

****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: myPerspectives English Language Arts
Grade: G01800

| Reviewer | Section I | Section II | Section III | Overall |
|----------|-----------|------------|-------------|---------|
| 152 | Pass | Fail | Pass | |
| 157 | Pass | Fail | Pass | |
| 86 | Pass | Pass | Pass | |
| 64 | Pass | Pass | Pass | |
| 67 | Pass | Pass | Pass | |
| Overall | Pass | Pass | Pass | PASS |

Publisher Notes:

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

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

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

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

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

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

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

Grade & Subject:G01800ISBN:9781418312435

Title Name:myPerspectivPublisher:Pearson Education

Original Reviews Submitted:5Reviewers:152, 157, 86, 64, 67

| 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. | 152 | Yes | | 0 | | |
| | 157 | Yes | | 0 | | |
| | 86 | Yes | Text sets are provided, the texts are topic-based and are organized and marked so as to require the student to expand an understanding of topic as he/she progresses through the unit. The arrangement of texts in each set builds knowledge. Each unit follows a similar pattern - Whole Class Learning that is teacher led, Small Group Learning that allows students to work together to practice and integrate skills, and Independent Learning that allows students the opportunity to demonstrate knowledge of the concepts and skills. | | | |
| | 64 | Yes | The sequence of texts and organization of topics and concepts is especially strong as evidenced by the units at a glance and the unit introductions. For example, on pages 2A and 2B of the teacher edition, teachers can see all of the texts in the unit and the sequence from whole-class learning to small-group learning to independent learning. This information is also provided on page 3. | | | |
| | 67 | Yes | | 0 | | |
| b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building. | 152 | Yes | | 0 | | |
| | 157 | Yes | | 0 | | |
| | 86 | Yes | A consistent methodology is provided to allow teachers to develop a consistent protocol to expose students to new vocabulary words at various levels including academic and literary terms, as well as text specific terms. Vocabulary is practiced throughout the program. Each unit has an academic vocabulary lesson in the Unit Introduction. These words are revisited throughout the unit. High-quality concept vocabulary is taught with each text. After finishing the unit, the student is provided multiple opportunities to use the vocabulary in context. Finally, Vocabulary words reappear in selections, the Performance Task, and End of Unit Performance Based Assessment projects. | | | |
| | 64 | Yes | This publication does a good job of incorporating vocabulary instruction into the lesson materials. Both tier 2 and tier 3 words are highlighted for instruction, and the materials include contextual activities, specific word study (including roots and parts of speech), and word maps to naturally increase students' vocabulary. | | | |
| | 67 | Yes | | 0 | | |
| c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition. | 152 | Yes | | 0 | | |
| | 157 | Yes | | 0 | | |
| | 86 | Yes | Each unit includes performance-based questions and a performance task that allows students the opportunity to demonstrate learning. In order to complete the Performance Tasks, students move through leveled, strategically planned instruction that enhances the skills needed to successfully complete the task. During the Whole Class learning section of the unit, the Writing Performance Task walks the student through the writing process. The Small Group section of the unit requires students to work together utilizing speaking and listening skills to complete a project. During the Performance Based Assessment, students use the skills that have been practiced to demonstrate learning and complete the task. To successfully complete the end of unit assessments, students use everything that has been worked on during the unit. | | | |
| | 64 | Yes | | 0 | | |
| | 67 | 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. | 152 | Yes | | 0 | | |
| | 157 | Yes | | 0 | | |
| | 86 | Yes | The Teacher's edition provides Text Complexity Rubrics for all selections in the text. These rubrics identify Quantitative and Qualitative information about each selection, as well as providing Reader and Task suggestions that enable teachers to utilize differentiated instruction as needed. | | | |
| | 64 | Yes | This indicator exceeds expectations as evidenced on page 98C of the teacher edition. In addition to providing the Lexile level, the number of words in the text, and a text complexity metric for each text, the materials go on to include information about how to provide support to English language learners and strategic support to struggling readers based on the text complexity features. They also provide ideas to challenge advanced readers. | | | |
| | 67 | Yes | | 0 | | |
| | 152 | Yes | | 0 | | |

Grade & Subject: G01800 ISBN: 9781418312435
 Title Name: myPerspect Publisher: Pearson Education
 Original Reviews Submitted: 5 Reviewers: 152, 157, 86, 64, 67

