Yes		0		
	51	Yes		0		
	112	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	63	Yes		0		
	139	Yes		0		

textual evidence to support inferences and conclusions. •High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text.	109	Yes	0			
	51	Yes	0			
	112	Yes	0			
h. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.	63	Yes	0			
	139	Yes	0			
	109	Yes	0			
	51	Yes	0			
	112	Yes	0			
i. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	63	Yes	0			
	139	Yes	0			
	109	Yes	0			
	51	Yes	0			
	112	Yes	0			
Additional comments:	Reviewer	Evidence/Notes				
Additional comments on the three instructional shifts within the materials:	63	These materials cover all the bases. It is logically put together, and while the teacher guide and teacher resource book would be essential, the student journal would not be required, as the teacher could make copies from the teacher resource book if needed. This		0	Total indicators to be re-reviewed:	0
	139			0		
	109			0		
	51	Providing qualitative analysis will qualify this set of materials.				
	112			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				
	63	Pass				
	139	Pass				
	109	Fail				
	51	Fail				
	112	Pass				
	Overall	Pass				

Grade & Subject:

G01600

ISBN:

9781119157311

Title Name:

Path 6

Publisher:

Wiley

Original Reviews Submitted:

5 Reviewers:

63, 139, 109, 51, 112

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.	63	Yes	0			
		139	Yes	0			
		109	Yes	0			
		51	Yes	0			
		112	Yes	0			
	Informational Text: 6.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	63	Yes	0			
		139	Yes	0			
		109	Yes	0			
		51	Yes	0			
		112	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.	63	Yes	0			
		139	Yes	0			
		109	Yes	0			
		51	Yes	0			
		112	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.	63	Yes	0			
		139	Yes	0			
		109	Yes	0			
		51	Yes	0			
		112	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.	63	Yes	0			
		139	Yes	0			
		109	Yes	0			
		51	Yes	0			
		112	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.	63	Yes	0			
		139	Yes	0			
		109	Yes	0			
		51	Yes	0			
		112	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.	63	Yes	0			
		139	Yes	0			
		109	Yes	0			
		51	Yes	0			
		112	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.	63	Yes	0			
		139	Yes	0			
		109	Yes	0			
		51	Yes	0			
		112	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.	63	Yes	0			
		139	Yes	0			
		109	Yes	0			
		51	Yes	0			
		112	Yes	0			
		63	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.	139	Yes		0		
		109	Yes		0		
		51	Yes		0		
		112	Yes		0		
		63	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.	139	Yes		0		
		109	Yes		0		
		51	Yes		0		
		112	Yes		0		
		63	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.	139	Yes		0		
		109	Yes		0		
		51	Yes		0		
		112	Yes		0		
		63	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.	139	Yes	This does meet the requirement for this standard, but there could be an improvement in that the work for this standard is always focused on what the	0		
		109	Yes		0		
		51	Yes		0		
		112	Yes		0		
		63	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.	139	Yes	Same feedback as the literary standard.	0		
		109	Yes		0		
		51	Yes		0		
		112	Yes		0		
		63	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						
		63	Yes		0		
		139	Yes		0		
		109	Yes		0		
		51	Yes		0		
	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.	112	Yes		0		
		63	Yes		0		
		139	Yes		0		
		109	Yes		0		
		51	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.	112	Yes		0		
		63	Yes		0		
		139	Yes		0		
		109	Yes		0		
		51	Yes		0		
	Informational Text: 6.RI.IK1.9 Compare and contrast two or more authors' presentation of the same topic or event.	112	Yes		0		
		63	Yes		0		
		139	Yes		0		
		109	Yes		0		
		51	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.	112	Yes		0		
		63	Yes		0		
		139	Yes		0		
		109	Yes		0		
		51	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.	112	Yes	The demands of this indicator could be improved by providing qualitative evidence for each text.	0		
		63	Yes		0		
		139	Yes		0		
		109	Yes		0		
		51	Yes		0		
SPEAKING AND LISTENING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Comprehension and		63	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.	139	Yes	0				
		109	Yes	0				
		51	Yes	0				
		112	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.	63	Yes	0				
		139	Yes	0				
		109	Yes	0				
		51	Yes	0				
		112	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.	63	Yes	0				
		139	Yes	0				
		109	Yes	Although the indicator is met, it could be strengthened by incorporating this standard into other lessons. As is, it is limited.				
		51	Yes	0				
		112	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.	63	Yes	0				
		139	Yes	0				
		109	Yes	0				
		51	Yes	0				
		112	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.	63	Yes	0				
		139	Yes	0				
		109	Yes	Although the indicator is met, it is limited to one unit.				
		51	Yes	0				
		112	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.	63	Yes	0				
		139	Yes	0				
		109	Yes	0				
		51	Yes	0				
		112	No	The materials do not meet the expectations for this indicator. The standards correlation guide for this text did not list lesson references indicating instruction for this specific standard.				
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.TTP.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.	63	No	Components f, g, h, i are not addressed in modules.			
		139	Yes		0		
		109	Yes		0		
		51	Yes		0		
		112	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.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. 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	63	No	Components f, g, h, i are not addressed in modules.			
		139	Yes		0		
		109	Yes		0		
		51	Yes		0		
		112	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.TTP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. 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	63	No	Components f and d are not addressed in the modules.			
		139	Yes		0		
		109	Yes		0		
		51	No	many of the standards in the correlation guides were incorrectly identified. For example, 6.W.TTP.3.a is mislabeled in the correlation guide. Consider revising the alignment to the correct lesson - Grade 6:Module 1: Unit 3, Lesson 1.			
		112	Yes	6.W.TTP.2.d is mislabeled in Grade 6:Module 1: Unit 2, Lesson 5. 6.W.TTP.2.d Use	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.)	63	Yes		0		
		139	Yes		0		
		109	Yes		0		
		51	Yes		0		

