

**\*\*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:** G01800

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

**Publisher Notes:**

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

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

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

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

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

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

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

Grade & Subject:G01800ISBN:9780077008505

Title Name:StudySyncPublisher:McGraw-Hill Education

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

SECTION I						
Alignment to Shifts						
Materials must meet <b>100%</b> 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.						
<b>Knowledge:</b> 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. <b>Text sets:</b> Materials provide a strategic sequence of texts organized around a variety of concepts or topics. Students build knowledge systematically through interacting with the texts.	95	Yes	0			
	57	Yes	0			
	58	Yes	0			
	41	Yes	This indicator is strongly met through the strategic organization of numerous texts organized around a variety of topics, concepts, and big ideas. There are multiple opportunities to gain and build on content knowledge through the variety of texts in each unit.			
	60	Yes	0			
b. <b>Vocabulary:</b> Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	95	Yes	0			
	57	Yes	0			
	58	Yes	0			
	41	Yes	All units and lessons include multiple instructional opportunities with vocabulary with support for all levels of learners.			
	60	Yes	0			
c. <b>End-of-unit/culminating tasks:</b> Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	95	Yes	0			
	57	Yes	0			
	58	Yes	0			
	41	Yes	Each unit provides a strong end of unit task as well as multiple opportunities to demonstrate learning throughout each unit.			
	60	Yes	0			
<b>Text Complexity:</b> 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.	95	Yes	While the curriculum does meet the indicator, every fiction text in unit 2 is below grade level. A suggestion for improvement would be to look at this unit in particular for how to substitute more grade appropriate fiction texts.			
	57	Yes	0			
	58	Yes	The format makes it easy to access and understand text complexity features in each distinct category of qualitative, quantitative, and reader and task considerations.			
	41	Yes	All texts have been analyzed for complexity based on the Tennessee Text Complexity analysis tool. These are included for teacher reference.			
	60	Yes	The curriculum meets the expectations of this indicator because all texts have accompanying quantitative and qualitative measurements, however, be clearer as to which texts are considered "anchor texts" for the units. Consider adding the label "anchor text" to the appropriate text for each unit in the curriculum map overview and/or lesson plans.			
e. Text plays a central role in the English class period.	95	Yes	0			
	57	Yes	0			
	58	Yes	0			
	41	Yes	All of the instructional units are centered around a variety of texts, of varying lengths and genres, that are central to the scope of instruction for English language arts.			
	60	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	95	Yes	0			
	57	Yes	0			
	58	Yes	0			

across the year as indicated by the grade-level standards.	41	Yes	There are 6 short stories, 12 poems, and 15 informational texts included as completed works, along with multiple novel excerpts and several excerpted informational texts.			
	60	Yes				
<b>Evidence:</b> Materials ensure that reading and writing are grounded in evidence from both literary and informational text.	<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
g. <b>Text-dependent questions :</b> •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.	95	Yes				
	57	Yes				
	58	Yes				
	41	Yes	All instructional units provide instruction and practice on drawing evidence from text to support thinking, both literal and inferential. Multiple scaffolds in place for students. Quality questions sequenced to build understanding.			
	60	Yes				
h. <b>Writing to sources:</b> The majority of writing tasks require students to respond to texts and/or include textual evidence.	95	Yes				
	57	Yes				
	58	Yes				
	41	Yes	Evidenced throughout the series within each unit. Multiple opportunities to write in response to texts.			
	60	Yes				
i. <b>Evidence-based discussions:</b> Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	95	Yes				
	57	Yes				
	58	Yes				
	41	Yes	All units provide opportunity to engage students in collaborative discussions based on the texts being read. Students are given writing prompts that ask students to prepare responses and comments for collaborative discussions.			
	60	Yes				
<b>Additional comments:</b>	<b>Reviewer</b>	<b>Evidence/Notes</b>				
<b>Additional comments on the three instructional shifts within the materials:</b>	95				<b>Total indicators to be re-reviewed:</b>	<b>0</b>
	57					
	58					
	41					
	60					
<b>Materials meet 100% alignment with Section I: Shifts in instruction?</b>  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.	<b>Reviewer</b>	<b>Aligned</b>				
	95	Pass				
	57	Pass				
	58	Pass				
	41	Pass				
	60	Pass				
<b>Overall</b>		<b>Pass</b>				

