

****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: **Reach for Reading**
Grade: **G01600**

Reviewer	Section I	Section II	Section III	Overall
28	Fail	Fail	Pass	
5	Pass	Pass	Pass	
12	Pass	Pass	Pass	
33	Pass	Pass	Pass	
25	Fail	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 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.

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.	28	Yes		0		
	5	Yes		0		
	12	Yes		0		
	33	Yes	There are 8 units to cover throughout the year. Each unit lasts approximately 4 weeks. The year begins with looking at "the power of choice" where students write a personal narrative, next students write an expository report from a study of "survival", then they write a research report as they explore "digging up the past", and then they are onto a study of "our diverse Earth" as they research and create an informative pamphlet. As students go into the second semester, they take a look at activism and write an argumentative/persuasive speech, next students explore "feeding the planet", do research on organic vs. non-organic, and write an editorial; then students take a close look at Ancient China where they research, write an editorial and a story, and finally, students end the year by looking at space exploration through reading and researching and then complete projects that include a TV commercial and a science fiction story.			
	25	Yes		0		
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	28	Yes	Consider adding an application step for all vocabulary lessons. For instance, Unit 3 Lesson 3 does not include a step for students to apply their newly-defined words in new settings.			
	5	Yes		0		
	12	Yes		0		
	33	Yes	Both direct and contextual instruction are provided weekly in every unit throughout the school year.			
	25	No	Vocabulary is direct and explicit, but much of the vocabulary instruction is not contextualized. For example, students are encouraged to work with words during vocabulary routines and lists of Key Words are introduced with illustrations and sentences. To meet the requirements of this indicator, consider introducing vocabulary in context, including questions that address vocabulary (such as, how to use context clues to determine meaning) during the reading of anchor texts, and ask questions that allow students to consider the impact of the vocabulary words on the text they are reading. In addition, include guidance on how to approach words that are unfamiliar to students when reading a text.			
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	28	Yes	A suggestion for improvement would be to require evidence for all activities where students are responding to text. For instance, Unit 5 debate and other projects - a rubric for these assignments requiring students to use explicit text evidence would improve this indicator.			
	5	Yes		0		
	12	Yes		0		
	33	Yes	These are provided in the student anthology and digital resources on a weekly basis.			
	25	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.	28	No	The curriculum does not meet this indicator because the publisher has not provided text complexity analysis for the text included with this curriculum, except for the small group texts (and even then the only measurement given is Lexile and the publisher's determination of "on level," "above level," or "below level."			
	5	Yes		0		
	12	Yes		0		
	33	Yes	The Teacher's Edition for reach for Reading Grade 6 Units 1-2 shows both quantitative and qualitative measures for each text read throughout the week. The first unit called "The Power of Choice" begins at a quantitative level of 690L and a qualitative level of "low" and builds to a quantitative level of 1150L and a qualitative level of "middle high" with the last unit called "Earth and Beyond".			
	25	No	Please provide a qualitative and quantitative complexity analysis for each anchor text and the complex texts used in each unit.			
e. Text plays a central role in the English class period.	28	Yes		0		
	5	Yes		0		
	12	Yes		0		

