

****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: StudySync
Grade: G01H11

Reviewer	Section I	Section II	Section III	Overall
111	Fail	Pass	Pass	
124	Pass	Pass	Pass	
119	Pass	Fail	Pass	
113	Fail	Fail	Fail	
120	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:G01H11ISBN:9780077007935

Title Name:StudySyncPublisher:McGraw-Hill Education

Original Reviews Submitted:5Reviewers:111, 124, 119, 113, 120

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.	111	Yes		0		
	124	Yes		0		
	119	Yes		0		
	113	Yes		0		
	120	Yes		0		
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	111	Yes		0		
	124	Yes	The indicator is met, but the way that the students are presented with the vocabulary needs to be deeper than a list. The way that it's introduced and addressed at first is not complex enough. For example, the text says, "Read the list of academic vocabulary and definitions, providing additional details or explanations as needed. In addition, explain to students that they will encounter some of these words again in the unit. They may come across a Close Read prompt that includes one of these words, and they will be encouraged to use the word when they write about and analyze texts." (Unit 4 Vocab.) A suggestion would be to use more of a discovery method when possible instead of a list. Having the students initially underline words that they deem as difficult upon first reading and then have them come up with synonyms for those words using context clues (then using a dictionary tool to confirm or deny their results) could be a useful suggestion.			
	119	Yes	WITH IMPROVEMENT: After looking at multiple lessons throughout the curriculum, I have determined that this curriculum minimally meets this indicator. While vocabulary is frequently addressed, the lessons do not provide enough direct or contextual INSTRUCTION. For example, every reading passage that I looked at has a vocabulary section, but all the students are asked to do is, "Complete the chart by dragging and dropping the correct meaning into the third column to match the term in each row." Because the materials provided primarily ask students to display knowledge at a DOK level 1 (define) and sometimes at a DOK level 2 (apply by writing a sentence using the word,) the vocabulary instruction will not allow students to truly display their knowledge of learning the new words. The lessons over "Academic Vocabulary" are a little more in-depth, providing direct instruction for teachers: "Read and Discuss the Model Project the Model onto the board. Remind students of the definition of the first word. Then read aloud the first sentence: The Nobel Prize winner will give an address at the convention on the subject of the genetic engineering of food. Finally, ask questions that give students the opportunity to use the word. For example: Have you ever listened to or read a presidential State of the Union address? Have you heard another public figure address a crowd? But then the instructions become general: "Repeat this process for all the remaining words." For new teachers, this will probably need to be more detailed, word-by-word. Also, the sequence of vocabulary instruction does not build in complexity and sophistication over the course of the year as each lesson is exactly the same. I would recommend varying the vocabulary instruction and assessment, moving from DOK level 1-type questions to DOK level 4-type questions.			
	113	No	Although substantial vocabulary instruction is provided, very little of it meets all aspects of this indicator. Vocabulary lessons and activities provided with unit texts tend to be highly contextual, but also skill-based (rather than knowledge-building). Students are not typically encouraged or required to APPLY vocabulary knowledge gained through these lessons, and the direct instruction provided does not seem sufficient to support retention of vocabulary. On the other hand, the Academic Vocabulary Skill lessons provide excellent models for direct instruction in vocabulary (the focus on pointing out and practicing with multiple meanings is very high-quality information) with fairly substantial application activities provided. Unfortunately, the connection of these words (10 per lesson) to unit texts is unclear. Are the 10 words pulled from unit texts? I couldn't tell, despite the teacher's lesson plan saying that the words may reappear across the unit (which unit though?). There are plenty of vocabulary activities available in the program, but the difficulty of accessing and using them as directed by this indicator is too onerous to consider this indicator met. Revise by clarifying relationships between Academic Vocabulary skill lessons and unit texts, by providing more opportunities for application in all vocabulary lessons, and/or by providing vocabulary growth assessments or tracking tools.			