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SECTION II							
Alignment to Tennessee English Language Arts Standards							
Materials must meet at least <b>90%</b> 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 <b>full breadth and depth</b> of the standards to be taught in an <b>integrated and spiraled</b> manner throughout the school year.							
READING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
<b>Standard 1</b> <b>Category</b> Key Ideas and Details <b>Cornerstone!</b> 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.	<b>Literature: 8.RL.KID.1</b> Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.	95	Yes	0			
		57	Yes	0			
		58	Yes	0			
		41	Yes	This standard is a spotlight skill in Units 1 and 2 and is imbedded throughout the rest of the units through close reading and writing in response to texts.			
		60	Yes	0			
	<b>Informational Text: 8.RI.KID.1</b> Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.	95	Yes	0			
		57	Yes	0			
		58	Yes	0			
		41	Yes	This standard is a spotlight skill in Units 1 and 5 and is imbedded throughout the rest of the units as students close read and write in response to texts.			
		60	Yes	0			
<b>Standard 2</b> <b>Category</b> Key Ideas and Details <b>Cornerstone</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<b>Literature: 8.RL.KID.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary.	95	Yes	0			
		57	Yes	0			
		58	Yes	0			
		41	Yes	This standard is a skill focus in Unit 2 "House on			
		60	Yes	The curriculum meets the expectations of this			
	<b>Informational Text: 8.RI.KID.2</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.	95	Yes	0			
		57	Yes	0			
		58	Yes	0			
		41	Yes	Central Idea is a skill focus for units 1 and 3 using high			
		60	Yes	0			
<b>Standard 3</b> <b>Category</b> Key Ideas and Details <b>Cornerstone</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<b>Literature: 8.RL.KID.3</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	95	Yes	Write the curriculum does meet the standard indicator, the questions addressing this standard could be more explicit in asking students about the relationships.			
		57	Yes	0			
		58	Yes	0			
		41	Yes	This standard is addressed multiple times with specific skill focus on character, plot, and theme. For example in unit 3 students are asked to identify specific lines			
		60	Yes	0			
	<b>Informational Text: 8.RI.KID.3</b> Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text.	95	No	The curriculum does not meet the standard indicator because it does not address the creation of words/phrases. A suggestion for revision would be to incorporate			
		57	Yes	0			
		58	Yes	0			
		41	Yes	Unit 3 and Unit 5 included paired readings of informational texts and students are asked to analyze the informational text elements the authors use in the texts.			
		60	Yes	0			
<b>Standard 4</b> <b>Category</b> Craft and Structure <b>Cornerstone</b> 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.	<b>Literature: 8.RL.CS.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts, repetition of words and phrases, and analogies.	95	Yes	0			
		57	Yes	0			
		58	No	Lessons address context clues, connotative meaning, analogy and analyze impact on meaning and tone. Argumented revision is to include lessons that address this standard's a skills focus in units 5 and 6. Every text has a "close read" follow up that addresses determine the meaning of the words and phrases as they are			
		41	Yes	0			
		60	Yes	0			
	of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts.	95	Yes	0			
		57	Yes	0			
		58	Yes	0			
		41	Yes	Unit 3 and 6 have instruction focused on figurative language and language style and audience. This standard is found throughout all of these instruction units.			
		60	Yes	0			
<b>Standard 5</b> <b>Category</b> Craft and Structure	<b>Literature: 8.RL.CS.5</b> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning.	95	Yes	0			
		57	Yes	0			
		58	Yes	0			