| 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: 8.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence. | 152 | Yes | | 0 | | |
| | | 157 | Yes | | 0 | | |
| | | 86 | Yes | textual evidence is needed to completely answer the questions throughout the unit. | 0 | | |
| | | 64 | Yes | | 0 | | |
| | | 67 | Yes | there are ample opportunities for this standard to be addressed within the text. The standards correlation guide only lists 2 areas (pages 180, 280, and 450), but | 0 | | |
| | Informational Text: 8.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence. | 152 | Yes | | 0 | | |
| | | 157 | Yes | | 0 | | |
| | | 86 | Yes | textual evidence is needed to completely answer the questions throughout the unit. | 0 | | |
| | | 64 | Yes | | 0 | | |
| | | 67 | 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. | 152 | Yes | | 0 | | |
| | | 157 | No | RL.KID.2 does not meet the requirements of the | 0 | | |
| | | 86 | No | The summary portion of this standard is not | 0 | | |
| | | 64 | Yes | This indicator is met; however, the standards | 0 | | |
| | | 67 | Yes | | 0 | | |
| | | 152 | Yes | | 0 | | |
| | | 157 | No | RI.KID.2 does not meet the requirements of the | 0 | | |
| | | 86 | Yes | | 0 | | |
| | | 64 | Yes | This indicator is met; however, the standards | 0 | | |
| | | 67 | Yes | | 0 | | |
| Standard 3 Category Key Ideas and Details Cornerstone Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | Literature: 8.RL.KID.3 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. | 152 | Yes | | 0 | | |
| | | 157 | Yes | An improvement in this standard would be to include the English Language Support on page 188 in the lessons for all students. | 0 | | |
| | | 86 | Yes | | 0 | | |
| | | 64 | Yes | | 0 | | |
| | | 67 | Yes | | 0 | | |
| | Informational Text: 8.RI.KID.3 Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text. | 152 | Yes | | 0 | | |
| | | 157 | Yes | | 0 | | |
| | | 86 | Yes | | 0 | | |
| | | 64 | Yes | | 0 | | |
| | | 67 | 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: 8.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, repetition of words and phrases, and analogies. | 152 | No | The materials do not meet the expectations of standard 8.RL.CS.4 because no evidence is provided regarding consideration of connotative meanings of words. | 0 | | |
| | | 157 | No | RL.CS.4 has not meet the requirements of the standard by not including a clear lesson on allusion in the correlation guide. After examining allusion in the sections on Author's Style and the why these words? sections in the vocabulary studies are particularly good at meeting this standard. | 0 | | |
| | | 86 | Yes | | 0 | | |
| | | 64 | Yes | | 0 | | |
| | | 67 | 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. | 152 | No | The materials do not meet the expectation of standard 8.RL.CS.4 because no evidence is provided regarding interpretation analysis and allusion in the text. | 0 | | |
| | | 157 | No | RL.CS.4 has not meet the requirements of the standard by not including a clear lesson on allusion in the correlation guide. Additionally, no lesson was not provided in the text on allusion. | 0 | | |
| | | 86 | Yes | The sections on Author's Style and the why these words? sections in the vocabulary studies are particularly good at meeting this standard. | 0 | | |
| | | 64 | Yes | | 0 | | |
| | | 67 | Yes | | 0 | | |
| Standard 5 Category Craft and Structure | Literature: 8.RL.CS.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning. | 152 | Yes | | 0 | | |
| | | 157 | Yes | | 0 | | |
| | | 86 | Yes | | 0 | | |

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|--|--|-----|-----|--|--|--|--|
| Cornerstone Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | and style. | 64 | Yes | 0 | | | |
| | | 67 | Yes | 0 | | | |
| | | 152 | Yes | 0 | | | |
| | | 157 | Yes | 0 | | | |
| | | 86 | Yes | 0 | | | |
| | | 64 | 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: 8.RL.CS.6 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. | 67 | Yes | 0 | | | |
| | | 152 | Yes | 0 | | | |
| | | 157 | Yes | 0 | | | |
| | | 86 | Yes | 0 | | | |
| | | 64 | Yes | 0 | | | |
| | | 67 | Yes | 0 | | | |
| | Informational Text: 8.RI.CS.6 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. | 152 | Yes | 0 | | | |
| | | 157 | Yes | 0 | | | |
| | | 86 | Yes | 0 | | | |
| | | 64 | Yes | 0 | | | |
| | | 67 | Yes | 0 | | | |
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| 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: 8.RL.IKI.7 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. | 152 | Yes | The materials meet the expectations of standard 8.RL.IKI.7, but they could be strengthened by the addition of at least one more activity similar to the one cited in the curriculum. | | | |
| | | 157 | Yes | | | | |
| | | 86 | Yes | 0 | | | |
| | | 64 | Yes | 0 | | | |
| | | 67 | No | This standard is only demonstrated once throughout the textbook. In the instance that it was demonstrated, it was evaluating student performance rather than a | | | |
| | | 152 | Yes | 0 | | | |
| | Informational Text: 8.RI.IKI.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea. | 157 | Yes | 0 | | | |
| | | 86 | Yes | 0 | | | |
| | | 64 | Yes | 0 | | | |
| | | 67 | Yes | 0 | | | |
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| 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 | | | | | | |
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| | Informational Text: 8.RI.IKI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether evidence is relevant and sufficient to support the claims and the reasoning is sound. | 152 | Yes | 0 | | | |
| | | 157 | Yes | 0 | | | |
| | | 86 | Yes | 0 | | | |
| | | 64 | Yes | 0 | | | |
| | | 67 | 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: 8.RL.IKI.9 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. | 152 | Yes | 0 | | | |
| | | 157 | Yes | 0 | | | |
| | | 86 | Yes | 0 | | | |
| | | 64 | Yes | 0 | | | |
| | | 67 | Yes | 0 | | | |
| | | | | | | | |
| | Informational Text: 8.RI.IKI.9 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. | 152 | Yes | 0 | | | |
| | | 157 | Yes | 0 | | | |
| | | 86 | Yes | 0 | | | |
| | | 64 | Yes | 0 | | | |
| | | 67 | No | This standard is addressed twice in the text, and both | | | |
| | | | | | | | |
| Standard 10 Category Range of Reading and Level of Text Complexity Cornerstone Read and comprehend complex literary and informational texts independently and proficiently. | Literature: 8.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 6-8 text complexity band independently and proficiently. | 152 | Yes | 0 | | | |
| | | 157 | Yes | 0 | | | |
| | | 86 | Yes | 0 | | | |
| | | 64 | Yes | 0 | | | |
| | | 67 | Yes | 0 | | | |
| | | | | | | | |
| | Informational Text: 8.RI.RRTC.10 Read and comprehend a variety of literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently. | 152 | Yes | 0 | | | |
| | | 157 | Yes | 0 | | | |
| | | 86 | Yes | 0 | | | |
| | | 64 | Yes | 0 | | | |
| | | | | | | | |
| | | | | | | | |