	120	Yes	Units clearly include contextual instruction of vocabulary, but direct instruction, while present, is limited. Some areas labelled as meeting this indicator do not; for example, the "Unit 1 Lesson Plan page 1" tells teachers to remind students to use dictionaries on unknown words. This does not meet the indicator because there is no direct instruction. Unit 4 > . . . Vocabulary is a good example of meeting the indicator for direct instruction, but more lessons are needed to improve the quality of the work.			
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	111	Yes	0			
	124	Yes	0			
	119	Yes	WITH IMPROVEMENT: The multiple choice end-of-unit assessments for each unit are not easy to access AT ALL. I would suggest adding a link under the CORE ELA links. When teachers click on a unit, they currently see: Unit Overview, Integrated Reading Writing, Extended Writing Project and Grammar, and EL Resources. End-of-Unit Assessment needs to be added as it is very difficult to find, even when typed into OTHER RESOURCES.			
	113	Yes	0			
	120	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.	111	No	A great majority of texts either were below the acceptable lexile or were labeled as N/A. The texts labeled N/A should have text complexity lexiles labeled, and more texts below grade level should be replaced with higher level texts.			
	124	Yes	This indicator was well met. I particularly would like to compliment the VAST array of choices in the novel suggestions section. The texts that are included in the book were also very well chosen, so this indicator exceeds expectations.			
	119	Yes	0			
	113	Yes	0			
	120	Yes	0			
e. Text plays a central role in the English class/block.	111	Yes	0			
	124	Yes	0			
	119	Yes	0			
	113	Yes	0			
	120	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.	111	Yes	0			
	124	Yes	0			
	119	Yes	0			
	113	Yes	0			
	120	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: <ul style="list-style-type: none"> 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. 	111	Yes	0			
	124	Yes	This indicator is exceedingly well met. One one brings mention of using a writer's notebook (which are they have used in all the other grade bands) to record their thoughts on specific topics that are being brought into the classroom, and to record their thoughts. The questions that are asked of the students are of high quality.			
	119	Yes	0			
	113	Yes	improvement note: A large volume of text-dependent questions are provided for most unit texts, but the multiple locations and types of questions mean the sequencing of these questions is unclear. Within the digital platform, consider consolidating all questions in a single location, and have tabling them by			
	120	Yes	0			
h. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.	111	Yes	0			
	124	Yes	0			
	119	Yes	0			
	113	Yes	0			
	120	Yes	0			
i. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	111	Yes	0			
	124	Yes	This indicator was also exceedingly well met. The conversation pieces and the teacher instruction are well done. For example, the conversation part of unit 5 says, "Collaborative Conversation Post the writing prompt to generate a discussion in small groups. Ask students to first break down the prompt before they discuss relevant ideas and text evidence."			
	119	Yes	0			
	113	Yes	0			
	120	Yes	0			
Additional comments:	Reviewer	Evidence/Notes				
	111		0		Total indicators to be re-reviewed:	0

Additional comments on the three instructional shifts within the materials:	124		0			
	119		0			
	113		0			
	120		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				
	111	Fail				
	124	Pass				
	119	Pass				
	113	Fail				
	120	Pass				
	Overall	Pass				

Grade and Subject:

G01H11

ISBN:

9780077007935

Title Name:

StudySync

Publisher:

McGraw-Hill Education

Original Reviews Submitted:

5 Reviewers:

111, 124, 119, 113, 120

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: 11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.	111	Yes		0		
		124	Yes	The indicator is mostly met, but something that I see missing is any in depth synthesizing evidence from multiple sources. It's added to, but there is no WITH IMPROVEMENT. Instead of just asking students to provide textual evidence as they have been asked in earlier grade levels, add the word "strongest." At this			
		119	Yes				
		113	Yes		0		
		120	Yes		0		
	Informational Text: 11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.	111	Yes		0		
		124	Yes	Again, this indicator is mostly met, but the part that needs to be elaborated upon is the synthesizing of textual evidence from multiple sources. WITH IMPROVEMENT. Instead of just asking students to provide textual evidence as they have been asked in earlier grade levels, add the word "strongest." At this			
		119	Yes				
		113	Yes		0		
		120	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: 11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.	111	Yes		0		
		124	Yes		0		
		119	No	CENTRAL (MAIN) IDEA: While theme is often assessed, I			
		113	No	The cited lessons do not meet this standard in full.			
		120	Yes		0		
	Informational Text: 11-12.RI.KID.2 Determine multiple central ideas of a text or texts and analyze their development; provide a critical summary.	111	Yes		0		
		124	Yes	This indicator is exceedingly well met, and the part that			
		119	No	CENTRAL (MAIN) IDEA: This indicator is not adequately			
		113	No	The cited lessons do not meet this standard in full.			
		120	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: 11-12.RL.KID.3 Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.	111	Yes		0		
		124	Yes		0		
		119	Yes	SUGGESTION: I only found this standard to be addressed five times throughout the six units on the CURRICULUM MAP. This is one of the most tested cited words.			
		113	Yes		0		
		120	Yes		0		
	Informational Text: 11-12.RI.KID.3 Analyze how an author's choices regarding the ordering of ideas and events, the introduction and development of ideas, and connections among ideas impact meaning.	111	Yes		0		
		124	Yes		0		
		119	Yes	SUGGESTION: The only times that this standard is listed on the digital correlation guide and the curriculum map is with two units (Unit Two and Unit Six) with one			
		113	Yes		0		
		120	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: 11-12.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 words with multiple meanings and language that is stylistically poignant and engaging.	111	Yes		0		
		124	Yes		0		
		119	Yes		0		
		113	Yes		0		
		120	Yes		0		
	Informational Text: 11-12.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.	111	Yes		0		
		124	Yes		0		
		119	Yes		0		
		113	Yes		0		
		120	Yes		0		
Standard 5 Category Craft and Structure Cornerstone Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Literature: 11-12.RL.CS.5 Analyze how an author's choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.	111	Yes		0		
		124	Yes		0		
		119	Yes		0		
		113	Yes		0		
		120	Yes		0		
	Informational Text: 11-12.RI.CS.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her own exposition or argument, including whether the structure makes points clear, convincing, and engaging.	111	Yes		0		
		124	Yes	This indicator is well met, and again, the part of the units that make this standard so above and beyond are the checklist sections			
		119	Yes		0		
		113	Yes		0		
		120	Yes		0		
		111	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: 11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.	124	Yes		0				
		119	No	This standard is only addressed twice according to the CURRICULUM MAP and CORRELATIONS GUIDE, once in Unit One's "Partly Automated Unit Six: American Literature" and once in Unit Two's "Partly Automated Unit Six: American Literature". Considering the foundational importance of considering point of view, these lessons would not be sufficient to	0				
		113	No		0				
		120	Yes		0				
		111	Yes		0				
	Informational Text: 11-12.RI.CS.6 Determine an author's point of view and/or purpose in a text, analyzing how style and content contribute to its effectiveness.	124	Yes		0				
		119	Yes		0				
		113	Yes		0				
		120	Yes		0				
		111	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: 11-12.RL.IK.I.7 Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.	124	Yes	This indicator is exceedingly well met. The frequent integration of video clips is incredibly well done and needed.	0				
		119	Yes	With IMPROVEMENT: The curriculum only loosely covers this standard. For example, multiple units have different formats of text (audio, video, etc.) "Open	0				
		113	Yes		0				
		120	Yes		0				
		111	Yes		0				
	Informational Text: 11-12.RI.IK.I.7 Evaluate the topic or subject in multiple diverse formats and media.	124	Yes		0				
		119	Yes		0				
		113	No	The cited lessons do not fully address the standard because they are not focused on diverse media. Incorporating discussion of new subject (Life After High School)	0				
		120	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: 11-12.RI.IK.I.8 Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.	111	Yes		0			
			124	Yes		0			
			119	Yes		0			
			113	Yes		0			
	120		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: 11-12.RL.IK.I.9 Demonstrate knowledge of and analyze thematically-related, texts of literary significance, considering how two or more texts treat similar themes or topics.	111	Yes		0			
			124	No	I feel like this indicator is not thoroughly met because the point has been missed of standard. The focus on this standard in units one and six are mostly about	0			
			119	Yes		0			
			113	Yes	Improvement note: This standard is basically met through the cited lessons, but more significantly and thoroughly met through the extended writing projects that	0			
120			Yes		0				
Informational Text: 11-12.RI.IK.I.9 Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.		111	Yes		0				
		124	Yes		0				
		119	No	The paired texts on the CORRELATIONS GUIDE / CURRICULUM do not accurately and adequately address the standard. In Unit One, the Declaration of	0				
		113	Yes	Although the cited lessons don't really meet the necessary depth of the standard, the extended writing projects probably do. Improvement note: Provide more	0				
		120	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: 11.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.	111	Yes		0				
		124	Yes		0				
		119	Yes		0				
		113	Yes		0				
		120	Yes		0				
	Informational Text: 11.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 11-12 text complexity band proficiently, with a gradual release of scaffolding at the higher end as needed.	111	Yes		0				
		124	Yes		0				
		119	Yes		0				
		113	Yes		0				
		120	Yes		0				
SPEAKING AND LISTENING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes		Revised or Referenced?	Publisher Comments	Re-Review?	
Standard 1 Category 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.	11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11th - 12th grade topics, texts, and issues, building on others' ideas and expressing one's own ideas clearly and persuasively.	111	Yes		0				
		124	Yes	This indicator is very well met. There are ample times in each unit for students to discuss the material with their classmates and express their thoughts openly. A small suggestion would be to include ideas in the teacher-facing materials to					
		119	Yes		0				
		113	Yes		0				
		120	Yes		0				
Standard 2 Category		111	Yes		0				