<b>Cornerstone</b> 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.	and style.	41	Yes	Unit 1 with paired readings (three different texts) with opportunities for rereaching in Units 5 and 6.			
		60	Yes	0			
		95	Yes	0			
		57	Yes	0			
		58	Yes	0			
		41	Yes	Unit 3 with three text for paired readings - informational texts, Unit 5 with a Nobel Prize speech.			
<b>Standard 6 Category</b> Craft and Structure <b>Cornerstone</b> Assess how point of view or purpose shapes the content and style of a text.	<b>Literature: 8.RL.CS.6</b> Analyze how similarities and differences in the points of view of the audience and the characters create effects such as suspense, humor, or dramatic irony.	60	Yes	0			
		95	Yes	0			
		57	Yes	0			
		58	Yes	0			
		41	Yes	Unit 4 and Unit 6 with literary texts.			
		60	Yes	0			
	<b>Informational Text: 8.RI.CS.6</b> Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	95	No	The curriculum does not meet the standard indicator. The activities assigned this standard do not require students to analyze how the author responds to conflicting evidence or viewpoints.			
		57	Yes	0			
		58	Yes	0			
		41	Yes	See Unit 1 with author's purpose and point of view as a skill focus then opportunity for rereaching in Unit 5 with an additional informational text.			
		60	No	This curriculum does not meet the expectations of this standard because no opportunity for analysis of conflicting viewpoints exists. Activities assigned this standard do not meet the standard indicator. The activities assigned this standard do not require students to analyze how the author responds to conflicting evidence or viewpoints.			
		95	No	0			
<b>Standard 7 Category</b> Integration of Knowledge and Ideas <b>Cornerstone</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	<b>Literature: 8.RL.IKI.7</b> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from a text or script, evaluating the choices made by the director or actors.	57	Yes	0			
		58	Yes	0			
		41	Yes	Several options available - compare/contrast media and text versions of novel excerpts.			
		60	Yes	0			
		95	No	The curriculum does not meet the standard indicator. While the activities do require students to discuss the advantages/disadvantages of the different media.			
		57	Yes	0			
	<b>Informational Text: 8.RI.IKI.7</b> Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.	58	Yes	0			
		41	Yes	Unit 3 with informational texts.			
		60	Yes	0			
<b>Standard 8 Category</b> Integration of Knowledge and Ideas <b>Cornerstone</b> 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.	<b>Literature:</b> Not applicable						
		95	No	The curriculum does not meet the standard indicator. While the activities do require students to evaluate the argument of the text, they do not require students to evaluate the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
		57	Yes	0			
		58	Yes	0			
		41	Yes	Integrated throughout Unit 4.			
		60	Yes	0			
<b>Standard 9 Category</b> Integration of Knowledge and Ideas <b>Cornerstone</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.	<b>Literature: 8.RL.IKI.9</b> Analyze how contemporary texts are shaped by foundational texts or literary archetypes, and how authors allude to traditional works, myths, or religious texts; describe how traditional elements are rendered anew.	95	No	The curriculum does not meet the standard indicator. While the activities do address allusions, they do not require students to analyze how texts are shaped by foundational texts or literary archetypes.			
		57	Yes	0			
		58	Yes	0			
		41	Yes	See Units 1 and 4			
		60	Yes	0			
		95	Yes	0			
	<b>Informational Text: 8.RI.IKI.9</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	57	Yes	0			
		58	Yes	0			
		41	Yes	See Units 1 and 4			
		60	Yes	0			
<b>Standard 10 Category</b> Range of Reading and Level of Text Complexity <b>Cornerstone</b> Read and comprehend complex literary and informational texts independently and proficiently.	<b>Literature: 8.RL.RRTC.10</b> Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently.	95	Yes	0			
		57	Yes	0			
		58	Yes	0			
		41	Yes	0			
	<b>Informational Text: 8.RI.RRTC.10</b> Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.	60	Yes	0			
		95	Yes	0			
		57	Yes	0			
		58	Yes	0			
		41	Yes	0			

