

****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: G01600

Reviewer	Section I	Section II	Section III	Overall
57	Pass	Pass	Pass	
41	Pass	Pass	Pass	
60	Pass	Pass	Pass	
95	Fail	Fail	Pass	
58	Pass	Pass	Pass	
Overall	Pass	Pass	Pass	PASS

Publisher Notes:

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

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

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

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

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

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

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

Grade & Subject:G01600ISBN:9780076867769

Title Name:StudySyncPublisher:McGraw-Hill Education

Original Reviews Submitted:5Reviewers:57, 41, 60, 95, 58

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.	57	Yes		0		
	41	Yes	There are multiple text sets to sustain instruction for the entire year. The text sets are organized and sequenced around specific concepts and topics with a literary focus. Students have a chance to build knowledge as they read and interact with each text.			
	60	Yes		0		
	95	Yes		0		
	58	Yes		0		
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	57	Yes		0		
	41	Yes	Each unit has direct and contextually instruction for grade level academic vocabulary to build students' knowledge throughout the unit.			
	60	Yes		0		
	95	Yes		0		
	58	Yes		0		
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	57	Yes		0		
	41	Yes	Throughout each unit, there are multiple opportunities for students to read a variety of text and respond through writing and other modes to demonstrate understanding of skills, concepts, and topics.			
	60	Yes		0		
	95	No	The curriculum does not meet this indicator because the majority of the culminating tasks do not require analysis of the text to complete. End-of-unit writing tasks for units 1, 2, 5, and 6 do not require students to analyze the texts read in the unit to complete the task. A suggestion for revision would be to rewrite the writing tasks for these unit to require students to analyze the unit texts.			
	58	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.	57	Yes		0		
	41	Yes	All texts have been analyzed for complexity based on the TN ELA Standards and complexity rubrics			
	60	Yes	The materials meet the criteria for this indicator, however, consider making it clearer which are the anchor texts for each unit. The examples given are listed in the curriculum as "novel study options" even though anchor texts are not optional. That said, quantitative and qualitative measurements are provided for all texts used in each unit, thus meeting the requirements of this indicator.			
	95	No	The curriculum does not meet this indicator. A large portion of the texts are either below the lexile band or are in the lower part of the lexile band. The qualitative factors adding to these texts do not necessarily make the texts more complex. For example, in Unit 1 one of the texts students read is "Scout's of Honor" with a lexile score of 660 (4th grade level); the qualitative factors lending to text complexity can be addressed in 1 lesson. Further, the curriculum could substitute a more grade appropriate text that addresses the essential question of "What do we do when life gets hard?". A suggestion for revision to would be replace the below grade level texts with more grade-level appropriate texts.			
	58	Yes		0		
e. Text plays a central role in the English class period.	57	Yes		0		
	41	Yes	All units have anchor and supporting texts. All instruction is text-based.			
	60	Yes		0		
	95	Yes		0		
	58	Yes		0		
f. Text selection should include a balanced representation of both literature and informational text	57	Yes		0		
	41	Yes	Well-balanced. See table of contents and curriculum maps			

representation of both literary and informational text across the year as indicated by the grade-level standards.	60	Yes	0			
	95	Yes	0			
	58	Yes	0			
Evidence: Materials ensure that reading and writing are grounded in evidence from both literary and informational text.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
g. Text-dependent questions : •Most questions and tasks require students to draw on textual evidence to support inferences and conclusions. •High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text.	57	Yes	0			
	41	Yes	Student tasks are grounded in evidence and text-based instruction. Units are strategically sequenced to build student capacity for deep understanding of concepts and ideas.			
	60	Yes	0			
	95	Yes	0			
	58	Yes	0			
h. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.	57	Yes	0			
	41	Yes	All extended writing units/tasks are evidence based.			
	60	Yes	0			
	95	Yes	0			
	58	Yes	0			
i. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	57	Yes	0			
	41	Yes	0			
	60	Yes	0			
	95	Yes	0			
	58	Yes	0			
Additional comments:	Reviewer	Evidence/Notes				
Additional comments on the three instructional shifts within the materials:	57	0			Total indicators to be re-reviewed:	0
	41	Very strong series in regards to the three instructional shifts.				
	60	0				
	95	0				
	58	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				
	57	Pass				
	41	Pass				
	60	Pass				
	95	Fail				
	58	Pass				
Overall		Pass				