Comprehension and Collaboration Cornerstone Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.	11-12.SL.CC.2 Integrate multiple sources of information presented in diverse media formats in order to make informed decisions and solve problems; evaluate the credibility and accuracy of each source and note any discrepancies among the data.	124	Yes		0			
		119	Yes		0			
		113	No	The cited lessons don't seem to address speaking/listening. The skills/processes outlined in the cited lessons could easily be applied to oral and/or audiovisual material in order to meet the speaking/listening standard.				
		120	Yes		0			
Standard 3 Category Comprehension and Collaboration Cornerstone Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	11-12.SL.CC.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	111	Yes		0			
		124	Yes	This indicator is met, but a small suggestion to make it even better would be to give students a simple rubric to follow when evaluating a speaker in order to keep an unbiased opinion.				
		119	Yes		0			
		113	No	This standard is cited when students read speeches, but it seems unlikely that these dense texts would be experienced in a primarily oral format, so the speaking/listening standard would not apply. The oral presentation task does ask				
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	11-12.SL.PKI.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective so that listeners can follow the line of reasoning; address alternative or opposing perspectives; and organize and develop substance and style appropriate to task, purpose, and audience.	120	Yes		0			
		111	Yes		0			
		124	Yes	This indicator is exceedingly well met because of the EXTREMELY in-depth walk-through process on how to create a successful presentation and how to appropriately deliver it.				
		119	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.	11-12.SL.PKI.5 Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	113	Yes	Improvement note: Cite collaborative conversations as additional evidence of meeting this standard.				
		120	Yes		0			
		111	Yes		0			
		124	Yes	This indicator was technically met, but a suggestion would be to include some in-depth lessons or project guidance (with specific program suggestions) of digital media and visuals. An example would be to have a lesson and project on an				
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.	11-12.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	119	Yes	This is accomplished through the Unit Six Extended Writing Project: Oral Presentation as well as the Blasts that complement certain texts.				
		113	No	This standard is only cited on the curriculum map in Unit 6 and I do not see evidence of this type of work outside the extended oral presentation. To master the standard, it needs to be addressed more frequently.				
		120	Yes		0			
		111	Yes		0			
		124	Yes		0			
		119	Yes		0			
		113	Yes		0			
		120	Yes		0			
WRITING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?	
Standard 1 Category Text Types and Protocols Cornerstone Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	11-12.W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. a. Introduce precise claim(s). b. Develop claim(s) and counterclaim(s) fairly, supplying evidence for each claim and counterclaim while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Create an organization that establishes cohesion and clear relationships among claim(s), counterclaim(s), reasons, and evidence. d. Provide a concluding statement or section that follows from and supports the argument presented. e. Use precise language and domain-specific vocabulary to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone.	111	Yes		0			
		124	Yes	I noted this in the 9th grade writing section as well, but there is a major issue with the thesis statement portion of instruction. It says, "Collaborative Conversation: Post the writing prompt to generate a discussion in small groups. Ask students to first break down the prompt before they discuss relevant ideas and text."				
		119	Yes		0			
		113	Yes	Standard 1e is not cited in the curriculum map but does appear to be covered by the lessons.				
		120	Yes		0			

Standard 2 Category Text Types and Protocols 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.	11-12.W.TTP.2 Write informative/explanatory texts to analyze, synthesize, and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content. a. Provide an introduction that is relevant to the rest of the text and effectively engages the audience. b. Organize ideas to create cohesion and clarify relationships among ideas and concepts, including but not limited to use of appropriate and varied transitions. c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Provide a concluding statement or section that follows from and supports the information or explanation presented. e. Use appropriate formatting, graphics, and multimedia to aid comprehension. f. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. g. Establish and maintain a formal style and objective tone.	111	Yes	0			
		124	Yes	0			
		119	Yes	0			
		113	Yes		Standard 2c. is not cited in the curriculum map but does seem to be covered by the lessons.		
		120	Yes	0			
Standard 3 Category Text Types and Protocols Cornerstone Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	11-12.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing point of view, and introducing a narrator/speaker and/or characters. b. Sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to convey experiences, events, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. f. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	111	Yes	0			
		124	Yes	0			
		119	Yes		WITH IMPROVEMENT: While the students have multiple opportunities to write a narrative, the prompt most closely aligned to how the state assesses this writing standard is found in Unit Five's "A Rose for Emily." The prompt instructs the students to rewrite a section of the story from a different character's point of view. I would expect this to create a couple of more opportunities over the		
		113	Yes	0			
		120	Yes	0			
Standard 4 Category Production and Distribution of Writing Cornerstone Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	11-12.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.)	111	Yes	0			
		124	Yes	0			
		119	Yes	0			
		113	Yes	0			
		120	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.	11-12.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grades 11-12.)	111	Yes	0			
		124	Yes	0			
		119	Yes	0			
		113	Yes	0			
		120	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.	11-12.W.PDW.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, utilizing ongoing feedback, including new arguments and information.	111	Yes	0			
		124	Yes	0			
		119	Yes	0			
		113	Yes		improvement note: While the digital program obviously requires students to use technology to facilitate the writing process, there seems very little attention paid to any technology processes or outcomes outside the program itself. Consider		
		120	Yes	0			
Standard 7 Category Research to Build and Present Knowledge Cornerstone	11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a	111	Yes	0			
		124	Yes	0			