		60	Yes	0			
SPEAKING AND LISTENING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
<b>Standard 1</b> <b>Category</b> Comprehension and Collaboration <b>Cornerstone</b> 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.	<b>8.SL.CC.1</b> Prepare for collaborative discussions on 8th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	95	Yes	0			
		57	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. Example sentence stems:			
		41	Yes	Several of the units have opportunities and prompts for students to prepare to have discussions based text.			
		60	Yes	0			
<b>Standard 2</b> <b>Category</b> Comprehension and Collaboration <b>Cornerstone</b> Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.	<b>8.SL.CC.2</b> Analyze the purpose of information presented in diverse media formats; evaluate the motives, such as social, commercial, and political, behind its presentation.	95	No	The curriculum does not meet the standard indicator. The activity addressing substandard i requires students to identify and correct sentence fragment not use varied sentence structure. A suggestion for revision would be to rework this			
		57	Yes	0			
		58	Yes	0			
		41	Yes	Units 3 and 4 have integrated reading and writing with focus on media formats			
		60	No	The curriculum does not meet the expectations of this standard because it focuses largely on the advantages and disadvantages of using diverse media formats, and not on the potential motives of the presentation. While students are guided to			
<b>Standard 3</b> <b>Category</b> Comprehension and Collaboration <b>Cornerstone</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	<b>8.SL.CC.3</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.	95	Yes	0			
		57	Yes	0			
		58	Yes	0			
		41	Yes	Several famous speeches are used - "Gettysburg Address" and " Nobel Prize speech "			
		60	No	The curriculum does not meet the expectations of this standard because it focuses on READING speeches and not on LISTENING to speeches. Reading and listening are two separate skill sets and students need to practice both. While the speeches			
<b>Standard 4</b> <b>Category</b> Presentation of Knowledge and Ideas <b>Cornerstone</b> 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.	<b>8.SL.PKI.4</b> Present claims and findings in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	95	Yes	0			
		57	Yes	0			
		58	Yes	A suggestion for improvement is to use a create and use a rubric for presenting knowledge and ideas.			
		41	Yes	Unit 5 has an extended oral project with skill focus on organization, audience and purposes, and communication of ideas.			
		60	Yes	0			
<b>Standard 5</b> <b>Category</b> Presentation of Knowledge and Ideas <b>Cornerstone</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	<b>8.SL.PKI.5</b> Integrate multimedia and visual displays into presentations to clarify information, to strengthen claims and evidence, and to add interest.	95	Yes	0			
		57	Yes	0			
		58	Yes	0			
		41	Yes	Unit 5			
		60	Yes	0			
<b>Standard 6</b> <b>Category</b> Presentation of Knowledge and Ideas <b>Cornerstone</b> Adapt speech to a variety of contexts and		95	Yes	0			
		57	Yes	0			

Cornerstone Adapt speech to a variety of contexts and contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.	6.SL.PA.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	58	Yes	0			
		41	Yes	Integrated in multiple units (1, 4, 5, 6)			
		60	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.	8.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 and refute 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. Establish and maintain a formal style.	95	No	The curriculum does not meet the standard indicator. The curriculum does not address substandard b and h. The activities addressing the substandard h require students to work with run-on sentences instead of varying sentence structures. A suggestion for revision would be to rework the activity to have students practice			
		57	Yes	0			
		58	Yes	0			
		41	Yes	Unit 4 provides extensive practice on writing arguments to support claims. Students will have opportunity to work through the entire argument writing process along with specific skill lesson on introductions, thesis statements, reasons and relevant evidence.			
		60	No	The curriculum does not meet the expectations of this standard because several of the indicators are lacking.  Indicator c: The curriculum lacks explicit instruction on how to clarify the			
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.	8.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow. b. Synthesize and organize ideas, concepts, and information into broader categories 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 and varied 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	95	No	The curriculum does not meet the standard indicator. The activity addressing substandard i requires students to identify and correct sentence fragment not use varied sentence structure. A suggestion for revision would be to rework this activity to have students practice with varied sentence structure.			
		57	Yes	0			
		58	Yes	0			
		41	Yes	Unit 3 provides in-depth practice with writing informative essay, organization, adding supporting details, writing thesis statements, and introductions.			
		60	Yes	0			
Standard 3 Category Text Types and Protocol Cornerstone Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	8.W.TTP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a 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, description, and reflection when appropriate, to develop experiences, events, and/or characters. e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the	95	Yes	0			
		57	Yes	0			
		58	Yes	0			
		41	Yes	Unit 1 is dedicated to narrative writing, including an extended narrative writing project, how to organize narrative, develop story beginnings, include transitions, and write conclusions.			