| | | 67 | Yes | 0 | | | |
|--|--|----------|--------------------|--|------------------------|--------------------|------------|
| SPEAKING AND LISTENING STANDARDS | | Reviewer | Meets Expectations | Evidence/Notes | Revised or Referenced? | Publisher Comments | Re-Review? |
| Standard 1 Category Comprehension and Collaboration Cornerstone Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively. | 8.SL.CC.1 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. | 152 | Yes | 0 | | | |
| | | 157 | Yes | 0 | | | |
| | | 86 | Yes | 0 | | | |
| | | 64 | Yes | 0 | | | |
| | | 67 | 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. | 8.SL.CC.2 Analyze the purpose of information presented in diverse media formats; evaluate the motives, such as social, commercial, and political, behind its presentation. | 152 | No | The materials do not meet the expectations of standard 8.SL.CC.2 because they do not provide adequate opportunity and prompting for students to evaluate the motives for presenting information in diverse media formats. A suggested idea for | | | |
| | | 157 | Yes | 0 | | | |
| | | 86 | Yes | 0 | | | |
| | | 64 | Yes | 0 | | | |
| | | 67 | Yes | 0 | | | |
| Standard 3 Category Comprehension and Collaboration Cornerstone Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. | 8.SL.CC.3 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. | 152 | Yes | The materials meet the expectations of standard 8.SL.CC.3 based on the evidence on pages 519 and 524. Please note, however, that the evidence provided on page 274 and 534 focuses on the student writing an argument while the standard | | | |
| | | 157 | Yes | 0 | | | |
| | | 86 | Yes | 0 | | | |
| | | 64 | Yes | 0 | | | |
| | | 67 | 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. | 8.SL.PKI.4 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. | 152 | Yes | 0 | | | |
| | | 157 | Yes | 0 | | | |
| | | 86 | Yes | 0 | | | |
| | | 64 | Yes | 0 | | | |
| | | 67 | 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. | 8.SL.PKI.5 Integrate multimedia and visual displays into presentations to clarify information, to strengthen claims and evidence, and to add interest. | 152 | Yes | 0 | | | |
| | | 157 | Yes | 0 | | | |
| | | 86 | Yes | 0 | | | |
| | | 64 | Yes | 0 | | | |
| | | 67 | Yes | 0 | | | |
| Standard 6 Category Presentation of Knowledge and Ideas Cornerstone | 8.SL.PKI.6 Adapt speech to a variety of contexts and | 152 | Yes | 0 | | | |
| | | 157 | Yes | 0 | | | |