	33	Yes	Every question and activity is built around text.			
	25	Yes	0			
f. Text selection should include a balanced representation of both literature and informational text across the year as indicated by the grade-level standards.	28	No	This curriculum does not meet the indicator because there is a heavy emphasis on nonfiction texts, due to the overall structure of the curriculum which is aligned to Science and Social Studies topics. Consider removing some of the nonfiction texts and substituting them with fiction in order to restore this balance.			
	5	Yes	0			
	12	Yes	0			
	33	Yes	Every unit has a variety of both informational and literary texts. There are also small group texts and full length texts that accompany each unit.			
	25	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.	28	Yes	0			
	5	Yes	0			
	12	Yes	0			
	33	Yes	Every lesson has high level questioning with a focus on close reading, requiring students to constantly go back into the text to find information.			
	25	Yes	0			
h. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.	28	No	The curriculum does not meet the expectations of this indicator because there are too many writing assignments that are based on personal knowledge; very few writing assignments are assigned in response to anchor texts. Consider revising to include more assignments in response to text and fewer personal writing or narrative pieces.			
	5	Yes	0			
	12	Yes	0			
	33	Yes	Most of the writing assignments (and there are many because students are writing in some capacity every day) require students to "support points/claims/answers with relevant evidence".			
	25	Yes	0			
i. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	28	Yes	This curriculum exceeds the expectations for this indicator because classroom discussions are well structured and the instructions for students are clear. For example, the curriculum includes a flip chart with sentence starting stems to assist students in making appropriate responses to text and to classmates.			
	5	Yes	0			
	12	Yes	0			
	33	Yes	Students are involved in rotating learning stations on a weekly basis. The rotating stations require collaborative discussions where students must use speaking/listening skills. Students learn this protocol at the beginning of the year and practice it throughout the year. There are also multiple opportunities to think-pair-share throughout whole group discussions and varied activities in small groups also.			
	25	Yes	0			
Additional comments:	Reviewer	Evidence/Notes				
Additional comments on the three instructional shifts within the materials:	28		0		Total indicators to be re-reviewed:	0
	5		0			
	12		0			
	33	This is a very thorough program, and it is easy to follow.				
	25		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				
	28	Fail				
	5	Pass				
	12	Pass				
	33	Pass				
	25	Fail				
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.	28	Yes	0			
		5	Yes	0			
		12	Yes	0			
		33	Yes	0			
		25	Yes	0			
	Informational Text: 6.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	28	Yes	0			
		5	Yes	0			
		12	Yes	0			
		33	Yes	0			
		25	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.	28	No	The curriculum does not meet this indicator because			
		5	Yes	0			
		12	Yes	0			
		33	Yes	0			
		25	No	Sixth graders are providing objective summaries for			
	Informational Text: 6.RI.KID.2 Determine a central idea of a text and how it is conveyed through details; provide an objective summary.	28	Yes	0			
		5	Yes	0			
		12	Yes	0			
		33	Yes	0			
		25	No	Sixth graders are providing objective summaries for			
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.	28	Yes	0			
		5	Yes	0			
		12	Yes	0			
		33	Yes	0			
		25	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.	28	Yes	0			
		5	Yes	0			
		12	Yes	0			
		33	Yes	0			
		25	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.	28	No	The curriculum does not meet this indicator because it does not include any information on analyzing the figurative language found in this curriculum is on			
		5	Yes	0			
		12	Yes	0			
		33	Yes	0			
		25	No	The materials are not sufficient to meet the requirements of the full standard. Include more text-dependent questions that address the impact of word choice.			
	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.	28	Yes	0			
		5	Yes	0			
		12	Yes	0			
		33	Yes	0			
		25	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.	28	Yes	0			
		5	Yes	0			
		12	Yes	0			
		33	Yes	0			
		25	Yes	0			
		28	Yes	0			

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.	5	Yes		0		
		12	Yes		0		
		33	Yes		0		
		25	Yes		0		
		28	Yes		0		
Standard 6 Category Craft and Structure Cornerstone Assess how point of view or purpose shapes the content and style of a text.	Literature: 6.RL.CS.6 Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.	5	Yes		0		
		12	Yes		0		
		33	Yes		0		
		25	Yes		0		
		28	Yes		0		
	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.	5	Yes		0		
		12	Yes		0		
		33	Yes		0		
		25	Yes		0		
		28	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.	28	No	The curriculum does not meet this indicator because there is only one lesson that addresses this standard. A suggestion for improvement would be to include more time for the standard to be taught. A suggested revision would be to incorporate			
		5	No				
		12	Yes				
		33	Yes				
		25	Yes				
	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.	28	Yes				
		5	Yes				
		12	Yes				
		33	Yes				
		25	Yes				
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.	28	Yes		0		
		5	Yes		0		
		12	Yes		0		
		33	Yes		0		
		25	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.	28	Yes		0		
		5	Yes		0		
		12	Yes		0		
		33	Yes		0		
		25	Yes		0		
	Informational Text: 6.RI.IK1.9 Compare and contrast two or more authors' presentation of the same topic or event.	28	Yes		0		
		5	Yes		0		
		12	Yes		0		
		33	Yes		0		
		25	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.	28	No	The curriculum does not meet this standard because the publisher has not provided information on the complexity of the texts in the curriculum, except for			
		5	Yes				
		12	Yes				
		33	Yes				
		25	No				
	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.	28	No	The curriculum does not meet this standard because the publisher has not provided information on the complexity of the texts in the curriculum, except for			
		5	Yes				
		12	Yes				
		33	Yes				
		25	No		Please provide a qualitative and quantitative complexity analysis for each anchor text and complex texts in each unit. This will give teachers guidance when		
SPEAKING AND LISTENING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Comprehension and		28	Yes		0		