	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	60	Yes	0			
<b>Standard 4</b> <b>Category</b> Production and Distribution of Writing <b>Cornerstone</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	<b>8.W.PDW.4</b> 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.)	95	Yes	0			
		57	Yes	0			
		58	Yes	0			
		41	Yes		There are major writing unit for each mode of writing - Units 1, 3, and 4.		
		60	Yes	0			
<b>Standard 5</b> <b>Category</b> Production and Distribution of Writing <b>Cornerstone</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<b>8.W.PDW.5</b> 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 8.)	95	Yes	0			
		57	Yes	0			
		58	Yes	0			
		41	Yes		There are units for each mode of writing with focus on all stages of the writing process.		
		60	Yes	0			
<b>Standard 6</b> <b>Category</b> Production and Distribution of Writing <b>Cornerstone</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<b>8.W.PDW. 6</b> Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.	95	Yes	0			
		57	Yes	0			
		58	No		The lessons not specify the use of technology. Directions say you can "post it on your blog" or "share the link". Suggested revisions:-		
		41	Yes	0			
		60	No		The curriculum does not meet the expectations of this standard because it lacks instruction about using technology to collaborate with peers, and has questionable examples for "a complete product" which students must type. A suggestion for the curriculum does not meet the standard indicator. The activity addressing substandard i requires students to identify and correct sentence fragment not use varied sentence structure. A suggestion for revision would be to reward this		
<b>Standard 7</b> <b>Category</b> Research to Build and Present Knowledge <b>Cornerstone</b> Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.	<b>8.W.RBPK.7</b> Conduct research to answer a question (including a self-generated question), drawing on multiple sources and generating additional related, focused questions that allow for multiple avenues of exploration.	95	Yes				
		57	Yes	0			
		58	No		Most lessons require students to respond to examples of the research process without actually conducting research. The last linked lesson was the only provided linked example that met part of the standard. A suggested revision is to provide a		
		41	Yes		Unit 6 has extensive practice with various aspects of research, including note-taking and critiquing research		
		60	Yes	0			
<b>Standard 8</b> <b>Category</b> Research to Build and Present Knowledge <b>Cornerstone</b> Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.	<b>8.W.RBPK.8</b> Use search terms effectively; integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	95	Yes	0			
		57	Yes	0			
		58	No		The lessons require students to respond to examples of the research process without actually performing the actions with their own research task. A suggested revision is to require students to perform the tasks of this standard as part of their		
		41	Yes		See units 5 and 6		
		60	Yes	0			
<b>Standard 9</b> <b>Category</b> Research to Build and Present Knowledge <b>Cornerstone</b> Draw evidence from literary or informational texts to	<b>8.W.RBPK.9</b> Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 8 standards for reading; assess whether the reasoning is sound and the evidence is relevant and sufficient to support the claims and recognize when irrelevant evidence is introduced.	95	Yes	0			
		57	Yes	0			
		58	Yes	0			
		41	Yes	0			