to task, purpose, and audience.		112	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.)	63	Yes		0			
		139	Yes		0			
		109	Yes		0			
		51	Yes		0			
		112	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.	63	Yes		0			
		139	Yes		0			
		109	Yes		0			
		51	Yes		0			
		112	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.	63	Yes		0			
		139	Yes		0			
		109	Yes		0			
		51	Yes		0			
		112	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.	63	Yes		0			
		139	Yes		0			
		109	Yes	Although this indicator is met, it is not clearly labeled in the teacher materials.				
		51	Yes		0			
		112	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.	63	Yes		0			
		139	Yes		0			
		109	Yes		0			
		51	Yes		0			
		112	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.	63	Yes		0			
		139	Yes		0			
		109	Yes		0			
		51	Yes		0			
		112	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,	63	Yes	0			
		139	Yes	0			
		109	Yes	0			
		51	Yes	0			
		112	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.	63	Yes	0			
		139	Yes	0			
		109	Yes	0			
		51	Yes	0			
		112	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.	63	Yes	0			
		139	Yes	0			
		109	Yes	0			
		51	Yes	0			
		112	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	63	Yes	0			
		139	Yes	0			
		109	Yes	0			
		51	Yes	0			
		112	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.	63	Yes	0			
		139	Yes	0			
		109	Yes	0			
		51	Yes	0			
		112	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.	63	Yes	0			
		139	Yes	0			
		109	Yes	0			
		51	Yes	0			
		112	Yes	0			
Additional Comments		Reviewer	Evidence/Notes				
Additional Comments on Section II Standards		63	0			Total indicators to be re-reviewed:	0
		139	0				
		109	0				
		51	0				
		112	0				
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.)		63	Pass				
		139	Pass				
		109	Pass				
		51	Pass				
		112	Pass				
Overall		Pass					

Grade & Subject:G01600ISBN:9781119157311

Title Name:Path 6Publisher:Wiley

Original Reviews Submitted:5 Reviewers:63, 139, 109, 51, 112

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.	63	Yes		0		
	139	Yes		0		
	109	Yes		0		
	51	Yes		0		
	112	Yes		0		
b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.	63	No	Several lessons include one "long-term target addressed" as shown on page. 60 of the Module 3 teacher resource guide. A way to fix this would be to include one more strand into the lesson by narrowing in on a portion of the lesson that facilitates two different types of skills.			
	139	Yes		0		
	109	Yes		0		
	51	Yes		0		
	112	Yes		0		
c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.	63	Yes		0		
	139	Yes		0		
	109	Yes		0		
	51	Yes		0		
	112	Yes		0		
d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	63	Yes		0		
	139	Yes		0		
	109	Yes		0		
	51	Yes		0		
	112	Yes		0		
e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.	63	Yes		0		
	139	Yes		0		
	109	Yes		0		
	51	Yes		0		
	112	Yes		0		
f. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical) while appealing to students' interests.	63	Yes		0		
	139	Yes		0		
	109	Yes		0		
	51	Yes		0		
	112	Yes		0		
g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.	63	Yes		0		
	139	Yes		0		
	109	Yes		0		
	51	No	There is not enough support for targeted small group and independent reading. Consider providing instructional support for literature circles and explicit directions for independent reading. Some independent reading is introduce, however, the teacher facing materials are limited and not easily accessible. One really has to dig to find the limited support for independent reading.			
	112	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	63	Yes		0		
	139	Yes		0		
	109	Yes		0		