Standard 1 Category Comprehension and Collaboration Cornerstone Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.	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.	5	Yes		0			
		12	Yes		0			
		33	Yes		0			
		25	Yes		0			
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.	28	Yes		0			
		5	Yes		0			
		12	Yes		0			
		33	Yes		0			
		25	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.	28	Yes		0			
		5	Yes		0			
		12	Yes		0			
		33	Yes		0			
		25	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.PK1.4 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.	28	Yes		0			
		5	Yes		0			
		12	Yes		0			
		33	Yes		0			
		25	Yes		0			
Standard 5 Category Presentation of Knowledge and Ideas Cornerstone Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	6.SL.PK1.5 Include multimedia components and visual displays in presentations to clarify information.	28	Yes		0			
		5	Yes		0			
		12	Yes		0			
		33	Yes		0			
		25	Yes		0			
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.PK1.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	28	Yes		0			
		5	Yes		0			
		12	Yes		0			
		33	Yes		0			
		25	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.TTP.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s). b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s). c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons. d. Use credible sources and demonstrate an understanding of the topic or source material. e. Craft an effective and relevant conclusion that supports the argument presented. f. Use precise language and content-specific vocabulary. g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use varied sentence structure to enhance meaning and reader interest. i. Establish and maintain a formal style.	28	No	The curriculum does not meet this indicator because there is no explicit instruction for acknowledging alternate or opposing claims and formal style. As an example, in Unit Six, the week 4 writing project asks students to use formal style in their writing, but there is no explicit instruction in the difference between			
		5	Yes				
		12	No	Standard 6.W.TTP.1 is not met in its entirety with the evidence provided on the Correlations Guide. While students are asked to write arguments and support them with logical reasoning and relevant evidence, they are not asked to acknowledge alternate or opposing claim(s) (W.TTP.1b). For example, on T353m,			
		33	Yes				
		25	Yes	More guidance is needed to ensure student mastery of h and i.			
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.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. 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	28	Yes	The curriculum meets the demands of this indicator, however, the formal style problem from 6.W.TTP.1 is still present for this indicator, and the information on conclusion paragraphs is slim. A suggestion for improvement would be to add the same types of formal style/voice lessons as described above, and to include a full lesson on writing effective conclusions for informational essays.			
		5	Yes				
		12	No	Standard 6.W.TTP.2 is not met in its entirety with the evidence provided on the Correlations Guide. Students are not held accountable for crafting an effective and relevant conclusion, as well as limited direct instruction on how to craft one. For example, while there are model writings included that annotate a conclusion, the Writing Rubric provided is a Traits Rubric, and doesn't specify the need for a			
		33	Yes				
		25	Yes	More guidance is needed to ensure student mastery of i.			
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.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 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	28	Yes				
		5	Yes				
		12	Yes				
		33	Yes				
		25	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.)	28	Yes				
		5	Yes				
		12	Yes				
		33	Yes				

to task, purpose, and audience.		25	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.)	28	Yes	0			
		5	Yes	0			
		12	Yes	0			
		33	Yes	0			
		25	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.	28	Yes	0			
		5	Yes	0			
		12	Yes	0			
		33	Yes	0			
		25	Yes	0			
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.	28	Yes	0			
		5	Yes	0			
		12	Yes	0			
		33	Yes	0			
		25	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.	28	Yes	0			
		5	Yes	0			
		12	Yes	0			
		33	Yes	0			
		25	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.	28	Yes	0			
		5	Yes	0			
		12	Yes	0			
		33	Yes	0			
		25	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.	28	Yes	0			
		5	Yes	0			
		12	Yes	0			
		33	Yes	0			
		25	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,	28	Yes		0		
		5	Yes		0		
		12	Yes		0		
		33	Yes	The program provides a practice book for enhancing writing through sentence fluency and conventions.			
		25	Yes		0		
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.	28	No	The curriculum does not meet this indicator because there is no explicit instruction on the use of commas, parentheses, or dashes. The students are told			
		5	Yes		0		
		12	Yes		0		
		33	Yes	The program provides a practice book for enhancing writing through sentence fluency and conventions.			
		25	No	The materials are not sufficient to teach this standard to mastery. To meet the requirements of this standard, include additional examples (using mentor texts).			
Language Standard 3: Knowledge of Language Cornerstone: Apply knowledge of language to understand how language functions in different	6.L.KL.3 When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.	28	Yes		0		
		5	Yes		0		
		12	Yes		0		
		33	Yes		0		
		25	Yes		0		
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	28	Yes		0		
		5	Yes		0		
		12	Yes		0		
		33	Yes		0		
		25	Yes	The materials are sufficient to meet the majority of this standard. To increase the likelihood for student mastery, consider including, in the context of authentic			
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.	28	Yes		0		
		5	Yes		0		
		12	Yes		0		
		33	Yes		0		
		25	Yes		0		
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.	28	Yes		0		
		5	Yes		0		
		12	Yes		0		
		33	Yes		0		
		25	No	The materials are not sufficient to meet the requirements of this standard. More exposure to the words in the context of authentic texts are needed.			
Additional Comments		Reviewer	Evidence/Notes				
Additional Comments on Section II Standards		28	0			Total indicators to be re-reviewed:	0
		5	0				
		12	While the breadth, rigor, and spirit of the TN standards are present in this				
		33	The program provides a reading placement test, Decodable Readers (to				
		25	0				
Alignment with Section II: ELA Standards.		Reviewer	Aligned				
(This means that no more than 4 boxes were marked "No." If more than 4 "No" boxes are marked, then this program does not pass. (Note: Reading Literature and Reading Informational Text count as separate standards. If the screening instrument was checked "no" for 2 Reading Literature standards and 3 Informational Text standards, then it would NOT pass the screening instrument.)		28	Fail				
		5	Pass				
		12	Pass				
		33	Pass				
		25	Fail				
Overall			Pass				