support analysis, reflection, and research.		60	Yes	0			
<b>Standard 10</b>		95	Yes	0			
<b>Category</b>		57	Yes	0			
Range of Writing		58	Yes	0			
<b>Cornerstone</b>		41	Yes	Multiple opportunities for writing in a variety of genres, long and short time frames, various tasks, audiences, and purposes.			
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.	8.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	60	Yes	0			
<b>LANGUAGE STANDARDS</b>		<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
<b>Language Standard 1:</b> Conventions of Standard English	8.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, analyze the use of phrases and clauses within a larger text. b. When reading or listening, explain the function of verbs. c. When writing or speaking, produce simple, compound,	95	Yes	0			
		57	No	Indicators 1.b, 1.c, 1.d, and 1.e are aligned in Unit 5 Skills and Instructional Resources. A suggestion for improvement is to provide explicit opportunities for students to "analyze the use of" and "explain the function of" grammar and usage in a text. Example: Unit 1 participial and gerund phrases, Unit 3 infinitive phrases, Unit 2 verb voice and mood.			
		58	Yes	0			
		41	Yes	0			
		60	Yes	0			
<b>Cornerstone: Demonstrate command of the</b>		95	Yes	0			
<b>Language Standard 2:</b> Conventions of Standard English	8.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.	57	Yes	0			
		58	Yes	0			
		41	Yes	Units 1, 4, 6			
		60	Yes	0			
		95	Yes	0			
<b>Cornerstone: Demonstrate command of the</b>		57	No	This standard only appears in Unit 5 Spotlight and Skills. A suggestion is to add <u>Spotlight lessons that address writing for effort in the narrative, argumentative</u>			
<b>conventions of standard</b>		58	Yes	0			
<b>Language Standard 3:</b> Knowledge of Language	8.L.KL.3 When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.	41	Yes	Unit 5 and 6			
		60	Yes	0			
		95	Yes	0			
		57	No	This standard only appears in Unit 5 Spotlight and Skills. A suggestion is to add <u>Spotlight lessons that address writing for effort in the narrative, argumentative</u>			
		58	Yes	0			
<b>Cornerstone: Apply knowledge of language to understand how language</b>		41	Yes	Unit 5 and 6			
<b>functions in different</b>		60	Yes	0			
<b>Language Standard 4:</b> Vocabulary Acquisition and Use	8.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 8th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues	95	Yes	0			
		57	Yes	0			
		58	Yes	A suggestion for improvement for Sympathy by Paul Laurence Dunbar: Use online <u>dictionary for context clues</u>			
		41	Yes	Unit 1 - context clues			
		60	Yes	Unit 4 - word meanings			
<b>Cornerstone: Determine or clarify the meaning of</b>		95	Yes	0			
<b>Language Standard 5:</b> Vocabulary Acquisition and Use	8.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	0			
		58	Yes	0			
		41	Yes	Unit 2 - figurative language			
		60	Yes	Unit 4 - word patterns			
		95	Yes	0			
<b>Cornerstone: Demonstrate understanding of figurative</b>		57	Yes	0			
<b>Language Standard 6:</b> Vocabulary Acquisition and Use	8.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.	58	Yes	0			
		41	Yes	All units have academic vocabulary			
		60	Yes	0			
		95	Yes	0			
		57	Yes	0			
<b>Cornerstone: Acquire and use accurately a range of</b>		58	Yes	0			
<b>Additional Comments</b>		<b>Reviewer</b>	<b>Evidence/Notes</b>				
<b>Additional Comments on Section II Standards</b>		95	0			Total indicators to be re-reviewed:	0
		57	0				
		58	0				
		41	0				
		60	By and large this curriculum is very good, and many of the standards				
<b>Alignment with Section II: ELA Standards.</b>		<b>Reviewer</b>	<b>Aligned</b>				
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		95	Fail				
		57	Pass				
		58	Pass				
		41	Pass				

Instrument )		60	Fail
Overall		Pass	

Grade & Subject: G01800 ISBN: 9780077008505

Title Name: StudySync Publisher: McGraw-Hill Education

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

SECTION III						
High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks						
Materials meet <b>at least 80%</b> 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.	95	Yes		0		
	57	Yes		0		
	58	No	A suggested revision is to list enduring understandings beneath the essential question on the Unit Overview page.			
	41	Yes	See unit overviews			
	60	Yes		0		
b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.	95	Yes	A suggestion for improvement would be to include all the standard being addressed during a lesson in the curriculum map provided. Currently, teachers would have to go into each individual lesson in order to see how different strands are incorporated in the lesson.	0		
	57	Yes		0		
	58	No	Some lessons are focused on an isolated Language Strand. A suggested revision is to pair Language Strand standards with reading or writing standards.			
	41	Yes	Curriculum maps			
	60	Yes		0		
c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.	95	Yes		0		
	57	Yes		0		
	58	Yes		0		
	41	Yes	Curriculum maps			
	60	Yes		0		
d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	95	Yes		0		
	57	Yes		0		
	58	Yes		0		
	41	Yes	6 short stories, 12 poems, 15 informational texts, plus novel, drama, and informational text excerpts			
	60	Yes		0		
e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.	95	Yes		0		
	57	Yes		0		
	58	Yes		0		
	41	Yes	Table of Contents			
	60	Yes		0		
f. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical) while appealing to students' interests.	95	Yes		0		
	57	Yes		0		
	58	Yes		0		
	41	Yes	See curriculum maps - see "Diversity in StudySync" text examples: "Abuela Invents the Zero", "Farewell to Manzanar", "Children of the Blood and Bone"			
	60	Yes		0		
g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.	95	Yes		0		
	57	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.			
	41	Yes	See instructional guides, lesson plans			
	60	Yes		0		
h. Materials include multiple opportunities for students to engage in repeated reads of a text.	95	Yes		0		
	57	Yes		0		