Standard 7 Category Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.	self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.	119	Yes		0		
		113	Yes	Improvement note: Consider addressing research processes and practices more broadly (ideally, in each unit).			
		120	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.	11-12.W.RBP.8 Use advanced searches effectively, assessing the credibility and effectiveness of sources in answering a research question; integrate relevant and credible information selectively, while avoiding plagiarism and overreliance on any one source and following a standard format for citation.	111	Yes		0		
		124	Yes	This indicator is well met, and a portion that I would like to highlight as exceptionally well done is one of the activities that says, "Ask students to do a quick internet search on a topic of their choosing, such as their favorite band."			
		119	Yes		0		
		113	Yes		0		
		120	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.	11-12.W.RBP.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.	111	Yes		0		
		124	Yes		0		
		119	Yes		0		
		113	Yes		0		
		120	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.	11-12.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.	111	Yes		0		
		124	Yes		0		
		119	Yes		0		
		113	Yes		0		
		120	Yes		0		
LANGUAGE STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Conventions of Standard English Cornerstone Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.	111	Yes		0		
		124	No	I feel like this indicator is not met to the degree that the state of Tennessee is looking for. Teachers are			
		119	No	The curriculum does not meet the cognitive demand of this standard. The skill lesson has an explanation of			
		113	Yes		0		
		120	Yes		0		
Standard 2 Category Conventions of Standard English Cornerstone Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.	111	Yes		0		
		124	No	This indicator is not met well enough to what I highly feel is the heartbeat of the shift for the state of			
		119	No	The curriculum does not meet the cognitive demand of this standard. The skill lesson has an explanation of			
		113	Yes		0		
		120	Yes		0		
Standard 3 Category Knowledge of Language Cornerstone Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	11-12.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance; and apply an understanding of syntax to the study of complex texts.	111	Yes		0		
		124	Yes		0		
		119	Yes		0		
		113	Yes		0		
		120	Yes		0		

Standard 4 Category Vocabulary Acquisition and Use Cornerstone Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	11-12.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th -12th 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.	111	Yes	0			
		124	Yes	0			
		119	Yes	0			
		113	No	Sub-standards b and d are not addressed comprehensively. Morphological and etymological elements are not skills and cannot adequately be			
		120	Yes	0			
Standard 5 Category Vocabulary Acquisition and Use Cornerstone Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	11-12.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.	111	Yes	0			
		124	Yes	0			
		119	Yes	0			
		113	Yes	0			
		120	Yes	0			
Standard 6 Category Vocabulary Acquisition and Use Cornerstone Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	11-12.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.	111	Yes	0			
		124	Yes	0			
		119	Yes	0			
		113	Yes	0			
		120	Yes	0			
Additional Comments		Reviewer	Evidence/Notes				
Additional Comments on Section II Standards		111	0			Total indicators to be re-reviewed:	0
		124	0				
		119	My review is based solely on the standards that are identified on the				
		113	0				
		120	0				
Alignment with Section II: ELA Standards.		Reviewer	Aligned				
This means that no more than 4 boxes were marked "No." If more than 4 "No" boxes are marked, then this program does not pass. (Note: Reading Literature and Reading Informational Text count as separate standards. If the screening instrument was checked "no" for 2 Reading Literature standards and 3 Informational Text standards, then it would NOT pass the screening instrument.)		111	Pass				
		124	Pass				
		119	Fail				
		113	Fail				
		120	Pass				
Overall		Pass					