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|---|--|-----------------|---------------------------|---|-------------------------------|---------------------------|-------------------|
| Cornerstone Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | 8.W.FA.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | 86 | Yes | 0 | | | |
| | | 64 | Yes | 0 | | | |
| | | 67 | 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. | 152 | Yes | The materials meet expectations of 8.W.TTP.1. However, a suggestion for revision would be inclusion of the argumentative essay rubric found on page R11 in all lessons where students are writing in this mode. | | | |
| | | 157 | Yes | 0 | | | |
| | | 86 | Yes | All parts of the standard are met. However, sub-part G needs to be specifically addressed in the rubrics. | | | |
| | | 64 | Yes | Students are given several opportunities to write in the argumentative mode. The process for crafting a full-length argumentative essay is explored in the performance tasks in units 3 and 5. | | | |
| | | 67 | Yes | 0 | | | |
| 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 | 152 | Yes | The materials meet expectations of 8.W.TTP.2. However, a suggestion for revision would be inclusion of the informative/explanatory essay rubric found on page R17 in all lessons where students are writing in this mode. | | | |
| | | 157 | Yes | 0 | | | |
| | | 86 | Yes | All parts of the standard are met. | | | |
| | | 64 | Yes | Students are given several opportunities to write in the informative/explanatory mode. The process for crafting a full-length informative essay is explored in the performance tasks in units 2 and 4, but there are many other opportunities for writing short informative pieces in the "Writing to Sources" sections within the units, including research tasks. | | | |
| | | 67 | 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 | 152 | Yes | The materials meet expectations of 8.W.TTP.3. However, a suggestion for revision would be inclusion of the narrative essay rubric found on page R23 in all lessons where students are writing in this mode. | | | |
| | | 157 | Yes | 0 | | | |
| | | 86 | Yes | All parts of the standard are met. | | | |
| | | 64 | Yes | Students are given several opportunities to write in the narrative mode. The process for crafting a full-length narrative essay is explored in the performance task in unit 1, but there are many other opportunities for writing short narrative pieces in the "Writing to Sources" sections within the units. | | | |

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| | 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 | 67 | Yes | 0 | | | |
| Standard 4 Category Production and Distribution of Writing Cornerstone Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | 8.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.) | 152 | Yes | 0 | | | |
| | | 157 | Yes | 0 | | | |
| | | 86 | Yes | 0 | | | |
| | | 64 | Yes | 0 | | | |
| | | 67 | 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. | 8.W.PDW.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grade 8.) | 152 | Yes | 0 | | | |
| | | 157 | Yes | 0 | | | |
| | | 86 | Yes | 0 | | | |
| | | 64 | Yes | 0 | | | |
| | | 67 | 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. | 8.W.PDW. 6 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. | 152 | Yes | 0 | | | |
| | | 157 | Yes | 0 | | | |
| | | 86 | Yes | 0 | | | |
| | | 64 | Yes | 0 | | | |
| | | 67 | 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. | 8.W.RBPK.7 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. | 152 | No | The materials do not meet the expectations of standard 8.W.RBPK.7 because they do not provide students with opportunities to generate and pursue their own research questions. The materials do provide choice in research topics, but a | | | |
| | | 157 | Yes | 0 | | | |
| | | 86 | Yes | 0 | | | |
| | | 64 | No | This indicator is not met. While students are given several opportunities to research additional information to answer a question, they are never asked to generate their own question. Many times they are given choice for research, but | | | |
| | | 67 | 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. | 8.W.RBPK.8 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. | 152 | No | The materials do not meet the expectations of standard 8.W.RBPK.8 because they give inadequate guidance regarding using search terms effectively and they do not provide a model for citing sources. Suggested ideas for revision include the | | | |
| | | 157 | No | The standard 8.W.RBPK.8 is not met because of the absence of print and digital resources. This curriculum uses the phrase print instead of print and digital. Unit 7, page 241 is a great example of this standard and should be emulated into the | | | |
| | | 86 | Yes | 0 | | | |
| | | 64 | Yes | 0 | | | |
| | | 67 | Yes | 0 | | | |
| | | | | | | | |
| Standard 9 Category Research to Build and Present Knowledge Cornerstone Draw evidence from literary or informational texts to | 8.W.RBPK.9 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. | 152 | Yes | 0 | | | |
| | | 157 | Yes | 0 | | | |
| | | 86 | Yes | 0 | | | |
| | | 64 | Yes | 0 | | | |