Students to engage in repeated reads of a text with varying purposes for each reading (i.e., close reading).	58	Yes		0			
	41	Yes	All texts have first and second plus close read opportunities				
	60	Yes		0			
	95	Yes		0			
i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	57	Yes		0			
	58	No	A suggested revision is to include guidance on reading outside of school that includes recommended and related texts, reading journals/logs and expectations for the amount of independent reading.				
	41	Yes	All units have extended and independent reading				
	60	Yes		0			
j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.	95	Yes		0			
	57	Yes		0			
	58	Yes		0			
	41	Yes	Writing is woven throughout and an integral part of each lesson/unit.				
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.	60	Yes		0			
	95	Yes		0			
	57	Yes		0			
	58	Yes		0			
l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	41	Yes	Multiple short and longer writing prompts				
	60	Yes		0			
	95	Yes		0			
	57	Yes		0			
m. Writing mini-lessons provide explicit instruction about the writing process, organization/structure, and writing craft.	58	Yes		0			
	41	Yes	Multiple levels of practice with craft, structure and writing process				
	60	Yes		0			
	95	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			
	58	Yes		0			
	41	Yes		0			
	60	Yes		0			
o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	95	Yes		0			
	57	Yes		0			
	58	Yes		0			
	41	Yes	Large amount of vocabulary practice woven throughout units				
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).	60	Yes		0			
	95	Yes		0			
	57	Yes		0			
	58	Yes		0			
q. Lessons promote academic discussions around appropriate grade-level concepts and texts	41	Yes		0			
	60	Yes		0			
	95	Yes		0			
	57	Yes		0			

and include listening prompts, questions, and evaluation tools to strengthen students’ ability to listen to and respond in increasingly sophisticated ways with relevant evidence.	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			
	41	Yes	See curriculum maps			
	60	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.	95	Yes		0		
	57	Yes		0		
	58	Yes		0		
	41	Yes	StudySync has multiple ways to scaffold for all learners			
	60	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.	95	Yes		0		
	57	Yes		0		
	58	Yes		0		
	41	Yes		0		
	60	Yes		0		
t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	95	Yes		0		
	57	Yes		0		
	58	Yes		0		
	41	Yes		0		
	60	Yes		0		
Additional Comments:	Reviewer	Evidence/Notes				
Additional comments about high-quality instruction within the materials:	95				Total indicators to be re-reviewed:	0
	57					
	58					
	41					
	60					
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.	95		Pass			
	57		Pass			
	58		Fail			
	41		Pass			
	60		Pass			
		Overall	Pass			

Grade & Subject:G01800ISBN:9780077008505

Title Name:StudySyncPublisher:McGraw-Hill Education

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

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.	95	Yes		0		
	57	Yes		0		
	58	Yes		0		
	41	Yes	See teacher lesson plans			
	60	Yes		0		
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	95	Yes		0		
	57	Yes		0		
	58	Yes		0		
	41	Yes		0		
	60	Yes	The curriculum meets the expectations of this indicator, but all annotations should include the standard code and verbiage. To improve, consider adding such to each annotation.			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	95	Yes		0		
	57	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 repetition to emphasize a key idea.			
	41	Yes		0		
	60	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.	95	No	The curriculum does not meet this indicator. While some of the reading does discuss content that would also be covered in other 8th grade subjects, the connections are not documented. A suggestion for revision would be to include an explicit connection between the different standard.			
	57	No	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.			
	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.			
	41	Yes	Informational texts relevant to social studies and science content - examples: "Ain't I a Woman", Space Shuttle Challenger, Frederick Douglas, "The Vanishing Island"			
	60	No	The curriculum does not meet the expectations of this indicator because no such clear correlation exists. There are clearly times when such connections to other grade-level subjects could be made, but the standards for such connections are absent. To improve, consider adding these standards either as part of the instruction or as part of the annotation.			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	95	Yes		0		
	57	Yes		0		
	58	Yes		0		
	41	Yes	Models included in teacher materials and lesson plans			
	60	Yes		0		
	95	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			
	58	No	A suggestion for revision is to add potential misconceptions in the lesson plans. For example, many students retell a text instead of summarizing or students assume narrative writing cannot be real events or people.				
	41	Yes		0			
	60	Yes		0			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	95	Yes		0			
	57	Yes		0			
	58	Yes		0			
	41	Yes	See "differentiation" in teacher's edition				
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	60	Yes		0			
	95	Yes		0			
	57	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.	41	Yes		0			
	60	Yes		0			
	95	Yes		0			
	57	Yes		0			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	58	Yes		0			
	41	Yes		0			
	60	Yes		0			
	95	Yes		0			
k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards.	57	Yes		0			
	58	No	While teacher use of media is embedded in StudySyncTV lessons				
	41	Yes		0			
	60	Yes		0			
l. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.	95	Yes		0			
	57	Yes		0			
	58	Yes	A suggestion for improvement is to include anchor papers and guidance on student portfolios.				
	41	Yes	Included in writing units				
m. Materials include quarterly benchmark assessments aligned to the Tennessee English	60	Yes		0			
	95	Yes		0			
	57	Yes		0			
	58	No	A revision is to include benchmarks to assess standards taught in each quarter.				
Monitoring Student Progress		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
	95	Yes		0			
	57	Yes		0			
	58	Yes		0			
	41	Yes		0			
	60	Yes		0			
	95	Yes		0			
	57	Yes		0			
	58	No		0			