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SECTION II							
Alignment to Tennessee English Language Arts Standards							
Materials must meet at least 90% of indicators in Section II.							
The instructional materials represent alignment with the Tennessee English Language Arts Standards and explicitly focus teaching and learning on the grade-level standards, at the rigor necessary for students to reach mastery. Tennessee expects the full breadth and depth of the standards to be taught in an integrated and spiraled manner throughout the school year.							
READING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Key Ideas and Details Cornerstone Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Literature: 6.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	57	Yes	Multiple opportunities in each instructional unit for text analysis and inferential thinking while reading literary texts. Both Units 1 and 2 focus on the skill of using	0		
		41	Yes				
		60	Yes		0		
		95	Yes		0		
		58	Yes		0		
	Informational Text: 6.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	57	Yes	Multiple opportunities in each instructional unit for text analysis and inferential thinking while reading informational texts. Unit 2 specifically drills down the skill	0		
		41	Yes		0		
		60	Yes		0		
		95	Yes		0		
		58	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.	57	Yes	A suggestion is to add theme or central idea questions			
		41	Yes	Multiple integrations of this standard can be found			
		60	Yes		0		
		95	Yes		0		
		58	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.	57	Yes	A suggestion is to add theme or central idea questions			
		41	Yes	Units 2 and 3 given multiple opportunities to practice			
		60	Yes		0		
		95	Yes		0		
		58	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.	57	Yes	A suggestion is to add 6.RL.KID.3 questions to Unit 4 literary texts.			
		41	Yes		0		
		60	Yes		0		
		95	Yes	links were provided for only two lessons. A suggestion for improvement would be to create more activities focusing on this standard	0		
		58	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.	57	Yes	A suggestion is to add 6.RI.KID.3 questions to Unit 4 and 5 informational texts.			
		41	Yes		0		
		60	Yes		0		
		95	Yes	The allusion activity is not integrated into the main curriculum. A suggestion for improvement would have been to embed all allusions in the reading, as a suggestion for improvement is to ensure all allusions are integrated with word choice of questions back. For example, Close Read: Hatchers and His Mate	0		
		58	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.	57	Yes		0		
		41	Yes		0		
		60	Yes		0		
		95	Yes		0		
		58	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.	57	Yes		0		
		41	Yes		0		
		60	Yes		0		
		95	Yes		0		
		58	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.	57	Yes		0		
		41	Yes		0		
		60	Yes		0		
		95	Yes		0		
		58	Yes		0		
		57	Yes	A suggestion is to add structure questions to Unit 6 informational texts.			