Grade & Subject:G01H11ISBN:9780077007935

Title Name:StudySyncPublisher:McGraw-Hill Education

Original Reviews Submitted:5 Reviewers:111, 124, 119, 113, 120

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 or topic and include essential questions and enduring understandings.	111	Yes		0		
	124	Yes		0		
	119	Yes	WITH IMPROVEMENT: In the Text Complexity tool, there is a section that says Connect to Essential Question for each text, but the connection is not always clear. For example, in Unit One's "An Address to Miss Phyllis Wheatley," the Connection says: "In his poem, Jupiter Hammon responds to Phyllis Wheatley's "On Being Brought From Africa to America" in a series of religious proclamations and images." HOW does that address the essential question of the unit: "How does independence define the American spirit?" I would just make sure that each text is CLEARLY connected. Also, under "The Scarlet Letter" Connect to Extended Writing Project, the text has not been changed from "The Interesting Narrative of the Life of Olaudah..."			
	113	No	Enduring understandings are not provided.			
	120	Yes		0		
	111	Yes		0		
b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.	124	Yes	I feel like this indicator is exceedingly well met. The units are literally saturated with multiple standards and strands, which is INCREDIBLE.			
	119	Yes	WITH IMPROVEMENT: Many texts on the Curriculum Map do not have any standards listed. Actually, 17 texts have no standard alignment on the curriculum map. Therefore, teachers would have to search for this, which might be difficult for teachers not familiar with the standards. The curriculum should already have this done, as it shows inattention to detail without it being included, which will impact adoption.			
	113	No	Many lessons are good for integrating reading with speaking and listening or with writing, especially close reads and "independent read" lessons. However, many other lessons (especially first read and skill lessons) focus exclusively on reading. Language/grammar lessons are always and only integrated in the editing phase of the writing process. Greater integration of language with reading would be helpful, as well as more integration of writing with reading lessons so that all lessons are integrating multiple strands, no matter how the teacher chooses to structure the lessons.			
	120	Yes		0		
	111	Yes		0		
c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.	124	Yes		0		
	119	Yes		0		
	113	Yes		0		
	120	Yes		0		
	111	Yes		0		
d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	124	Yes		0		
	119	Yes		0		
	113	Yes	Improvement note: While the curriculum does contain a reasonable number of complete works, there's an extremely high reliance on excerpted texts in this curriculum, and many of the excerpts of major works like The Great Gatsby, The Scarlet Letter, A Raisin in the Sun, etc. tend to be extremely brief relative to the length of the whole work. I'm not sure how much value is gained in studying such limited segments of these great works, especially for students who do not bring substantial background or literary knowledge to the course. Consider including at least one full-length extended work (such as one of the titles listed above) and/or extending the			
	120	Yes		0		
	111	Yes		0		
e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.	124	Yes		0		
	119	Yes		0		
	113	Yes		0		
	120	Yes		0		
	111	Yes		0		
f. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical, time period) while appealing to students' interests.	124	Yes		0		
	119	Yes		0		
	113	Yes		0		
	120	Yes		0		
	111	Yes		0		
	124	Yes		0		

g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.	119	No	I see independent reading more than anything. There needs to be explicit instruction on when students read aloud, either as a class popcorn reading or in small groups. I also do not see any time where a teacher reads the text while students follow along, which needs to be in place for more complex texts. There are multiple opportunities for students to progress but not varied enough opportunities.			
	113	No	Almost all reading is done individually and independently. No provisions seem to be made for read-aloud or small-group reading. I don't see how the StudySync videos provided in the cited lessons would contribute to meeting this indicator.			
	120	Yes	0			
h. Materials include multiple opportunities for students to engage in repeated reads of a text with varying purposes for each reading (i.e., close reading).	111	Yes	0			
	124	Yes	0			
	119	Yes	0			
	113	Yes	0			
	120	Yes	0			
i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	111	Yes	0			
	124	Yes	This indicator is exceedingly well met due to the ample teacher and student-facing instruction/details and tips associated throughout all lessons that deal with reading a high volume of text.			
	119	Yes	0			
	113	No	What this curriculum calls "self-selected" reading is a short list of recommended texts in each unit. These texts will not be sufficient to allow students to reach a "high volume" of text, and no time is devoted to independent reading in the curriculum maps. Additionally, the choices are often quite odd and unbalanced. Suggested revisions: Revise these lists to phrase the selections as recommended options (rather than making it a requirement to choose from the list), annotate the options for difficulty level or rank the options in order of difficulty, focus the lists on whole works (novels, plays, nonfiction books, or anthologies of poetry, etc.). Provide accountability structures and time for independent reading more than once per unit. Build independent reading time into the curriculum map.			
	120	Yes	0			
j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.	111	Yes	0			
	124	Yes	0			
	119	Yes	0			
	113	Yes	0			
	120	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.	111	Yes	0			
	124	Yes	0			
	119	Yes	0			
	113	Yes	0			
	120	Yes	0			
l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	111	Yes	While writing tasks are across different writing modes, the area of informative writing is covered in two units. Material might be revised to explore an additional mode of writing in one unit instead of repeating the same mode.			
	124	Yes	0			
	119	Yes	0			
	113	Yes	0			
	120	Yes	0			
m. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.	111	Yes	0			
	124	Yes	This is an indicator that I am impressed with across all grade bands. I have personally never seen a textbook or program that goes to the lengths that this one does to ensure that students have a step by step method to write successfully by. The only suggestion I have would be to include a rubric for each writing style that CLOSELY mimics the TN Ready rubrics for writing.			
	119	Yes	0			
	113	Yes	0			
	120	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.	111	Yes	0			
	124	Yes	0			
	119	No	Refer to my notes under the Language standards.			
	113	No	Grammar lessons are provided in conjunction with each extended writing task, but very little effort has been made to tie these lessons specifically to the writing process. The grammar instruction is not contextual.			
	120	Yes	0			
o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	111	Yes	0			
	124	Yes	0			
	119	Yes	Every text has a Vocabulary Success check. It highlights one possibly problematic word, guiding students through a series of questions to determine the meaning of the word. There are also SPOTLIGHT LESSONS over			
	113	No	While morphology and etymology are referenced, these elements are not addressed with enough detail for me to consider this indicator met.			
	120	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).	111	Yes	0			
	124	Yes	0			
	119	Yes	0			
	113	Yes	0			