Language Arts Standards.	60	No	The curriculum does not meet the expectations of this indicator because benchmark assessments are provided at the end of each of the six units not in quarterly time frames. A suggestion for improvement is to combine units 1-2, 3-4, and 5-6 into three quarterly benchmarks allowing for state testing at the end of the fourth quarter.			
n. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	95	Yes	0			
	57	Yes	0			
	58	No	There are tools for collecting evidence of student learning; however, materials do not include tools, routines, and guidance that address the monitoring of student progress.			
	41	Yes	Curriculum maps and end of unit assessments			
	60	Yes	0			
o. Materials include suggestions and tools to keep students and parents informed about students' 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.			
	57	No	There is no evidence of suggestions to keep students and parents informed about student's progress.			
	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.			
	41	No	This can be added to online/digital resources if needed			
	60	No	The curriculum does not meet the expectations of this indicator because no such materials exist. To improve, consider including a template for progress reports.			
<b>Organization</b>	<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
p. Content is sufficient to provide instruction across the school year and includes daily lessons organized into coherent units of study.	95	Yes	0			
	57	Yes	0			
	58	Yes	0			
	41	Yes	Evidenced by curriculum maps			
	60	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.	95	Yes	0			
	57	Yes	0			
	58	Yes	0			
	41	Yes	Evidenced by curriculum maps			
	60	Yes	0			
r. Program components, lesson plans, and the relationships among the parts are clear.	95	Yes	0			
	57	Yes	0			
	58	Yes	0			
	41	Yes	0			
	60	Yes	0			
s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	95	Yes	0			
	57	Yes	0			
	58	Yes	0			
	41	Yes	0			
	60	Yes	0			
t. Each lesson contains a list of required materials.	95	Yes	0			
	57	No	There is no identified lesson materials section.			
	58	No	A suggestion is to include a list of required materials in teacher lesson plans.			
	41	No	Can be added to digital resources			
	60	No	The curriculum does not meet the expectations of this indicator because such a list does not exist. However, since this is an online-based curriculum, all necessary materials are self-contained within each lesson and unit.			
	95	Yes	0			



u. Lessons, chapters, and units contain estimated instructional times.	57	Yes	0			
	58	Yes	0			
	41	Yes	0			
	60	Yes	0			
v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	95	Yes	0			
	57	Yes	0			
	58	Yes	0			
	41	Yes	0			
w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	60	Yes	0			
	95	Yes	0			
	57	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.	41	Yes	0			
	60	Yes	0			
	95	Yes	0			
	57	Yes	0			
y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	58	Yes	0			
	41	Yes	0			
	60	Yes	0			
	95	Yes	0			
Additional Comments:			Reviewer	Evidence/Notes		
Additional Comments about Section V: Additional Components	95	0			Total indicators to be re-reviewed:	0
	57	0				
	58	0				
	41	0				
	60	0				

[illegible]

