

**\*\*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:** G01700

Reviewer	Section I	Section II	Section III	Overall
152	Pass	Pass	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 revise content and enter the title into re-review, select either "referenced" or revised" from the drop down menu.

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

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

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

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

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

Grade & Subject:		G01700	ISBN:	9781418312428			
Title Name:		myPerspect	Publisher:	Pearson Education			
Original Reviews Submitted:		5	Reviewers:	152, 157, 86, 64, 67			
SECTION I							
Alignment to Shifts							
Materials must meet <b>100%</b> of the indicators in Section I.							
The instructional shifts are key to understanding the increased rigor of the standards. They reflect the skills and knowledge students need to be successful in the postsecondary or workforce arena. In an English language arts course, students should experience: building knowledge through content-rich literary and informational text; regular practice with complex text and its academic vocabulary; and reading and writing grounded in evidence from both literary and informational text.							
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	In each unit analyzed, the texts are topic-based and are organized in a manner that requires the student to expand on 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 learning. In addition, each text set used contains various types of text.			
		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 116A and B 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 117.			
		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 grader 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?
		152	Yes	0			

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.	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 126C 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			
e. Text plays a central role in the English class period.	152	Yes	0			
	157	Yes	0			
	86	Yes	Activities and assignments require student to interact directly with text.			
	64	Yes	This indicator exceeds expectations as evidenced by the high volume of text that is included in each unit. Specifically, looking at the unit overview of unit 1 on pages 2A and 2B in the teacher edition shows the number of whole-class texts, small group reading texts, and independent reading texts. These are the focus of all of the lessons (vocabulary, conventions, writing) in the unit.			
	67	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.	152	Yes	0			
	157	Yes	0			
	86	Yes	Various genres of fiction and types of informational texts, as well as video clips, are used throughout the year.			
	64	Yes	0			
	67	Yes	0			
<b>Evidence:</b> Materials ensure that reading and writing are grounded in evidence from both literary and informational text.	<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
g. <b>Text-dependent questions :</b> •Most questions and tasks require students to draw on textual evidence to support inferences and conclusions. •High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text.	152	Yes	0			
	157	Yes	0			
	86	Yes	Activities and assignments require student to interact directly with text.			
	64	Yes	Materials provide diverse informational and literary texts presented in various formats, including digital.			
	67	Yes	0			
h. <b>Writing to sources:</b> The majority of writing tasks require students to respond to texts and/or include textual evidence.	152	Yes	0			
	157	Yes	0			
	86	Yes	The majority of writing assignments require students to respond to texts and/or include textual evidence.			
	64	Yes	0			
	67	Yes	0			
i. <b>Evidence-based discussions:</b> Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	152	Yes	0			
	157	Yes	0			
	86	Yes	Opportunities for evidence-based collaborations occur throughout the year. Each unit contains a section on Small Group Learning that give students the opportunity to collaborate with peers to deepen understanding of text.			
	64	Yes	This indicator exceeds expectations as evidenced on pages 172-173. Each unit contains small group learning sections where students read selections together. On these pages, there is clear instruction on how to participate and discuss as a group, including tips on accountable talk. There are specific questions in these sections of the units for students to discuss. Also, each unit contains an independent reading section where students are given the choice to read selections on their own. After completing the reading assignments, students are asked to share their learning with the class. An example of this kind of activity is on page 240.			
	67	Yes	0			
<b>Additional comments:</b>	<b>Reviewer</b>	<b>Evidence/Notes</b>				
<b>Additional comments on the three instructional shifts within the materials:</b>	152		0		<b>Total indicators to be re-reviewed:</b>	<b>0</b>
	157		0			
	86		0			

	64	This publication does an excellent job of meeting the rigor and qualifications of the ELA shifts.		
	67	Much like the Grade 6 book, there is significant evidence that the alignment to the Tennessee shifts are present. Texts are the main focus of each unit, and students are given ample opportunities to work with vocabulary and evidence-based questioning.		
<b>Materials meet 100% alignment with Section I: Shifts in instruction?</b>  This means that all boxes in this section were marked <b>“yes”</b> and no boxes were marked <b>“no”</b> . If any boxes are marked <b>“No”</b> , then this program does not pass.	Reviewer	Aligned		
	152	Pass		
	157	Pass		
	86	Pass		
	64	Pass		
	67	Pass		
	Overall	Pass		