	120	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.	111	Yes		0			
	124	Yes		0			
	119	Yes		0			
	113	No	Although discussion prompts are provided, this indicator is not met. Revise to include "listening prompts" and "evaluation tools" that will "strengthen students' ability to listen to and respond in increasingly sophisticated ways." These tools seem to be entirely absent.				
	120	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.	111	Yes		0			
	124	Yes		0			
	119	Yes		0			
	113	Yes		0			
	120	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.	111	Yes		0			
	124	Yes	This indicator is met, and the assessments for each unit are diverse, but a suggestion that I think is much needed is to include actual full-length unit tests that have diverse question types on it including part A and B with multiple correct answers.				
	119	Yes		0			
	113	Yes		0			
	120	Yes		0			
t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	111	Yes		0			
	124	Yes		0			
	119	Yes	SUGGESTION: I would attach a standard to every question asked, even comprehension questions and small writing tasks in individual reading lessons, to give teachers and districts a more comprehensive idea of exactly how often a standard is addressed. The standards are currently attached to only the skill lessons - extended.				
	113	Yes		0			
	120	Yes		0			
Additional Comments:	Reviewer	Evidence/Notes					
Additional comments about high-quality instruction within the materials:	111					Total indicators to be re-reviewed:	0
	124						
	119						
	113						
	120						
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.	111		Pass				
	124		Pass				
	119		Pass				
	113		Fail				
	120		Pass				
	Overall		Pass				

Grade & Subject:G01H11ISBN:9780077007935

Title Name:StudySyncPublisher:McGraw-Hill Education

Original Reviews Submitted:5 Reviewers:111, 124, 119, 113, 120

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.	111	Yes	0			
	124	Yes	0			
	119	Yes	0			
	113	Yes	0			
	120	Yes	0			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	111	Yes	0			
	124	Yes	0			
	119	Yes	0			
	113	No	Some annotations are provided on some texts, but this indicator is not met because extensive annotations are not provided.			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	120	Yes	0			
	111	Yes	0			
	124	Yes	This indicator is met, but a small suggestion would be to clearly include the standard strands at the top of the teacher facing materials page by page so that a novice teacher would have a clear map.			
	119	Yes	0			
	113	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.	120	Yes	Standards and objectives are identifiable in the curriculum map. However, it would be most advantageous to teachers to also have this information listed in the daily lesson plans.			
	111	Yes	0			
	124	Yes	0			
	119	Yes	0			
	113	Yes	0			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	120	Yes	Standards connections are made and documented. A suggestion for improvement, however, would be to increase the font of the connected standard and relocate it to the top of the teacher's edition page. This would make the documentation of the standard clearer.			
	111	Yes	0			
	124	Yes	This indicator is well met and very impressive at that. The modeling sections will be so helpful to novice and veteran teachers alike.			
	119	Yes	0			
	113	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.	120	Yes	0			
	111	Yes	0			
	124	Yes	0			
	119	Yes	0			
	113	Yes	0			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	120	Yes	0			
	111	Yes	0			
	124	Yes	0			
	119	Yes	The CLOSE READS have differentiation for all different levels of ELLs as well as extended prompts for students preparing for advanced courses.			
	113	Yes	0			
	120	Yes	0			