Grade & Subject:G01600ISBN:9781305113602

Title Name:Reach for ReadinPublisher:Cengage

Original Reviews Submitted:5 Reviewers:28, 5, 12, 33, 25

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.	28	Yes		0		
	5	Yes		0		
	12	Yes		0		
	33	Yes		0		
	25	Yes		0		
b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.	28	Yes	The curriculum exceeds expectations for this indicator as every lesson includes ALL strands for the Tennessee English Language Arts standards.			
	5	Yes		0		
	12	Yes	Materials refer to Common Core Standards.			
	33	Yes		0		
	25	Yes		0		
c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.	28	Yes		0		
	5	Yes		0		
	12	Yes		0		
	33	Yes		0		
	25	Yes		0		
d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	28	Yes		0		
	5	Yes		0		
	12	Yes		0		
	33	Yes		0		
	25	Yes		0		
e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.	28	Yes		0		
	5	Yes		0		
	12	Yes		0		
	33	Yes		0		
	25	Yes		0		
f. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical) while appealing to students' interests.	28	Yes		0		
	5	Yes		0		
	12	Yes		0		
	33	Yes		0		
	25	Yes		0		
g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.	28	Yes	A suggestion for improvement would be to add a more extensive list of suggested titles for small group readings. In case a particular school district does not purchase the additional book sets included at an added cost in the curriculum			
	5	Yes		0		
	12	Yes		0		
	33	Yes		0		
	25	Yes		0		
h. Materials include multiple opportunities for students to engage in repeated reads of a text with varying purposes for each reading (i.e., close reading).	28	Yes		0		
	5	Yes		0		
	12	Yes		0		
	33	Yes		0		
	25	Yes		0		

i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	28	No	The curriculum does not meet the demands of this indicator because there are no included instructions for independent reading accountability measures, and no guidance for the teacher on how to maintain this accountability (or what to do if students are not reading).			
	5	Yes	0			
	12	Yes	0			
	33	Yes	0			
	25	Yes	0			
j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.	28	Yes	0			
	5	Yes	0			
	12	Yes	0			
	33	Yes	0			
	25	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.	28	Yes	0			
	5	Yes	0			
	12	Yes	0			
	33	Yes	0			
	25	Yes	0			
l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	28	Yes	0			
	5	Yes	0			
	12	Yes	0			
	33	Yes	0			
	25	Yes	0			
m. Writing mini-lessons provide explicit instruction about the writing process, organization/structure, and writing craft.	28	Yes	0			
	5	Yes	0			
	12	Yes	0			
	33	Yes	0			
	25	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.	28	Yes	0			
	5	Yes	0			
	12	Yes	0			
	33	Yes	0			
	25	No	The materials include daily direct instruction in conventions, but most of the instruction and opportunities to practice are out of context. A suggestion for improvement is to embed instruction by regularly using mentor texts as a model for grammar and conventions and include additional tasks which allow students to apply the			
o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	28	Yes	0			
	5	Yes	0			
	12	Yes	0			
	33	Yes	0			
	25	Yes	To strengthen the possibility for student mastery, include additional opportunities for students to practice and apply Greek and Latin roots in and out of context.			
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).	28	Yes	0			
	5	Yes	0			
	12	Yes	0			
	33	Yes	0			
	25	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	28	Yes	The curriculum exceeds the demands of this indicator. The flip chart included with the curriculum provides students with sentence starters that are leveled and increase in complexity as they learn how to respond to prompts, texts, and other students in a variety of academic discussion scenarios.			
	5	Yes	0			
	12	Yes	0			