Grade & Subject:G01700ISBN:9781418312428

Title Name:myPerspectPublisher:Pearson Education

Original Reviews Submitted:5Reviewers: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?
<b>Standard 1</b> <b>Category</b> Key Ideas and Details <b>Cornerstone</b> Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<b>Literature: 7.RL.KID.1</b> Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.	152	Yes		0		
		157	Yes		0		
		86	Yes	textual evidence is needed to completely answer the questions throughout the entire			
		64	Yes		0		
		67	Yes		0		
	<b>Informational Text: 7.RI.KID.1</b> Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.	152	Yes		0		
		157	Yes		0		
		86	Yes	textual evidence is needed to completely answer the questions throughout the entire			
		64	Yes		0		
		67	Yes		0		
	<b>Literature: 7.RL.KID.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.	152	No	The materials do not meet the expectations of			
		157	No	Standard RL.KID.2 has not met the rigor of this			
		86	Yes		0		
		64	Yes	This indicator is met; however, the standards			
		67	Yes		0		
	<b>Informational Text: 7.RI.KID.2</b> Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.	152	No	The materials do not meet the expectations of			
		157	No	Standard RI.KID.2 has not met the rigor of this			
		86	Yes		0		
		64	Yes	This indicator is met; however, the standards			
		67	Yes	There are examples of this happening within the			
<b>Standard 3</b> <b>Category</b> Key Ideas and Details <b>Cornerstone</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<b>Literature: 7.RL.KID.3</b> Analyze how specific elements of a story or drama interact with and affect each other.	152	Yes		0		
		157	Yes		0		
		86	Yes		0		
		64	Yes		0		
		67	Yes		0		
	<b>Informational Text: 7.RI.KID.3</b> Analyze the relationships and interactions among individuals, events, and/or ideas in a text.	152	Yes		0		
		157	Yes		0		
		86	Yes		0		
		64	Yes		0		
		67	Yes		0		
	<b>Literature: 7.RL.CS.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.	152	Yes		0		
		157	Yes		0		
		86	Yes	Students use various skills to enhance vocabulary skills and how a particular word impacts the text and symbols			
		64	Yes	the sections on Author's Style and the Why These Words? sections in the vocabulary studies are particularly good at meeting this standard.			
		67	Yes		0		
	<b>Informational Text: 7.RI.CS.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.	152	Yes		0		
		157	No	RI.CS.4 encompasses a myriad of individual specific parts. The curriculum does not meet the standard because it does not address all parts in the same way it should			
		86	Yes	Students use various skills to enhance vocabulary skills. Technical vocabulary and the sections on Author's Style and the Why These Words? sections in the vocabulary studies are particularly good at meeting this standard.			
		64	Yes				
		67	Yes		0		
<b>Standard 5</b> <b>Category</b> Craft and Structure	<b>Literature: 7.RL.CS.5</b> Analyze the form or structure of a story, poem, or drama, considering how text form or	152	Yes		0		
		157	Yes		0		
		86	Yes		0		