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.	41	Yes		0		
		60	Yes		0		
		95	Yes		0		
		58	Yes		0		
		57	Yes	A suggestion is to add point of view questions to Units 1, 4, and 6 literary texts.			
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.	41	Yes		0		
		60	Yes		0		
		95	Yes		0		
		58	Yes		0		
		57	Yes	A suggestion is to add point of view questions to Units 3 and 5 informational texts.			
	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.	41	Yes		0		
		60	Yes		0		
		95	Yes		0		
		58	Yes		0		
		57	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.	41	Yes	Unit 4 - short story " All Summer in a Day"			
		60	Yes		0		
		95	No	The curriculum does not meet this standard indicator. The activities addressing this standard only require students to compare and contrast the presentations.	0		
		58	Yes		0		
		57	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.	41	Yes	Unit 6 - "Hannah Herbst"			
		60	Yes		0		
		95	No	The curriculum does not meet the standard indicator. The lesson in Unit 6 doesn't require students to analyze the effect of the visual presentation on students.	0		
		58	Yes		0		
Standard 8 Category Integration of Knowledge and Ideas Cornerstone Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Literature: Not applicable						
	Informational Text: 6.RI.IK1.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	57	No	This standard is only addressed in two texts in Unit 4.			
		41	No	Unit 4 - " Bullying in Schools" "Celebration as Message"			
		60	Yes		0		
		95	No	The curriculum does not meet the standard indicator. The activity for " Bullying in Schools" doesn't require students to evaluate the effectiveness of the claims.	0		
		58	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.	57	Yes		0		
		41	Yes	Two strong examples for literature in units 1 and 2			
		60	Yes		0		
		95	Yes		0		
		58	Yes		0		
	Informational Text: 6.RI.IK1.9 Compare and contrast two or more authors' presentation of the same topic or event.	57	Yes		0		
		41	Yes	Two strong examples for informational text in units 4 and 6			
		60	Yes		0		
		95	Yes		0		
		58	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.	57	Yes		0		
		41	Yes		0		
		60	Yes		0		
		95	Yes		0		
		58	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.	57	Yes		0		
		41	Yes		0		
		60	Yes		0		
		95	Yes		0		
		58	Yes		0		
SPEAKING AND LISTENING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Comprehension and		57	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.	41	Yes		0			
		60	Yes		0			
		95	Yes		0			
		58	Yes	A suggestion for improvement is to provide sentence stems that guide students on how to express their own ideas and build on others' ideas clearly.				
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.	57	Yes		0			
		41	Yes		0			
		60	Yes		0			
		95	Yes		0			
		58	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.	57	Yes		0			
		41	No	This standard only appears in Unit 4. A suggestion for revising would be to include additional texts that would lend themselves to the standard, such as speeches, political cartoons, infographics, and allow for students to pull out the				
		60	Yes		0			
		95	Yes		0			
		58	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.PKI.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.	57	Yes		0			
		41	Yes		0			
		60	Yes	The unit meets the expectations of this standard, but some of the clarifying questions in the initial "Model" section are to vague. Students are instructed, "To better understand how to present claims and findings and use appropriate eye				
		95	Yes		0			
		58	Yes	A suggestion for improvement is to include key skills/actions in the rubric such as coherence, pertinent support (descriptions, facts, details, examples), eye contact and clarity (volume and pronunciation).				
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.PKI.5 Include multimedia components and visual displays in presentations to clarify information.	57	Yes		0			
		41	Yes		0			
		60	Yes		0			
		95	Yes		0			
		58	Yes	A suggestion for improvement is to provide a guide for multimedia components and visual displays. A table is data collected/organized in columns and rows.				
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.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	57	Yes		0			
		41	Yes		0			
		60	Yes		0			
		95	Yes		0			
		58	Yes		0			
WRITING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes		Revised or Referenced?	Publisher Comments	Re-Review?

Standard 1 Category Text Types and Protocol Cornerstone Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	6.W.TIP.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.	57	Yes			
		41	Yes	The standard is met by the multiple extended writing projects included throughout the year. Units 2 and 4 have very specific extended writing instruction for arguments.		
		60	Yes	Indicator g: The "Your Turn" section for this indicator is somewhat unclear. It asks students to "Complete the chart by adding transitions into your literary analysis," and gives a space for them to type in their answers online. However, what exactly are students supposed to type for their answers in the chart? Are they to use		
		95	Yes			
		58	Yes			
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.TIP.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	57	Yes			
		41	Yes	Units 3 and 6 provide in-depth writing instruction and practice for informational text.		
		60	Yes	Indicator g: The "Your Turn" instructions are clearer in this section, as they include the clarification statement "...by adding the following transitions to sentences of your informative essay." Indicator i: The information about sentence variety is better here, as it includes		
		95	Yes			
		58	Yes			
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.TIP.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	57	Yes			
		41	Yes	There are multiple opportunities for narrative writing throughout the series. Unit 1 is very specific to narrative writing.		
		60	Yes			
		95	No	The curriculum does not meet the standard indicator. For substandard b and c, the publisher linked the same lesson. These substandard represent two different skills. Simply sequencing events or summarizing the events does meet the goal of substandard b, but does not meet the goal of substandard c which is to create a smooth progression between the different points of a story. A suggestion for		
		58	Yes			
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.)	57	Yes			
		41	Yes	This standard is met through all of the extended writing projects.		
		60	Yes			
		95	Yes			

