

EMC - Mirrors & Windows: Connecting with Literature

Grade 7

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

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

Original Review

Reviewer	Section I	Section II	Section III	Overall
38	Fail	Fail	Fail	
144	Fail	Fail	Fail	
143	Pass	Pass	Pass	
148	Fail	Fail	Fail	
116	Pass	Fail	Pass	
Overall	Fail	Fail	Fail	FAIL

Re-Review

Reviewers: 58, 68	Aligned
Section	
Section I	Pass
Section II	Pass
Section III	Pass
Section IV	
Overall	Pass

Grade	Publisher	Title	Section	Indicator	Reviewer 1 Pass/Fail	Reviewer 1 Comment	Reviewer 2 Pass/Fail	Reviewer 2 Comment	Reviewer 3 Pass/Fail	Reviewer 3 Comment
Grade 7	EMC	Windows and Mirrors	1	a. Text sets: Materials provide a strategic sequence of texts organized around a variety of concepts or topics. Students build knowledge systematically through interacting with the texts.	Y		Y			
			1	b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	Y		Y			
			1	c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	Y		Y			
			2	Informational Text: 7.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.	Y		Y			
			2	Informational Text: 7.RI.KID.3 Analyze the relationships and interactions among individuals, events, and/or ideas in a text.	Y		Y			
			2	Literature: 7.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 and repetition of words and phrases.	Y		Y			
			2	Informational Text: 7.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 specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.	Y		Y			
			2	Literature: 7.RL.CS.5 Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.	Y		Y			
			2	Informational Text: 7.RI.CS.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Y		Y			
			2	Informational Text: 7.RI.CS.6 Determine an author's point of view or purpose in a text and analyze how an author distinguishes his or her position from that of others.	Y		Y			
			2	Literature: 7.RL.IKI.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium.	Y		Y			
			2	Informational Text: 7.RI.IKI.7 Compare and contrast a text to an audio, video, or multimedia version of a text, analyzing each medium's portrayal of the subject.	Y		Y			
			2	Informational Text: 7.RI.IKI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims.	Y		Y			
			2	Informational Text: 7.RI.IKI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing an alternate explanation of events.	Y		Y			
			2	7.SL.CC.3 Explain a speaker's argument and specific claims, focusing on whether the reasoning is sound, relevant, and sufficient.	Y		Y			
			2	7.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.	Y		Y			
			2	7.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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 7.)	Y		Y			
			2	7.W.PDW. 6 Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.	N	There is not an opportunity provided in which students are asked to collaborate and/or type a produce in a single setting.	N	None of the tasks require use of technology to collaborate with others. None instruct students to complete tasks in a single setting.		
			2	7.W.RBP.7 Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.	Y		Y			
			2	7.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers. b. When writing or speaking, produce simple, compound, and complex sentences with effectively-placed modifiers.	Y		Y			

			2	7.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the function of commas to separate coordinate adjectives and use them correctly to do so.	Y		Y			
			2	7.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.	Y		Y			
			3	a. Units are built around a concept, topic, or theme, and include essential questions and enduring understandings.	Y		Y			
			3	b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.	Y		Y			
			3	g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.	Y		Y			
			3	i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	Y		Y			
			3	l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	Y		Y			
			3	m. Writing mini-lessons provide explicit instruction about the writing process, organization/structure, and writing craft.	Y		Y			
			3	n. Instruction in conventions, syntax, and style is direct and contextual (mentor texts), increases in sophistication, and is applied to authentic writing experiences.	Y		Y			
			3	o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	Y		Y			
			3	q. Lessons promote academic discussions around appropriate grade-level concepts and texts and include listening prompts, questions, and evaluation tools to strengthen students' ability to listen to and respond in increasingly sophisticated ways with relevant evidence.	Y		Y			
			3	s. Formative and summative assessments are embedded throughout instructional materials and include multiple methods to measure what students know and are able to do. Possible formats include, but are not limited to, checks for understanding, pre-assessments, student self-assessments, selected response (multiple choice, multiple select), constructed responses (short and extended), performance tasks, open-ended questions, etc.	Y		Y			
			3	t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	N	Publisher produced alignment documents were not included with this text set.	N	Assessment alignment documents are not in the materials provided.		