<b>Cornerstone</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	structure contributes to its theme and meaning.	64	Yes	0			
		67	Yes	0			
	<b>Informational Text: 7.RI.CS.5</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	152	Yes	0			
		157	Yes	0			
		86	Yes	0			
<b>Standard 6</b> <b>Category</b> Craft and Structure <b>Cornerstone</b> Assess how point of view or purpose shapes the content and style of a text.	<b>Literature: 7.RL.CS.6</b> Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.	64	Yes	0			
		67	Yes	0			
		152	Yes	0			
		157	Yes	0			
		86	Yes	0			
	<b>Informational Text: 7.RI.CS.6</b> Determine an author's point of view or purpose in a text and analyze how an author distinguishes his or her position from that of others.	64	Yes	0			
		67	Yes	0			
		152	Yes	0			
		157	Yes	0			
		86	Yes	0			
<b>Standard 7</b> <b>Category</b> Integration of Knowledge and Ideas <b>Cornerstone</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	<b>Literature: 7.RL.IKI.7</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multi-media version, analyzing the effects of techniques unique to each medium.	64	Yes	0			
		67	Yes	0			
		152	Yes	0			
		157	Yes	0			
		86	Yes	0			
	<b>Informational Text: 7.RI.IKI.7</b> Compare and contrast a text to an audio, video, or multimedia version of a text, analyzing each medium's portrayal of the subject.	64	Yes	0	The materials provide several opportunities for students to compare and contrast different versions of a text and analyze the effects of each medium.		
		67	Yes	0			
		152	Yes	0			
		157	Yes	0			
		86	Yes	0			
<b>Standard 8</b> <b>Category</b> Integration of Knowledge and Ideas <b>Cornerstone</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<b>Literature: 7.RL.IKI.8</b> Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims.	64	Yes	0			
		67	Yes	0			
		152	Yes	0			
		157	Yes	0			
		86	Yes	0			
<b>Standard 9</b> <b>Category</b> Integration of Knowledge and Ideas <b>Cornerstone</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.	<b>Literature: 7.RL.IKI.9</b> Compare and contrast an historical account with a fictional portrayal of the same time, place, or character.	64	Yes	0			
		67	Yes	0			
		152	Yes	0			
		157	Yes	0			
		86	Yes	0			
	<b>Informational Text: 7.RI.IKI.9</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing an alternate explanation of events.	64	Yes	0			
		67	Yes	0			
		152	Yes	0			
		157	Yes	0			
		86	Yes	0			
<b>Standard 10</b> <b>Category</b> Range of Reading and Level of Text Complexity <b>Cornerstone</b> Read and comprehend complex literary and informational texts independently and proficiently.	<b>Literature: 7.RL.RRTC.10</b> 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.	64	Yes	0			
		67	Yes	0			
		152	Yes	0			
		157	Yes	0			
		86	Yes	0			
	<b>Informational Text: 7.RI.RRTC.10</b> 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.	64	Yes	0			
		67	Yes	0			
		152	Yes	0			
		157	Yes	0			
		86	Yes	0			

		67	Yes	0			
SPEAKING AND LISTENING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
<b>Standard 1</b> <b>Category</b> Comprehension and Collaboration <b>Cornerstone</b> Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.	<b>7.SL.CC.1</b> Prepare for collaborative discussions on 7th 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			
<b>Standard 2</b> <b>Category</b> Comprehension and Collaboration <b>Cornerstone</b> Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.	<b>7.SL.CC.2</b> Analyze the main ideas and supporting details presented in diverse media formats; explain how this clarifies a topic, text, or issue under study.	152	Yes	0			
		157	Yes	0			
		86	Yes	0			
		64	Yes	0			
		67	Yes	0			
<b>Standard 3</b> <b>Category</b> Comprehension and Collaboration <b>Cornerstone</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	<b>7.SL.CC.3</b> Explain a speaker's argument and specific claims, focusing on whether the reasoning is sound, relevant, and sufficient.	152	Yes	0			
		157	No	The curriculum does not meet SL.CC.3. This standard expects the student to tell all about the argument, claims, and be able to understand if the information is sound, relevant, and sufficient. Additionally, the student needs to be able to listen to an			
		86	Yes	0			
		64	Yes	0			
		67	No	This standard is only noted twice on the standards correlation; however, there are ample opportunities to incorporate this standard more into the textbook. A suggestion for improvement would be to include specific language for speaking			
<b>Standard 4</b> <b>Category</b> Presentation of Knowledge and Ideas <b>Cornerstone</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.	<b>7.SL.PKI.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	152	Yes	0			
		157	Yes	0			
		86	Yes	0			
		64	Yes	0			
		67	Yes	0			
<b>Standard 5</b> <b>Category</b> Presentation of Knowledge and Ideas <b>Cornerstone</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	<b>7.SL.PKI.5</b> Include multimedia components and visual displays in presentations to clarify claims and findings and to emphasize major points.	152	Yes	0			
		157	Yes	0			
		86	Yes	0			
		64	Yes	0			
		67	Yes	0			
<b>Standard 6</b> <b>Category</b> Presentation of Knowledge and Ideas <b>Cornerstone</b>	<b>7.SL.PKI.6</b> Adapt speech to a variety of contexts and	152	Yes	0			
		157	Yes	0			