to task, purpose, and audience.		58	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.)	57	Yes	0			
		41	Yes	This standard is met through all of the extended writing projects.			
		60	Yes	0			
		95	Yes	0			
		58	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.	57	Yes	0			
		41	Yes	This standard is met through the extended writing projects in Units 3, 4, and 5.			
		60	Yes	0			
		95	Yes	0			
		58	No	The lessons do not specify the use of technology. Directions say you can "post it on your blog" or "share the link". Suggested revision is to include suggested			
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.	57	Yes	0			
		41	Yes	This standard is met through Unit 6 - very detailed unit for research and using multiple sources.			
		60	Yes	0			
		95	No	The curriculum does not meet the standard indicator. It does not provide suggested research projects based on focused questions but simply asks students to think about the texts read during the course of the unit and course a topic they			
		58	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.	57	Yes	0			
		41	Yes	This standard is met through Unit 6 - very detailed unit for research and using multiple sources.			
		60	Yes	0			
		95	Yes	0			
		58	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.	57	Yes	0			
		41	Yes	This standard is met though units 1, 3, 4, and 6			
		60	Yes	0			
		95	Yes	0			
		58	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.	57	Yes	0			
		41	Yes	0			
		60	Yes	0			
		95	Yes	0			
		58	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,	57	Yes	Through indicators a and b are adequately addressed, a suggestion is to add more lessons on indicators c and d.			
		41	Yes				
		60	Yes	Indicator d: The unit meets the expectations of this standard; however, the instructions for this indicator d focus mainly on run-on sentences. While it is true this unit does not meet the standard indicator because the activity in unit 6 labeled with substandard d does not require students to use different sentences.			
		95	No				
		58	Yes				
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.	57	Yes				
		41	Yes	The standard is met through multiple practices with grammar skills throughout the series. Almost every unit has a grammar mechanics practice.			
		60	Yes				
		95	Yes				
		58	Yes				
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.	57	No	Though this standard is touched on in Units 2 and 5, the only student practice is to identify sentence types. A suggestion is to offer student practice on ways to			
		41	Yes	The series includes practice with sentence variety, style, and formal and informal language.			
		60	Yes				
		95	Yes				
		58	No	A suggestion for revision is to include more sophisticated approach to varying sentence patterns such as appositive phrases, subordinate clauses, or participial			
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	57	Yes				
		41	Yes	This standard is taught explicitly in Unit 1 and is then utilized throughout the series when students are doing a response to a "first read" of a text. Students are			
		60	Yes				
		95	Yes				
		58	Yes	A suggestion for improvement is to use online pronunciation tool for Spanish words like mejor can regresar mañana (better come back tomorrow), pues (well).			
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.	57	Yes				
		41	Yes	Multiple opportunities to explore the use and function of figurative language, precise language, connotation and denotation.			
		60	Yes	This unit meets the expectations of this standard; however, it would be good to include more direct instruction regarding the speaking and listening portions of			
		95	Yes				
		58	Yes				
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.	57	Yes	Since academic vocabulary is addressed in each unit of instruction, a suggestion is to add this to the Correlations document. (Only Units 1 and 2 list this standard)			
		41	Yes	All units address academic vocabulary.			
		60	Yes				
		95	Yes				
		58	Yes				
Additional Comments		Reviewer	Evidence/Notes				
Additional Comments on Section II Standards		57	0			Total indicators to be re-reviewed:	0
		41	0				
		60	Reading Standards: The modelling sections are well done, with the				
		95	0				
		58	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.)		57	Pass				
		41	Pass				
		60	Pass				
		95	Fail				
		58	Pass				
Overall		Pass					