h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	111	Yes	0			
	124	No	This indicator is not met because it is not evident enough throughout the units. There was one small section in unit one that sort of addressed extended learning opportunities, but there was nothing that really stood out.			
	119	Yes	0			
	113	Yes	0			
	120	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.	111	Yes	0			
	124	Yes	0			
	119	Yes	0			
	113	Yes	0			
	120	Yes	0			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	111	Yes	0			
	124	Yes	0			
	119	Yes	0			
	113	Yes	0			
	120	Yes	0			
k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards.	111	Yes	0			
	124	Yes	0			
	119	Yes	0			
	113	Yes	Improvement note: The program presupposes students will have technology to access the materials, but there seems to be very little use of technology outside of the curriculum package. Students are not well-supported in using technology to produce and publish their work or to do research (i.e., PowerPoint, Word, other websites).			
	120	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.	111	Yes	0			
	124	No	This indicator was not met because it was completely skipped over. This would be a WONDERFUL selling point if there were well done and included!			
	119	Yes	There are rubrics, checklists, and anchor papers.			
	113	Yes	0			
	120	Yes	0			
m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	111	Yes	0			
	124	No	This indicator was not met because there are no real, concrete forms, worksheets, or rubrics to satisfy this indicator to the point that I feel comfortable with passing.			
	119	Yes	0			
	113	Yes	Assessments are provided, but tools, routines, and guidance for evaluating and monitoring student progress (i.e., what to do with assessment results) are not provided.			
	120	Yes	0			
n. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	111	Yes	0			
	124	Yes	0			
	119	No	There is a link to one test, but I was unable to find more than that on my own. If the curriculum has the component, it is very difficult to find.			
	113	Yes	0			
	120	Yes	0			
	111	No	This is not included in the textbook materials. Providing ideas and information would be helpful.			

o. Materials include suggestions and tools to keep students and parents informed about students' progress.	124	No	This indicator is not met because it is completely skipped over. It would be nice to have this piece, however, I do not think not having it is a deal breaker since every teacher likes to handle this differently.			
	119	No	0			
	113	No	Assessments are provided, but tools for communicating student progress are not provided.			
	120	No	Material does not meet indicator because there are no suggested tools to keep students and parents advised of progress. A suggested revision would be to include recommended tools that parents could use at home, such as grade portal suggestions the teacher could use, or sites with a parent function, like Google Classroom.			
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.	111	Yes	0			
	124	Yes	0			
	119	Yes	0			
	113	Yes	0			
	120	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.	111	Yes	0			
	124	Yes	0			
	119	Yes	0			
	113	Yes	0			
	120	Yes	0			
r. Program components, lesson plans, and the relationships among the parts are clear.	111	Yes	0			
	124	Yes	0			
	119	Yes	0			
	113	No	The curriculum map, text complexity tool, lesson plans, research base, state standards, and other useful documents should be integrated into a coherent teacher's edition in print form.			
	120	Yes	0			
s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	111	Yes	0			
	124	Yes	0			
	119	Yes	0			
	113	Yes	0			
	120	Yes	0			
t. Each lesson contains a list of required materials.	111	No	This is not included in the textbook materials. Providing ideas and information would be helpful.			
	124	No	This indicator is not met because it is completely skipped over. I do not feel that it's a deal breaker to not have this component because at this grade level, materials lists are pretty basic and teacher specific.			
	119	No	0			
	113	Yes	0			
	120	No	Indicator is not met because there is no list of required materials for each lesson given. A suggestion for improvement would be to include a line in the daily lesson plans that indicates what materials students would need as they complete the lesson.			
u. Lessons, chapters, and units contain estimated instructional times.	111	Yes	0			
	124	Yes	0			
	119	Yes	0			
	113	Yes	0			
	120	Yes	0			
v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	111	Yes	0			
	124	Yes	This indicator is met, but I am still confused on if this program just includes consumable workbooks and the rest is online or if the program comes with a traditional textbook.			
	119	Yes	0			
	113	Yes	0			
	120	Yes	0			
w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	111	Yes	0			
	124	Yes	0			
	119	Yes	0			
	113	Yes	0			
	113	Yes	0			

x. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	120	Yes	0			
	111	Yes	0			
	124	Yes	0			
	119	Yes	0			
	113	Yes	0			
	120	Yes	0			
y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	111	Yes	0			
	124	Yes	0			
	119	Yes	0			
	113	Yes	0			
	120	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional Comments about Section V: Additional Components	111	0			Total indicators to be re-reviewed:	0
	124	The only question I really have is how this program would be bought. If the focus is mostly using				
	119	0				
	113	0				
	120	0				

[illegible]