<b>Cornerstone</b> Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.	7.SE.F.1.6 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			
<b>WRITING STANDARDS</b>		<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
<b>Standard 1 Category</b> Text Types and Protocol <b>Cornerstone</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	7.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s). c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons. d. Use credible sources and demonstrate an understanding of the topic or source material. e. Craft an effective and relevant conclusion that supports the argument presented. f. Use precise language and content-specific vocabulary. g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use varied sentence structure to enhance meaning and reader interest. i. Establish and maintain a formal style.	152	Yes	The materials meet expectations of 7.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.			
		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 2 and 4, but there are many other opportunities for writing short argumentative pieces in the "Writing to Sources" sections within the			
		67	Yes	0			
		<b>Standard 2 Category</b> Text Types and Protocol <b>Cornerstone</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	7.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	152	Yes	The materials meet expectations of 7.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 task in units 3 and 5, 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			
<b>Standard 3 Category</b> Text Types and Protocol <b>Cornerstone</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	7.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, and description 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 7.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.			



	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			
<b>Standard 4</b> <b>Category</b> Production and Distribution of Writing <b>Cornerstone</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	<b>7.W.PDW.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	152	Yes	0			
		157	Yes	0			
		86	Yes	0			
		64	Yes	0			
		67	Yes	0			
<b>Standard 5</b> <b>Category</b> Production and Distribution of Writing <b>Cornerstone</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<b>7.W.PDW.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grade 7.)	152	Yes	0			
		157	Yes	0			
		86	Yes	0			
		64	Yes	0			
		67	Yes	0			
<b>Standard 6</b> <b>Category</b> Production and Distribution of Writing <b>Cornerstone</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<b>7.W.PDW. 6</b> Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.	152	Yes	0			
		157	Yes	0			
		86	Yes	0			
		64	Yes	0			
		67	Yes	0			
<b>Standard 7</b> <b>Category</b> Research to Build and Present Knowledge <b>Cornerstone</b> Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.	<b>7.W.RBPK.7</b> Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.	152	Yes	0			
		157	Yes	0			
		86	Yes	0			
		64	Yes	0			
		67	Yes	0			
<b>Standard 8</b> <b>Category</b> Research to Build and Present Knowledge <b>Cornerstone</b> Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.	<b>7.W.RBPK.8</b> 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 expectations of standard 7.W.RBPK.8 because they do not provide guidance for using search terms effectively or for following a standard citation format. One suggested revision is the addition of mini-lessons on			
		157	Yes	0			
		86	Yes	0			
		64	Yes	0			
		67	Yes	0			
<b>Standard 9</b> <b>Category</b> Research to Build and Present Knowledge <b>Cornerstone</b> Draw evidence from literary or informational texts to	<b>7.W.RBPK.9</b> Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.	152	Yes	0			
		157	Yes	0			
		86	Yes	0			
		64	Yes	0			

support analysis, reflection, and research.		67	Yes	0			
<b>Standard 10</b> <b>Category</b> Range of Writing <b>Cornerstone</b> 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.	<b>7.W.RW.10</b> Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	152	Yes	0			
		157	Yes	0			
		86	Yes	0			
		64	Yes	0			
		67	Yes	0			
<b>LANGUAGE STANDARDS</b>		<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
<b>Language Standard 1:</b> Conventions of Standard English  <b>Cornerstone: Demonstrate command of the</b>	<b>7.L.CSE.1</b> Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers. b. When writing or speaking, produce simple, compound, and complex sentences with effectively-	152	Yes	0			
		157	Yes	0			
		86	Yes	0			
		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			
		67	Yes	0			
<b>Language Standard 2:</b> Conventions of Standard English  <b>Cornerstone: Demonstrate command of the</b>	<b>7.L.CSE.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the function of commas to separate coordinate adjectives and use them correctly to do so.	152	Yes	0			
		157	Yes	0			
		86	Yes	0			
		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			
		67	Yes	0			
<b>Language Standard 3:</b> Knowledge of Language  <b>Cornerstone: Apply knowledge of language to understand how language</b>	<b>7.L.KL.3</b> When writing and speaking, choose precise language to express ideas concisely.	152	No	the materials do not meet the expectations of 7.L.KL.3 because they do not provide specific guidance for choosing precise language to express ideas concisely			
		157	Yes	0			
		86	Yes	0			
		64	Yes	0			
		67	Yes	0			
<b>Language Standard 4:</b> Vocabulary Acquisition and Use  <b>Cornerstone: Determine or clarify the meaning of</b>	<b>7.L.VAU.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th 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	152	Yes	0			
		157	Yes	there are several different aspects of this standard. As a whole, the standard is met, but when addressing L.VAU.4.e, both notes and digital need to be included			
		86	Yes	0			
		64	Yes	0			
		67	Yes	0			
<b>Language Standard 5:</b> Vocabulary Acquisition and Use  <b>Cornerstone: Demonstrate understanding of figurative</b>	<b>7.L.VAU.5</b> 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			
		64	Yes	0			
		67	Yes	0			
<b>Language Standard 6:</b> Vocabulary Acquisition and Use  <b>Cornerstone: Acquire and use accurately a range of</b>	<b>7.L.VAU.6</b> 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			
		64	Yes	0			
		67	Yes	0			
<b>Additional Comments</b>		<b>Reviewer</b>	<b>Evidence/Notes</b>				
<b>Additional Comments on Section II Standards</b>		152	0			<b>Total indicators to be re-reviewed:</b>	<b>0</b>
		157	Overall, this curriculum is good. If the suggested improvements are				
		86	0				
		64	The publication does an overall strong job of aligning to the Tennessee				
		67	The standards are all met throughout the entire textbook and spiraled				
<b>Alignment with Section II: ELA Standards.</b>		<b>Reviewer</b>	<b>Aligned</b>				
This means that no more than 4 boxes were marked "No." If more than 4 "No" boxes are marked, then this program does not pass.  (Note: Reading Literature and Reading Informational Text count as separate standards. If the screening instrument was checked "no" for 2 Reading Literature standards and 3 Informational Text standards, then it would NOT pass the screening		152	Pass				
		157	Fail				
		86	Pass				
		64	Pass				

