

LearnZillion - Guidebooks

Grade 8

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

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

Original Review

Reviewer	Section I	Section II	Section III	Overall
85	Fail	Fail	Fail	
68	Fail	Fail	Pass	
58	Pass	Fail	Pass	
82	Fail	Pass	Pass	
70	Pass	Pass	Pass	
Overall	Fail	Fail	Pass	FAIL

Re-Review

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

Grade	Publisher	Title	Section	Indicator	Reviewer 1 Pass/Fail	Reviewer 1 Comment	Reviewer 2 Pass/Fail	Reviewer 2 Comment	Reviewer 3 Pass/Fail	Reviewer 3 Comment
Grade 8	LearnZillion	Guidebooks	1	b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	Y		Y			
			1	d. Anchor Texts are at grade level as determined by quantitative and qualitative measurements. See Appendix A of the Tennessee English Language Arts Standards for further guidance on text complexity metrics.	Y		Y			
			1	i. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	Y		Y			
			2	Literature: 8.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary.	Y		Y			
			2	Informational Text: 8.RI.KID.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.	Y		Y			
			2	Literature: 8.RL.KID.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Y		Y			
			2	Informational Text: 8.RI.KID.3 Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.	Y		Y			
			2	Literature: 8.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, repetition of words and phrases, and analogies.	Y		Y			
			2	Informational Text: 8.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts.	Y		Y			
			2	Literature: 8.RL.CS.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Y		Y			
			2	Literature: 8.RL.CS.6 Analyze how similarities and differences in the points of view of the audience and the characters create effects such as suspense, humor, or dramatic irony.	Y		Y			
			2	Informational Text: 8.RI.CS.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Y		Y			
			2	Literature: 8.RL.IKI.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from a text or script, evaluating the choices made by the director or actors.	N	Evidence of this standard could not be located.	N	This standard is not addressed explicitly in the materials		
			2	Informational Text: 8.RI.IKI.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.	Y		Y			
			2	Literature: 8.RL.IKI.9 Analyze how contemporary texts are shaped by foundational texts or literary archetypes, and how authors allude to traditional works, myths, or religious texts; describe how traditional elements are rendered anew.	Y		Y			
			2	Literature: 8.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently.	Y		Y			
			2	Informational Text: 8.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.	Y		Y			
			2	8.SL.CC.2 Analyze the purpose of information presented in diverse media formats; evaluate the motives, such as social, commercial, and political, behind its presentation.	Y		Y			
			2	8.SL.CC.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.	Y		Y			
			2	8.SL.PKI.4 Present claims and findings in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	Y		Y			
			2	8.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Y		Y			

			2	<p>8.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s).</p> <p>b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge and refute alternate or opposing claim(s).</p> <p>c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.</p> <p>d. Use credible sources and demonstrate an understanding of the topic or source material.</p> <p>e. Craft an effective and relevant conclusion that supports the argument presented.</p> <p>f. Use precise language and content-specific vocabulary.</p> <p>g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>h. Use varied sentence structure to enhance meaning and reader interest.</p> <p>Establish and maintain a formal style.</p>	Y		Y			
			2	<p>8.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.</p> <p>b. Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension.</p> <p>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.</p> <p>e. Craft an effective and relevant conclusion.</p> <p>f. Include formatting, graphics, and multimedia when appropriate.</p> <p>g. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>h. Use precise language and domain-specific vocabulary.</p> <p>i. Use varied sentence structure to enhance meaning and reader interest.</p> <p>j. Establish and maintain a formal style.</p>	Y		Y			
			2	<p>8.W.TTP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters.</p> <p>b. Organize an event sequence that unfolds naturally and logically.</p> <p>c. Create a smooth progression of experiences or events.</p> <p>d. Use narrative techniques, such as dialogue, pacing, description, and reflection when appropriate, to develop experiences, events, and/or characters.</p> <p>e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.</p> <p>f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events.</p> <p>g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	Y		Y			
			2	8.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	Y		Y			
			2	8.W.PDW.6 Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.	Y		Y			
			2	8.W.RBPK.7 Conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Y		Y			
			2	8.W.RBPK.8 Use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Y		Y			
			2	8.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.	Y		Y			
			2	<p>8.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage.</p> <p>a. When reading or listening, analyze the use of phrases and clauses within a larger text.</p> <p>b. When reading or listening, explain the function of verbs.</p> <p>c. When writing or speaking, produce simple, compound, complex, and compound-complex sentences with effectively-placed modifiers.</p> <p>d. When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text.</p> <p>e. When writing or speaking, produce and use varied voice and mood of verbs.</p>	Y		Y			
			2	8.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.	Y		Y			

			2	8.L.KL.3 When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.	Y		Y			
			2	8.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.	Y		Y			