| | | | | | | | |
|---|--|-----------------|---|--|-------------------------------|-------------------------------------|-------------------|
| support analysis, reflection, and research. | | 67 | Yes | 0 | | | |
| Standard 10 | | 152 | Yes | 0 | | | |
| Category | | | | | | | |
| Range of Writing | | 157 | Yes | 0 | | | |
| 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. | 8.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. | 86 | Yes | 0 | | | |
| | | 64 | Yes | 0 | | | |
| | | 67 | Yes | 0 | | | |
| LANGUAGE STANDARDS | | Reviewer | Meets Expectations | Evidence/Notes | Revised or Referenced? | Publisher Comments | Re-Review? |
| Language Standard 1: | 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, | 152 | Yes | 0 | | | |
| Conventions of Standard English | | 157 | Yes | 0 | | | |
| | | 86 | Yes | 0 | | | |
| Cornerstone: Demonstrate command of the | | 64 | Yes | the conventions of standard English grammar and usage are taught within the context of the lessons and units. There are also additional practice materials on | | | |
| Language Standard 2: | | 67 | Yes | 0 | | | |
| 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. | 152 | Yes | 0 | | | |
| | | 157 | Yes | 0 | | | |
| | | 86 | Yes | 0 | | | |
| Cornerstone: Demonstrate command of the | | 64 | Yes | the conventions of standard English grammar and usage are taught within the context of the lessons and units. There are also additional practice materials on | | | |
| conventions of standard | | 67 | Yes | 0 | | | |
| Language Standard 3: | | 152 | Yes | 0 | | | |
| 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. | 157 | Yes | 0 | | | |
| | | 86 | Yes | 0 | | | |
| Cornerstone: Apply knowledge of language to understand how language | | 64 | Yes | 0 | | | |
| functions in different | | 67 | Yes | 0 | | | |
| Language Standard 4: | | 152 | Yes | 0 | | | |
| 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 | 157 | Yes | There are several different aspects of this standard. As a whole, the standard is met, but when addressing L.VAU.4 a, both print and digital need to be included | | | |
| | | 86 | Yes | 0 | | | |
| Cornerstone: Determine or clarify the meaning of | | 64 | Yes | 0 | | | |
| Language Standard 5: | | 67 | Yes | 0 | | | |
| 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. | 152 | Yes | 0 | | | |
| | | 157 | Yes | 0 | | | |
| | | 86 | Yes | 0 | | | |
| Cornerstone: Demonstrate understanding of figurative | | 64 | Yes | 0 | | | |
| Language Standard 6: | | 67 | Yes | 0 | | | |
| 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. | 152 | Yes | 0 | | | |
| | | 157 | Yes | 0 | | | |
| | | 86 | Yes | 0 | | | |
| Cornerstone: Acquire and use accurately a range of | | 64 | Yes | 0 | | | |
| | | 67 | Yes | 0 | | | |
| Additional Comments | | Reviewer | Evidence/Notes | | | | |
| Additional Comments on Section II Standards | | 152 | 0 | | | Total indicators to be re-reviewed: | 0 |
| | | 157 | When the few submitted changes have been corrected, this will be a | | | | |
| | | 86 | There was a problem with the alpha-numeric labeling of the standards | | | | |
| | | 64 | The publication does an overall strong job of aligning to the Tennessee | | | | |
| | | 67 | The standards are spiraled well throughout the textbook. Students are | | | | |
| 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 | | 152 | Fail | | | | |
| | | 157 | Fail | | | | |
| | | 86 | Pass | | | | |
| | | 64 | Pass | | | | |

| | | | |
|------------|--|------|------|
| Instrument | | 67 | Pass |
| Overall | | Pass | |

Grade & Subject:G01800ISBN:9781418312435

Title Name:myPerspective Publisher:Pearson Education

Original Reviews Submitted:5 Reviewers:152, 157, 86, 64, 67

| 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. | 152 | Yes | 0 | | | |
| | 157 | Yes | 0 | | | |
| | 86 | Yes | 0 | | | |
| | 64 | Yes | 0 | | | |
| | 67 | Yes | 0 | | | |
| b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards. | 152 | Yes | 0 | | | |
| | 157 | Yes | 0 | | | |
| | 86 | Yes | 0 | | | |
| | 64 | Yes | 0 | | | |
| | 67 | Yes | 0 | | | |
| c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality. | 152 | Yes | 0 | | | |
| | 157 | Yes | 0 | | | |
| | 86 | Yes | 0 | | | |
| | 64 | Yes | 0 | | | |
| | 67 | Yes | 0 | | | |
| d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts. | 152 | Yes | 0 | | | |
| | 157 | Yes | 0 | | | |
| | 86 | Yes | A variety of texts representing both literary and literary nonfiction/informative texts are in the textbook. In addition to what is in the text, classroom novel sets are used with each unit. All texts in the Independent Learning section of the textbook, along with other additional readings are available in a digital library the teacher would have access to with purchase of program. | | | |
| | 64 | Yes | 0 | | | |
| | 67 | Yes | 0 | | | |
| e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents. | 152 | Yes | 0 | | | |
| | 157 | Yes | 0 | | | |
| | 86 | Yes | 0 | | | |
| | 64 | Yes | This indicator exceeds expectations because the selections of texts represent many different cultures and perspectives. Students are also asked to explore current topics throughout the units. | | | |
| | 67 | Yes | 0 | | | |
| f. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical) while appealing to students' interests. | 152 | Yes | 0 | | | |
| | 157 | Yes | 0 | | | |
| | 86 | Yes | 0 | | | |
| | 64 | Yes | This indicator exceeds expectations because the selections of texts represent diverse individuals from different cultures, ethnicities, ages, and abilities. | | | |
| | 67 | Yes | 0 | | | |
| g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading. | 152 | Yes | 0 | | | |
| | 157 | Yes | 0 | | | |
| | 86 | Yes | 0 | | | |
| | 64 | Yes | This indicator exceeds expectations. The structures of the unit give students the opportunities to read texts as a class and in small groups and choose texts to read independently. | | | |
| | 67 | 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). | 152 | Yes | 0 | | | |
| | 157 | Yes | 0 | | | |
| | 86 | Yes | 0 | | | |
| | 64 | Yes | 0 | | | |
| | 67 | Yes | 0 | | | |