Grade & Subject:G01600ISBN:9780076867769

Title Name:StudySyncPublisher:McGraw-Hill Education

Original Reviews Submitted:5 Reviewers:57, 41, 60, 95, 58

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.	57	Yes		0		
	41	Yes		0		
	60	Yes		0		
	95	Yes		0		
	58	No	A suggested revision is to list enduring understandings beneath the essential question on the Unit Overview page.			
b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.	57	Yes		0		
	41	Yes	Grade level curriculum maps.			
	60	Yes		0		
	95	No	The curriculum does not meet this indicator. Several lessons throughout the year only address one strand of TN ELA standards. A suggestion for revision would be to include a variety of activities in the lessons that require students to address more than one strand of standard.			
	58	No	Some lessons are focused on isolated Language strand standards. A suggested revision is to pair Language Strand standards with reading or writing standards.			
c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.	57	Yes		0		
	41	Yes		0		
	60	Yes		0		
	95	Yes		0		
	58	Yes		0		
d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	57	Yes		0		
	41	Yes	Evidenced by Table of Contents and Integrated Reading and Writing Units			
	60	Yes		0		
	95	Yes		0		
	58	Yes		0		
e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.	57	Yes		0		
	41	Yes	Evidenced by Table of Contents and Curriculum Maps			
	60	Yes		0		
	95	Yes		0		
	58	Yes		0		
f. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical) while appealing to students' interests.	57	Yes		0		
	41	Yes		0		
	60	Yes		0		
	95	Yes		0		
	58	Yes		0		
g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.	57	Yes		0		
	41	Yes	The teacher lesson plans break this down for instruction. Each unit addresses self-selected and independent reading.			
	60	Yes		0		
	95	Yes		0		
	58	No	Most lessons require independent reading of a text and does not meet the indicator criteria "varied opportunities". A suggested revision is to include small group reading guidance and lessons as part of the unit with novel studies in literature circles or book clubs. Another suggested revision is to include teacher read-alouds to model instructional examples.			
h. Materials include multiple opportunities for	57	Yes		0		

n. Materials include multiple opportunities for students to engage in repeated reads of a text with varying purposes for each reading (i.e., close reading).	41	Yes	All lessons include a close read component and a re-read component			
	60	Yes	0			
	95	Yes	0			
	58	Yes	0			
i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	57	Yes	0			
	41	Yes	Units provide instruction for independent reading and response.			
	60	Yes	0			
	95	Yes	0			
j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.	58	Yes	0			
	57	Yes	0			
	41	Yes	Multiple opportunities for short responses to text to process learning of concepts and ideas and tie the reading selections together.			
	60	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.	95	Yes	0			
	58	Yes	0			
	57	Yes	0			
	41	Yes	Multiple short and on-demand writing opportunities throughout the units. Each unit has a longer, extended writing project.			
l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	60	Yes	0			
	95	Yes	0			
	58	Yes	0			
	57	Yes	0			
m. Writing mini-lessons provide explicit instruction about the writing process, organization/structure, and writing craft.	41	Yes	Well balanced across the three modes.			
	60	Yes	0			
	95	Yes	0			
	58	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.	57	Yes	0			
	41	Yes	Thoroughly covered in Unit 2 to then lead to other types of "writing" and presentation opportunities			
	60	Yes	0			
	95	Yes	0			
o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	58	Yes	0			
	57	Yes	0			
	41	Yes	Each unit provide contextual and direct instruction on a variety of conventions and syntax.			
	60	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).	95	Yes	0			
	58	Yes	0			
	57	Yes	0			
	41	Yes	Unit 3 and Unit 5 plus additional word study available in extension materials			
	60	Yes	0			
	95	Yes	0			
	58	Yes	0			
	57	Yes	0			
	41	Yes	Units 1, 4, and 6. For example in unit 1 practice and instruction with descriptive details and narrative techniques.			
	60	Yes	0			
	95	Yes	0			
	58	Yes	0			
	57	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.	41	Yes	0			
	60	Yes	0			
	95	Yes	0			
	58	No	Lessons provide vague or generic directions like: "break up into small groups and discuss the prompt", "practice the speaking/listening skills of following the rules of discussion, tracking progress, and defining roles as needed" and "if necessary, model the skills". A suggested revision is to provide conversation stems and rubrics to evaluate			
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.	57	Yes	0			
	41	Yes	Each unit has specific instruction dedicated to student learning differences, including ELs			
	60	Yes	0			
	95	Yes	0			
	58	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.	57	Yes	0			
	41	Yes	Numerous checks for understanding and skill assessment are included in each unit.			
	60	Yes	0			
	95	Yes	0			
	58	Yes	0			
t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	57	Yes	A suggestion is to add standard number after each question stem.			
	41	Yes	0			
	60	Yes	0			
	95	Yes	0			
	58	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional comments about high-quality instruction within the materials:	57				Total indicators to be re-reviewed:	0
	41					
	60					
	95					
	58					
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.	57		Pass			
	41		Pass			
	60		Pass			
	95		Pass			
	58		Pass			