i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	51	Yes	0			
	112	Yes	0			
j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.	63	Yes	0			
	139	Yes	0			
	109	Yes	0			
	51	No	Some accountability structures are provided for independent reading. Please consider additional support for teachers that is more easily accessible. The recommended text are helpful. Will any of the additional text be supplied as additional materials?			
	112	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.	63	Yes	0			
	139	Yes	0			
	109	Yes	0			
	51	Yes	0			
	112	Yes	0			
l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	63	Yes	0			
	139	Yes	0			
	109	Yes	0			
	51	Yes	0			
	112	Yes	0			
m. Writing mini-lessons provide explicit instruction about the writing process, organization/structure, and writing craft.	63	Yes	0			
	139	Yes	0			
	109	Yes	0			
	51	Yes	0			
	112	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.	63	Yes	0			
	139	Yes	0			
	109	Yes	0			
	51	Yes	0			
	112	Yes	0			
o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	63	Yes	0			
	139	Yes	0			
	109	No	Does not include explicit vocabulary instruction for morphology and Latin or Greek roots.			
	51	Yes	0			
	112	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).	63	Yes	0			
	139	Yes	0			
	109	Yes	0			
	51	Yes	0			
	112	Yes	0			
q. Lessons promote academic discussions around appropriate grade-level concepts and texts	63	Yes	0			
	139	Yes	0			

and include listening prompts, questions, and evaluation tools to strengthen students' ability to listen to and respond in increasingly sophisticated ways with relevant evidence.	109	Yes	0			
	51	Yes	0			
	112	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.	63	Yes	0			
	139	Yes	0			
	109	No	There is very little help/instruction for ELL or students with learning disabilities.			
	51	Yes	0			
	112	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.	63	Yes	0			
	139	Yes	0			
	109	Yes	0			
	51	No	Formative and summative assessments are embedded throughout, however, they exclude selected response items. Consider integrating pre-assessments, mid year and post assessments that reflect TNReady formats such as selected response (multiple choice, multiple select).			
	112	Yes	0			
t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	63	Yes	0			
	139	Yes	0			
	109	Yes	0			
	51	Yes	0			
	112	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional comments about high-quality instruction within the materials:	63				Total indicators to be re-reviewed:	0
	139					
	109					
	51					
	112					
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.	63		Pass			
	139		Pass			
	109		Pass			
	51		Pass			
	112		Pass			
	Overall		Pass			

Grade & Subject:G01600ISBN:9781119157311

Title Name:Path 6Publisher:Wiley

Original Reviews Submitted:5 Reviewers:63, 139, 109, 51, 112

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.	63	No	On page. 23 and page. 38 of the Module 4 Teacher Guide, there is very little background given on the anchor text. This can be improved by giving information about the author and context surrounding the novel, to include major themes and plot lines.			
	139	Yes	0			
	109	Yes	0			
	51	No	Teacher facing materials need to include qualitative analysis of texts.			
	112	Yes	0			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	63	Yes	0			
	139	Yes	0			
	109	Yes	0			
	51	Yes	0			
	112	Yes	0			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	63	Yes	0			
	139	Yes	0			
	109	Yes	0			
	51	Yes	0			
	112	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.	63	Yes	0			
	139	Yes	0			
	109	Yes	Most linked to Social Studies			
	51	Yes	0			
	112	No	The materials do not meet the requirements of this indicator. Common themes are listed from other Tennessee Academic Standards, but the standards connections are not specifically documented. When listing common themes consider documenting the specific standards that are being met.			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	63	Yes	0			
	139	Yes	0			
	109	Yes	0			
	51	Yes	0			
	112	Yes	0			
	63	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.	139	No	To show evidence of this, the publisher could provide possible student misconceptions and steps to take moving forward in order to overcome it. This would be especially useful in module 4 when students are working with the highest level of rigor. In the teacher guide, when it says "teacher says" or "teacher asks" and then "listen for", there could be an added section for "possible misunderstandings" or what to do if students don't have anything to provide to the discussion because they do not understand.			
	109	Yes	0			
	51	Yes	0			
	112	Yes	0			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	63	Yes	However, the majority of the "Meeting Students Needs" section represents the students who struggle. This can be made more inclusive with more options to challenge students who have mastered the skill already or students who show high interest in the topic at hand.			
	139	No	The program focuses on how to help slower learners or ELL learners rather than those that are of a higher level. The program does provide a list of possible texts to use in accordance with grade level bands of Lexile level, but it does not provide any tangible materials for higher level learners or strategies for teachers that have high end ability mixed with low end ability and/or ELL.			
	109	Yes	Extensions are limited			
	51	Yes	0			
	112	Yes	0			
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	63	Yes	0			
	139	Yes	0			
	109	Yes	0			
	51	Yes	0			
	112	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.	63	Yes	0			
	139	Yes	0			
	109	Yes	0			
	51	Yes	0			
	112	Yes	0			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	63	Yes	0			
	139	Yes	0			
	109	Yes	0			
	51	Yes	0			
	112	Yes	0			
k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards.	63	Yes	0			
	139	Yes	0			
	109	Yes	0			
	51	Yes	0			
	112	Yes	0			
Monitoring Student Progress	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
	63	Yes	0			

l. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.	139	Yes	This could be made better with the inclusion of rubrics for writing. All the other suggested things are provided, however.			
	109	Yes	0			
	51	Yes	Assessments should mirror TNReady formats to help students be prepared for the TNReady assessment. Consider including selected response items in addition to the open ended questions and constructed response.			
	112	Yes	0			
m. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	63	Yes	0			
	139	Yes	0			
	109	Yes	0			
	51	Yes	0			
	112	Yes	0			
n. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	63	Yes	0			
	139	Yes	0			
	109	Yes	0			
	51	Yes	0			
o. Materials include suggestions and tools to keep students and parents informed about students' progress.	112	Yes	0			
	63	No	Students are encourage to reflect on their growth, like on page. 150 of the Module D Teacher Guide, but there is no mentioning of ways to keep parents informed. Perhaps a note can be included around the built-in assessments to clue in parents to their students progression once that data has been processed.			
	139	No	This is not observed in the program, but it could be added in either the beginning or end of the lesson or unit. Suggestions on when a students' performance is concerning would be good as well. For instance the program could include "After the formative assessment, if a student or students failed to answer ____ correctly or in this particular way, it might be time to reach out to the parent about that students' progress. Providing prompts for teachers to say to parents would be helpful as well so that the teacher can convey why the student not performing well will lead to difficulties with mastery.			
	109	No	No suggestions for keeping parents informed			
	51	Yes	0			
	112	No	The materials do not meet the requirements for this indicator. There is a lack of materials/suggestions for keeping parents informed about student progress.			
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.	63	Yes	0			
	139	Yes	0			
	109	Yes	0			
	51	Yes	0			
	112	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.	63	Yes	0			
	139	Yes	0			
	109	Yes	0			
	51	Yes	0			
	112	Yes	0			
	63	Yes	0			

r. Program components, lesson plans, and the relationships among the parts are clear.	139	Yes	0			
	109	Yes	Somewhat confusing for the teacher. There is a lot of flipping back and forth with the materials.			
	51	Yes	0			
	112	Yes	0			
s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	63	Yes	0			
	139	Yes	0			
	109	Yes	0			
	51	Yes	0			
	112	Yes	0			
t. Each lesson contains a list of required materials.	63	Yes	0			
	139	Yes	0			
	109	Yes	0			
	51	Yes	0			
	112	Yes	0			
	63	Yes	0			
u. Lessons, chapters, and units contain estimated instructional times.	139	Yes	0			
	109	Yes	0			
	51	Yes	0			
	112	Yes	0			
v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	63	Yes	0			
	139	Yes	0			
	109	Yes	0			
	51	Yes	0			
	112	Yes	0			
	63	Yes	0			
w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	139	Yes	0			
	109	Yes	0			
	51	Yes	0			
	112	Yes	0			
x. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	63	Yes	0			
	139	Yes	0			
	109	Yes	0			
	51	Yes	0			
	112	Yes	0			
	63	Yes	0			
y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	139	Yes	0			
	109	Yes	0			
	51	Yes	0			
	112	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional Comments about Section V: Additional Components	63	0			Total indicators to be re-reviewed:	0
	139	0				
	109	0				
	51	Overall, this path is high quality and will benefit the students of Tennessee. The materials are				
	112	0				

[illegible]