| | | | | | | |
|--|-----|-----|--|---|--|--|
| i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text. | 152 | No | The materials do not meet the expectations of indicator 1m because they do not include explicit accountability structures for students' independent reading. Each unit provides trade book titles related to the essential question along with pacing guides. A suggested idea for improvement would be the addition of protocols (i.e. teacher or peer conference schedules, reading logs, reflection prompts) to guide and support independent reading among students. | | | |
| | 157 | Yes | | 0 | | |
| | 86 | Yes | | 0 | | |
| | 64 | Yes | | 0 | | |
| | 67 | Yes | | 0 | | |
| j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking. | 152 | Yes | | 0 | | |
| | 157 | Yes | | 0 | | |
| | 86 | Yes | | 0 | | |
| | 64 | Yes | This indicator exceeds expectations because of the high volume of writing opportunities present in each unit. | | | |
| | 67 | 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. | 152 | Yes | | 0 | | |
| | 157 | Yes | | 0 | | |
| | 86 | Yes | | 0 | | |
| | 64 | Yes | | 0 | | |
| | 67 | Yes | | 0 | | |
| l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument). | 152 | Yes | | 0 | | |
| | 157 | Yes | | 0 | | |
| | 86 | Yes | | 0 | | |
| | 64 | Yes | | 0 | | |
| | 67 | Yes | | 0 | | |
| m. Writing mini-lessons provide explicit instruction about the writing process, organization/structure, and writing craft. | 152 | Yes | | 0 | | |
| | 157 | Yes | | 0 | | |
| | 86 | Yes | | 0 | | |
| | 64 | Yes | | 0 | | |
| | 67 | 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. | 152 | Yes | | 0 | | |
| | 157 | Yes | | 0 | | |
| | 86 | Yes | | 0 | | |
| | 64 | Yes | | 0 | | |
| | 67 | Yes | | 0 | | |
| o. Explicit vocabulary instruction includes morphology and Latin or Greek roots. | 152 | Yes | | 0 | | |
| | 157 | Yes | | 0 | | |
| | 86 | Yes | | 0 | | |
| | 64 | Yes | | 0 | | |
| | 67 | Yes | | 0 | | |
| p. Materials provide instruction in specific academic language and structures associated with different modes of writing (e.g. use of flashback in narrative, chronological vs. descriptive techniques in informative/explanatory, and rhetoric in opinion/argumentative). | 152 | No | The materials do not meet the expectations of indicator 1mp because they do not provide adequate instruction in specific academic language and structures associated with different modes of writing. The materials do contain mentor texts, which could be used to demonstrate and illuminate language and structures. A suggested | | | |
| | 157 | Yes | | 0 | | |
| | 86 | Yes | | 0 | | |
| | 64 | Yes | | 0 | | |
| | 67 | 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 | 152 | Yes | | 0 | | |
| | 157 | Yes | | 0 | | |
| | 86 | Yes | Students participate in a variety of discussions ranging from class discussions to group discussions to partner discussion. Students must work together to accomplish goals. | | | |

| | | | | | | |
|--|----------|----------------|--|--|-------------------------------------|---|
| listen to and respond in increasingly sophisticated ways with relevant evidence. | 64 | Yes | 0 | | | |
| | 67 | 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. | 152 | Yes | 0 | | | |
| | 157 | Yes | 0 | | | |
| | 86 | Yes | 0 | | | |
| | 64 | Yes | 0 | | | |
| | 67 | 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. | 152 | Yes | Summative assessments can be found on pearsonrealize.com. | | | |
| | 157 | Yes | 0 | | | |
| | 86 | Yes | 0 | | | |
| | 64 | Yes | These materials do an excellent job of embedding assessments throughout the units. Several times within each unit, the teacher edition gives an "if/then" formative assessment guidance. For example, on page 313 of the teacher edition, it states that if students are having trouble conducting research, then review search terms and how to improve them, along with reteaching practice support. | | | |
| | 67 | Yes | 0 | | | |
| t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items. | 152 | Yes | Standards correlation guides for summative assessments can be found on pearsonrealize.com. | | | |
| | 157 | Yes | 0 | | | |
| | 86 | Yes | 0 | | | |
| | 64 | Yes | 0 | | | |
| | 67 | Yes | 0 | | | |
| Additional Comments: | Reviewer | Evidence/Notes | | | | |
| Additional comments about high-quality instruction within the materials: | 152 | | | | Total indicators to be re-reviewed: | 0 |
| | 157 | | | | | |
| | 86 | | | | | |
| | 64 | | | | | |
| | 67 | | | | | |
| 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. | 152 | | Pass | | | |
| | 157 | | Pass | | | |
| | 86 | | Pass | | | |
| | 64 | | Pass | | | |
| | 67 | | Pass | | | |
| | Overall | | Pass | | | |