Overall	Pass
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Grade & Subject:G01600ISBN:9780076867769

Title Name:StudySyncPublisher:McGraw-Hill Education

Original Reviews Submitted:5 Reviewers:57, 41, 60, 95, 58

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.	57	Yes	0			
	41	Yes	0			
	60	Yes	0			
	95	Yes	0			
	58	Yes	0			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	57	Yes	0			
	41	Yes	0			
	60	Yes	0			
	95	Yes	0			
	58	Yes	0			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	57	Yes	0			
	41	Yes	Curriculum maps			
	60	Yes	0			
	95	Yes	0			
	58	No	Standards are clearly labeled in the curriculum map with standard and skill. A suggested revision is to add a column for learning objectives. Example learning objective: I can explain how authors use dialogue to build suspense and move the plot forward.			
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.	57	Yes	Entry Point information gives brief context connections, but does to specify direct connection to other grade-level Tennessee Academic Content Standards(e.g., science, social studies, health, and fine arts. A suggestion is to identify the content standard connection.			
	41	Yes	0			
	60	No	This curriculum does not meet the expectations of this indicator because the standards connections are not clearly documented. It is obvious which lessons and texts could be used in conjunction with other academic standards, but which standards in which subjects are not clear.			
	95	No	The curriculum does not meet this indicator. While some of the reading does discuss content that would also be covered in other 6th grade subjects, the connections are not documented. A suggestion for revision would be to include an explicit connection between the different standard.			

	58	No	Lessons have standards listed from other grade level content areas. A suggested revision is to clearly document how the standard is connected in the teacher notes. Construct questions that help students make connections and provide teachers with background information in order to facilitate making connections.			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	57	Yes	0			
	41	Yes	Teacher edition has lessons for think aloud and modeling.			
	60	Yes	0			
	95	Yes	0			
	58	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.	57	Yes	0			
	41	Yes	Plenty of opportunity.			
	60	Yes	0			
	95	Yes	0			
	58	Yes	A suggestion for improvement is to clearly note student misconceptions in the difficult concepts section of the unit overview.			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	57	Yes	0			
	41	Yes	0			
	60	Yes	This unit meets the expectations of this indicator, however, the extension tasks focus mainly on ELLs rather than all students. A suggestion for improvement is to provide extension tasks for all students who are meeting mastery or who have high interest, not just ELLs. There are some such extension tasks already, but there could easily be more.			
	95	Yes	0			
	58	Yes	0			
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	57	Yes	0			
	41	Yes	0			
	60	Yes	0			
	95	Yes	0			
	58	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.	57	Yes	0			
	41	Yes	Units 1 and 4 plus additional source material			
	60	Yes	0			
	95	Yes	0			
	58	Yes	0			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	57	Yes	0			
	41	Yes	Unit 3			
	60	Yes	0			
	95	Yes	0			
	58	No	A suggested revision is to include protocols for Socratic seminar, accountable talk and turn and talk discussions.			
k. Materials promote use of multimedia and	57	Yes	0			
	41	Yes	Unit 4 "Malala" and "All Summer in a Day"			