Instrument )		67	Pass
Overall		Pass	

Grade & Subject: G01700 ISBN: 9781418312428

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 <b>at least 80%</b> of indicators in Section III.						
Standards are taught in an integrated fashion to support students in developing proficiency as readers and writers as they make meaning of texts through reading, writing, speaking and listening. Instructional decisions for standards instruction centers on the texts that have been selected to strategically build students' knowledge, and the standards are spiraled throughout the year to promote continued practice and application with ever increasing text complexity.						
Indicator	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Units are built around a concept, topic, or theme, and include essential questions and enduring understandings.	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	152	Yes	0			

n. Materials include multiple opportunities for students to engage in repeated reads of a text with varying purposes for each reading (i.e., close reading).	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 iii 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			
j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.	67	Yes	0			
	152	Yes	0			
	157	Yes	0			
	86	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.	64	Yes	This indicator exceeds expectations because of the high volume of writing opportunities present in each unit.			
	67	Yes	0			
	152	Yes	0			
	157	Yes	0			
l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	86	Yes	0			
	64	Yes	0			
	67	Yes	0			
	152	Yes	0			
m. Writing mini-lessons provide explicit instruction about the writing process, organization/structure, and writing craft.	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			
o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	67	Yes	0			
	152	Yes	0			
	157	Yes	0			
	86	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	64	Yes	0			
	67	Yes	0			
	152	No	The materials do not meet the expectations of indicator iiiip 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 structure. A			
	86	Yes	0			

in informative/explanatory, and rhetoric in opinion/argumentative).	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 listen to and respond in increasingly sophisticated ways with relevant evidence.	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.			
	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 39 of the teacher edition, it states that if students are having trouble identifying other examples of a particular type of writing craft, they have them look at a specific section along with reteaching practices 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:G01700ISBN:9781418312428

Title Name:myPerspecPublisher: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.			
	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 skills that have already been taught.	152	Yes	Extended learning opportunities can be found at <a href="https://www.pearsonrealize.com">pearsonrealize.com</a> .			
	157	Yes	0			
	86	Yes	0			
	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			
<b>Monitoring Student Progress</b>	<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
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 <a href="https://www.pearsonrealize.com">pearsonrealize.com</a> .			
	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			
<b>Organization</b>	<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
p. Content is sufficient to provide instruction	152	Yes	0			
	157	Yes	0			

across the school year and includes daily lessons organized into coherent units of study.	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			
	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		0			
	64	Yes		0			
	67	Yes		0			
x. Materials contain an explanation of the research behind the program including	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.				
	86	Yes	The research behind many of the activities in the curriculum can be found throughout the Teacher's Edition.				

Research behind the program, including instructional approaches within the program.	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		0		
	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		0			
	64		0			
	67	There ample components within the textbook that allow for teacher assistance and				

[illegible]

[illegible]