Grade & Subject:G01800ISBN:9781418312435

Title Name:myPerspectivePublisher:Pearson Education

Original Reviews Submitted:5Reviewers:152, 157, 86, 64, 67

| 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. | 152 | Yes | 0 | | | |
| | 157 | Yes | 0 | | | |
| | 86 | Yes | 0 | | | |
| | 64 | Yes | 0 | | | |
| | 67 | Yes | 0 | | | |
| b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards. | 152 | Yes | 0 | | | |
| | 157 | Yes | 0 | | | |
| | 86 | Yes | In addition to the standard correlation being listed in the Teacher Edition, it also appears in the Student Edition. This allows for quick reference and for the students to see why they are completing some of the tasks. However, there was a problem with the alpha-numeric labeling of the standards on the side of the page in the student edition. The problems ranged from a lack of consistency with how it was labeled to the entire alpha-numeric code being missing. | | | |
| | 64 | Yes | 0 | | | |
| | 67 | Yes | 0 | | | |
| c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable. | 152 | Yes | 0 | | | |
| | 157 | Yes | 0 | | | |
| | 86 | Yes | 0 | | | |
| | 64 | Yes | 0 | | | |
| | 67 | 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. | 152 | Yes | 0 | | | |
| | 157 | Yes | 0 | | | |
| | 86 | Yes | 0 | | | |
| | 64 | Yes | 0 | | | |
| | 67 | Yes | 0 | | | |
| e. Lessons include teacher think-alouds to model appropriate application of literacy skills. | 152 | Yes | 0 | | | |
| | 157 | Yes | 0 | | | |
| | 86 | Yes | 0 | | | |
| | 64 | Yes | 0 | | | |
| | 67 | 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. | 152 | Yes | 0 | | | |
| | 157 | Yes | 0 | | | |
| | 86 | Yes | 0 | | | |
| | 64 | Yes | 0 | | | |
| | 67 | Yes | 0 | | | |
| g. The program includes extensions for advanced students already meeting mastery and/or students with high interest. | 152 | Yes | 0 | | | |
| | 157 | Yes | 0 | | | |
| | 86 | Yes | 0 | | | |
| | 64 | Yes | 0 | | | |
| | 67 | Yes | 0 | | | |
| h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of | 152 | Yes | Extended learning opportunities can be found at pearsonrealize.com. | | | |
| | 157 | Yes | 0 | | | |
| | 86 | Yes | 0 | | | |

| | | | | | | |
|---|-----------------|---------------------------|--|-------------------------------|---------------------------|-------------------|
| skills that have already been taught. | 64 | Yes | 0 | | | |
| | 67 | 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. | 152 | Yes | 0 | | | |
| | 157 | Yes | 0 | | | |
| | 86 | Yes | 0 | | | |
| | 64 | Yes | 0 | | | |
| | 67 | Yes | 0 | | | |
| j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions. | 152 | Yes | 0 | | | |
| | 157 | Yes | 0 | | | |
| | 86 | Yes | 0 | | | |
| | 64 | Yes | 0 | | | |
| | 67 | Yes | 0 | | | |
| k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards. | 152 | Yes | 0 | | | |
| | 157 | Yes | 0 | | | |
| | 86 | Yes | 0 | | | |
| | 64 | Yes | 0 | | | |
| | 67 | Yes | 0 | | | |
| Monitoring Student Progress | Reviewer | Meets Expectations | Evidence/Notes | Revised or Referenced? | Publisher Comments | Re-Review? |
| l. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers. | 152 | Yes | 0 | | | |
| | 157 | Yes | 0 | | | |
| | 86 | Yes | 0 | | | |
| | 64 | Yes | 0 | | | |
| | 67 | Yes | 0 | | | |
| m. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards. | 152 | Yes | 0 | | | |
| | 157 | Yes | 0 | | | |
| | 86 | Yes | 0 | | | |
| | 64 | Yes | These are included in the online materials. | | | |
| | 67 | Yes | 0 | | | |
| n. Materials include tools, routines, and guidance that allow for the monitoring of student progress. | 152 | Yes | 0 | | | |
| | 157 | Yes | 0 | | | |
| | 86 | Yes | 0 | | | |
| | 64 | Yes | 0 | | | |
| | 67 | Yes | 0 | | | |
| o. Materials include suggestions and tools to keep students and parents informed about students' progress. | 152 | Yes | Home Connection Letters can be found on pearsonrealize.com. | | | |
| | 157 | Yes | 0 | | | |
| | 86 | Yes | Sample letters are included on Pearson Realize. | | | |
| | 64 | Yes | The materials contain Home Connection Letters to let families know the topics/themes of each unit and the texts that will be read. | | | |
| | 67 | Yes | 0 | | | |
| 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. | 152 | Yes | 0 | | | |
| | 157 | Yes | 0 | | | |
| | 86 | Yes | 0 | | | |
| | 64 | Yes | 0 | | | |
| | 67 | 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. | 152 | Yes | 0 | | | |
| | 157 | Yes | 0 | | | |
| | 86 | Yes | 0 | | | |
| | 64 | Yes | 0 | | | |
| | 67 | Yes | 0 | | | |
| r. Program components, lesson plans, and the relationships among the parts are clear. | 152 | Yes | 0 | | | |
| | 157 | Yes | 0 | | | |
| | 86 | Yes | 0 | | | |