listen to and respond in increasingly sophisticated ways with relevant evidence.	33	Yes	0			
	25	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.	28	Yes	The curriculum exceeds the expectations of this standard because each set of weekly lessons includes learning stations, intervention strategies, re-teaching and re-assessing steps, differentiation suggestions, and support for English language learners.			
	5	Yes	0			
	12	Yes	This indicator exceeds expectations as evidenced on pages T523n and T533 because frequently, throughout the text, the publisher has anticipated the needs of not only ELL and Special Needs, but also Below Level and Above Level learning by identifying the issue and a differentiating approach.			
	33	Yes	0			
	25	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.	28	Yes	0			
	5	Yes	0			
	12	Yes	The Benchmark and Assessment Ancillaries are aligned to Common Core Standards; the Writing Rubrics are Trait Based and not TN State Writing Rubrics.			
	33	Yes	0			
	25	Yes	0			
t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	28	Yes	The curriculum meets the demands of the indicator, but a suggestion for improvement would be to include the Tennessee standards in the teacher's editions of the text. As the curriculum is written, the teacher's edition includes Common Core standards indicators, and the teacher must refer to a separate correlation guide to see the full alignment to Tennessee standards.			
	5	Yes	0			
	12	Yes	The Benchmark and Assessment Ancillaries are aligned to Common Core Standards; the Writing Rubrics are Trait Based and not TN State Writing Rubrics.			
	33	Yes	0			
	25	Yes	Answer Keys for assessments indicate which standards are addressed with each question.			
Additional Comments:	Reviewer	Evidence/Notes				
Additional comments about high-quality instruction within the materials:	28				Total indicators to be re-reviewed:	0
	5					
	12					
	33					
	25					
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.	28		Pass			
	5		Pass			
	12		Pass			
	33		Pass			
	25		Pass			
	Overall		Pass			

Grade & Subject:G01600ISBN:9781305113602

Title Name:Reach for Real Publishers:Cengage

Original Reviews Submitted:5 Reviewers:28, 5, 12, 33, 25

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.	28	No	The curriculum does not include background information about the texts included.			
	5	Yes	0			
	12	Yes	On digital platform.			
	33	Yes	0			
	25	Yes	Please provide all background information listed in the indicator. Consider including this information in the TE's Skills at a Glance for each unit.			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	28	No	The curriculum does not include close reading or annotated passage samples.			
	5	Yes	0			
	12	Yes	0			
	33	Yes	0			
	25	Yes	0			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	28	Yes	0			
	5	Yes	0			
	12	Yes	The printed and digital textbook refer to Common Core Standards, although a paper copy of a Correlations Guide was provided.			
	33	Yes	0			
	25	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.	28	No	The whole curriculum is built around the concept of alternating units that align with Science and Social Studies, but the explicit standards alignment for those content areas is not given.			
	5	Yes	0			
	12	Yes	This indicator exceeds expectations as evidenced by alternating science and social studies units throughout the textbook. All genres are addressed, using the nonfiction to reinforce concept learning and skills through a broad range of formats including leveled readers, anchor text excerpts, and digital media.			
	33	Yes	0			
	25	No	Connections to science and social studies content is referenced when appropriate. Consider clearly documenting standard connections.			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	28	Yes	0			
	5	Yes	0			
	12	Yes	0			
	33	Yes	0			
	25	Yes	0			
	28	Yes	0			
	5	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.	12	Yes	This indicator exceeds expectations as evidenced on pages T523n and T533 because frequently, throughout the text, the publisher has anticipated the needs of not only ELL and Special Needs, but also Below Level and Above Level learning by identifying the issue and a differentiating approach.			
	33	Yes	0			
	25	Yes	Possible responses for various questions are included.			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	28	Yes	0			
	5	No	This indicator is not being met due to there not being information easily accessible for the teachers to give to students of high interest or advanced levels. A suggested revision is to review lessons and rather than just have 1 book for higher interest/challenging levels, add in projects and tasks that students who are advanced can do.			
	12	Yes	0			
	33	Yes	0			
	25	Yes	0			
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	28	No	The curriculum does not include explicit homework assignments, but there are tasks, such as additional project choices, which could be used for extension.			
	5	Yes	0			
	12	Yes	0			
	33	Yes	0			
	25	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.	28	Yes	0			
	5	Yes	0			
	12	Yes	0			
	33	Yes	0			
	25	Yes	0			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	28	Yes	0			
	5	Yes	0			
	12	Yes	This indicator exceeds expectations as evidenced by Teacher Resources online, as well as with Best Practice Protocols in print, for Reading and Speaking that include step by step instructions and visuals.			
	33	Yes	0			
	25	Yes	0			
k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards.	28	Yes	0			
	5	Yes	0			
	12	Yes	0			
	33	Yes	0			
	25	Yes	various multimedia and technology resources are used during whole group and learning station time.			
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.	28	Yes	0			
	5	Yes	0			
	12	Yes	Writing Rubrics are Trait-based and Student/Class Skill tracking sheets refer to Common Core Standards.			

m. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	33	Yes	0			
	25	Yes	0			
	28	Yes	0			
	5	Yes	0			
	12	No	Quarterly Benchmarks are included but are aligned to Common Core Standards. An idea for revision would be to add an insert of TN State Standards alignment.			
	33	Yes	0			
n. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	25	Yes	0			
	28	No	No progress monitoring tools are present.			
	5	Yes	0			
	12	Yes	0			
	33	Yes	0			
	25	Yes	0			
o. Materials include suggestions and tools to keep students and parents informed about students' progress.	28	No	The curriculum does not include information about parent communication or student progress monitoring.			
	5	Yes	0			
	12	Yes	0			
	33	Yes	0			
	25	Yes	0			
	28	No	The curriculum does not include information about parent communication or student progress monitoring.			
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.	28	Yes	0			
	5	Yes	0			
	12	Yes	0			
	33	Yes	0			
	25	Yes	0			
	28	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.	5	Yes	0			
	12	Yes	0			
	33	Yes	0			
	25	Yes	0			
	28	Yes	0			
	5	Yes	0			
r. Program components, lesson plans, and the relationships among the parts are clear.	12	Yes	0			
	33	Yes	0			
	25	Yes	0			
	28	Yes	0			
	5	Yes	0			
	12	Yes	0			
s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	33	Yes	0			
	25	Yes	0			
	28	Yes	0			
	5	Yes	0			
	12	Yes	Under separate cover and in paper; both a Curriculum Map and Correlations Guide. Printed in the textbook is a skill scope and sequence.			
	33	Yes	0			
t. Each lesson contains a list of required materials.	25	Yes	0			
	28	Yes	0			
	5	Yes	0			
	12	Yes	0			
	33	Yes	0			
	25	Yes	0			
u. Lessons, chapters, and units contain	28	Yes	0			
	5	Yes	0			

u. Lessons, chapters, and units contain estimated instructional times.	12	Yes	0			
	33	Yes	0			
	25	Yes	0			
v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	28	Yes	0			
	5	Yes	0			
	12	Yes	0			
	33	Yes	0			
	25	Yes	0			
w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	28	Yes	0			
	5	Yes	0			
	12	Yes	0			
	33	Yes	0			
	25	Yes	0			
x. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	28	No	This information is not included.			
	5	Yes	0			
	12	Yes	This indicator exceeds expectations as evidenced by the Best Practices (print) and Teacher Resources (Online) pages. Each routine has a blurb about the research behind it and then goes into the procedures of the routine.			
	33	Yes	0			
	25	Yes	Throughout each Teacher Edition are short explanations of the research basis for best practices and routines followed by explicit directions for implementation. A research base bibliography is located in the back of the TE after the anthology index.			
y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials.	28	No	This information is included in a separate document, but the teacher-facing materials only include common core standards.			
	5	Yes	0			
	12	No	The textbook itself and online version are Common Core aligned. There is a paper copy provided that is aligned to TN State Standards.			
	33	Yes	0			
	25	Yes	A Curriculum Map which is aligned to the TN ELA Standards is provided.			
Additional Comments:	Reviewer	Evidence/Notes				
Additional Comments about Section V: Additional Components	28	0			Total indicators to be re-reviewed:	0
	5	0				
	12	0				
	33	This is a very thorough program. The company provides so much. Any district would greatly				
	25	0				

[illegible]

[illegible]