technology to enhance teaching and learning of Tennessee English Language Arts Standards.	60	Yes	0			
	95	Yes	0			
	58	No	While teacher use of media is embedded in StudyCueTV lessons			
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.	57	Yes	0			
	41	Yes	Writing units include student models and writing checklists.			
	60	Yes	0			
	95	Yes	0			
	58	Yes	A suggestion for improvement is to include anchor papers and guidance on student portfolios.			
m. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	57	Yes	0			
	41	Yes	Evidenced in curriculum maps.			
	60	No	Each unit has an end-of-unit assessment, but these are not arranged as quarterly benchmark assessments. Such assessments could easily be created to align with the skills learned in unit 1-2, 3-4, and 5-6 allowing for end-of-year testing at the end of the fourth quarter.			
	95	Yes	0			
	58	No	A revision is to include benchmarks to assess standards taught in each quarter.			
n. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	57	Yes	0			
	41	Yes	Curriculum map and end of unit assessments.			
	60	Yes	0			
	95	Yes	0			
	58	No	There are tools for collecting evidence of student learning; however, materials do not include tools, routines, and guidance that address monitoring of student progress.			
o. Materials include suggestions and tools to keep students and parents informed about students' progress.	57	No	There is no evidence of suggestions to keep students and parents informed about student's progress.			
	41	No	Unable to locate.			
	60	No	This curriculum does not meet the expectations of this indicator because no such materials are present. Consider including a template for parent letters/emails, or suggested charts for monitoring student data progress.			
	95	No	The curriculum does not meet this indicator. The correlation guide does not include this indicator as being present in the curriculum. A suggestion for revision would be to include some type of print or digital resource that would allow parents to see student work.			
	58	No	A suggestion is to add tools like a data log, portfolio and student conferences to keep students and parents informed of students' progress towards mastery.			
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.	57	Yes	0			
	41	Yes	0			
	60	Yes	0			
	95	Yes	0			
	58	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.	57	Yes	0			
	41	Yes	0			
	60	Yes	0			
	95	Yes	0			
	58	Yes	0			
r. Program components, lesson plans, and the relationships among the parts are clear.	57	Yes	0			
	41	Yes	0			
	60	Yes	0			
	95	Yes	0			
	58	Yes	0			
s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	57	Yes	0			
	41	Yes	0			
	60	Yes	0			
	95	Yes	0			
	58	Yes	0			
t. Each lesson contains a list of required materials.	57	No	There is no evidence of a list of required materials needed for each lesson.			
	41	No	Not given in a specific list prior to instruction.			
	60	No	This indicator is technically non-applicable since this is an entirely digital-based curriculum. If a teacher has access to the lesson plans, they automatically have access (via hyperlinks) to all necessary materials. That said, a list of said materials is not present in the lessons.			
	95	Yes	0			
	58	No	A suggestion is to include a list of required materials in teacher lesson plans.			
u. Lessons, chapters, and units contain estimated instructional times.	57	Yes	0			
	41	Yes	0			
	60	Yes	0			
	95	Yes	0			
	58	Yes	0			
v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	57	Yes	0			
	41	Yes	0			
	60	Yes	0			
	95	Yes	0			
	58	Yes	0			
w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	57	Yes	0			
	41	Yes	0			
	60	Yes	0			
	95	Yes	0			
	58	No	A suggestion is to include glossaries of important ELA terms and an index that links to its location in the unit.			
x. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	57	Yes	0			
	41	Yes	0			
	60	Yes	0			
	95	Yes	0			
	58	Yes	0			
y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	57	Yes	0			
	41	Yes	0			
	60	Yes	0			
	95	Yes	0			

	58	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional Comments about Section V: Additional Components	57	0			Total indicators to be re-reviewed:	0
	41	Excellent detail and support included in the instructional materials.				
	60	0				
	95	0				
	58	0				

[illegible]