| | | | | | | |
|---|-----|-----|--|--|--|--|
| Relationships among the parts are clear. | 64 | Yes | 0 | | | |
| | 67 | Yes | 0 | | | |
| s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year. | 152 | Yes | 0 | | | |
| | 157 | Yes | 0 | | | |
| | 86 | Yes | 0 | | | |
| | 64 | Yes | 0 | | | |
| | 67 | Yes | 0 | | | |
| t. Each lesson contains a list of required materials. | 152 | Yes | 0 | | | |
| | 157 | Yes | 0 | | | |
| | 86 | Yes | 0 | | | |
| | 64 | Yes | 0 | | | |
| | 67 | Yes | 0 | | | |
| u. Lessons, chapters, and units contain estimated instructional times. | 152 | Yes | 0 | | | |
| | 157 | Yes | 0 | | | |
| | 86 | Yes | Each lesson is designed for a 40-50-minute class; however, instructions for using the designed lessons in a block class are included. In addition, the textbook includes a schedule that identifies the number of days instruction of the unit material is expected to take. | | | |
| | 64 | Yes | 0 | | | |
| | 67 | Yes | 0 | | | |
| v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts). | 152 | Yes | 0 | | | |
| | 157 | Yes | 0 | | | |
| | 86 | Yes | Books can be purchased in hardback or consumable versions. In addition, the Pearson Realize program/app is a digital format of the book that also has the capability to allow students to download stories AND assignments that can be completed without internet access and then synced once the student is connected back to the internet. | | | |
| | 64 | Yes | 0 | | | |
| | 67 | Yes | 0 | | | |
| w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms. | 152 | Yes | 0 | | | |
| | 157 | Yes | 0 | | | |
| | 86 | Yes | An improvement to the glossary would be to have the page numbers listed in which a term is defined in the lesson. For example, allusion - definition- page 473. | | | |
| | 64 | Yes | 0 | | | |
| | 67 | Yes | 0 | | | |
| x. Materials contain an explanation of the research behind the program, including instructional approaches within the program. | 152 | Yes | 0 | | | |
| | 157 | No | The explanation of research based strategies was not found. This would helpful in letting educators understand why the instructional approaches used in this curriculum lead to success in the classroom. The expert perspectives are great, but their comments need to be supported by the actual research based practices. | | | |
| | 86 | Yes | The research behind many of the activities in the curriculum can be found throughout the Teacher's Edition. | | | |
| | 64 | Yes | The teacher edition does not necessarily provide the research behind the program, but it does explain the reasoning of the instructional approaches. Also, throughout the program, there are comments from the authors of the program about specific teaching strategies and content choices and why they are important/effective. | | | |
| | 67 | Yes | 0 | | | |
| y. A list of Tennessee English Language Arts Standards is provided in teacher-facing materials. | 152 | Yes | 0 | | | |
| | 157 | Yes | 0 | | | |
| | 86 | Yes | In addition to the standard correlation being listed in the Teacher Edition, it also appears in the Student Edition. This allows for quick reference and for the students to see why they are completing some of the tasks. However, there was a problem with the alpha-numeric labeling of the standards on the side of the page in the student edition. The problems ranged from a lack of consistency with how it was labeled to the entire alpha-numeric code being missing. | | | |
| | 64 | Yes | 0 | | | |

| | | | | | | |
|---|----------|---|---|--|-------------------------------------|---|
| | 67 | Yes | 0 | | | |
| Additional Comments: | Reviewer | Evidence/Notes | | | | |
| Additional Comments about Section V: Additional Components | 152 | 0 | | | Total indicators to be re-reviewed: | 0 |
| | 157 | 0 | | | | |
| | 86 | There was a problem with the alpha-numeric labeling of the standards on the side of the page in | | | | |
| | 64 | 0 | | | | |
| | 67 | There are plenty of components for teachers to ensure that they are meeting the needs of students | | | | |

[illegible]

[illegible]

With the alpha coefficient labeling of the standards, the "Revised" this page in the student edition. The publisher's original instructions concerning will have been related to the alpha coefficient standards being revised.