

EMC - Mirrors & Windows: Connecting with Literature

Grade 6

Thank you for your diligence in submitting materials for the Tennessee ELA material review process. The Tennessee Textbook Commission and the Tennessee Department of Education are committed to the strongest outcomes for Tennessee children. As materials were reviewed using the original scoring rubric, your material was flagged for certain indicators. During the re-review process, those flagged indicators were reviewed again using the same scoring rubric and the revised materials and guidance that you submitted. Re-reviews were completed on Sept. 28 and Sept. 29.

This report serves as notice of the results of the re-review. These results will be published on the TDOE textbook website as required by Tennessee Code Annotated.

Original Review

| Reviewer | Section I | Section II | Section III | Overall |
|----------|-----------|------------|-------------|-------------|
| 38 | Fail | Fail | Fail | |
| 144 | Fail | Fail | Fail | |
| 143 | Fail | Pass | Pass | |
| 148 | Fail | Fail | Fail | |
| 116 | Pass | Fail | Pass | |
| Overall | Fail | Fail | Fail | FAIL |

Re-Review

| Reviewers: 58, 68 | Aligned |
|-------------------|-------------|
| Section | |
| Section I | Pass |
| Section II | Pass |
| Section III | Pass |
| Section IV | |
| Overall | Pass |

| Grade | Publisher | Title | Section | Indicator | Reviewer 1 Pass/Fail | Reviewer 1 Comment | Reviewer 2 Pass/Fail | Reviewer 2 Comment | Reviewer 3 Pass/Fail | Reviewer 3 Comment |
|---------|-----------|---------------------|---------|---|----------------------|--------------------|----------------------|--------------------|----------------------|--------------------|
| Grade 6 | EMC | Mirrors and Windows | 1 | 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. | Y | | Y | | | |
| | | | 1 | b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building. | Y | | Y | | | |
| | | | 1 | c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition. | Y | | Y | | | |
| | | | 1 | g. Text-dependent questions: •Most questions and tasks require students to draw on textual evidence to support inferences and conclusions. •High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text. | Y | | Y | | | |
| | | | 1 | h. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence. | Y | | Y | | | |
| | | | 1 | i. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text. | Y | | Y | | | |
| | | | 2 | Informational Text: 6.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions. | Y | | Y | | | |
| | | | 2 | Literature: 6.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary. | Y | | Y | | | |
| | | | 2 | Informational Text: 6.RL.KID.2 Determine a central idea of a text and how it is conveyed through details; provide an objective summary. | Y | | Y | | | |
| | | | 2 | Informational Text: 6.RL.KID.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text. | Y | | Y | | | |
| | | | 2 | Literature: 6.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts. | Y | | Y | | | |
| | | | 2 | Informational Text: 6.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | Y | | Y | | | |
| | | | 2 | Literature: 6.RL.CS.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. | Y | | Y | | | |
| | | | 2 | Informational Text: 6.RL.CS.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. | Y | | Y | | | |
| | | | 2 | Literature: 6.RL.CS.6 Explain how an author establishes and conveys the point of view of the narrator or speaker in a text. | Y | | Y | | | |
| | | | 2 | Literature: 6.RL.IKI.7 Compare and contrast the written version of a story, drama, or poem to the experience of listening to or viewing an audio, video, or live production of a text. | Y | | Y | | | |
| | | | 2 | Informational Text: 6.RL.IKI.7 Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue. | Y | | Y | | | |
| | | | 2 | Informational Text: 6.RL.IKI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. | Y | | Y | | | |
| | | | 2 | 6.SL.CC.1 Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly. | Y | | Y | | | |
| | | | 2 | 6.SL.CC.3 Explain a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | Y | | Y | | | |
| | | | 2 | 6.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s). b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s). c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons. d. Use credible sources and demonstrate an understanding of the topic or source material. e. Craft an effective and relevant conclusion that supports the argument presented. f. Use precise language and content-specific vocabulary. g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use varied sentence structure to enhance meaning and reader interest. i. Establish and maintain a formal style. | Y | | Y | | | |
| | | | 2 | 6.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow. b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material. e. Craft an effective and relevant conclusion. f. Include formatting, graphics, and multimedia when appropriate. g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use precise language and domain-specific vocabulary. i. Use varied sentence structure to enhance meaning and reader interest. j. Establish and maintain a formal style. | Y | | Y | | | |

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| | | | 2 | 6.W.TTP.3 Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a speaker/narrator and/or participants/characters. b. Organize an event sequence that unfolds naturally and logically. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters. e. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts and show the relationships among experiences and events. f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events. g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | Y | | Y | | | | |
| | | | 2 | 6.W.PDW.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1–3 up to and including grade 6.) | Y | | Y | | | | |
| | | | 2 | 6.W.PDW. 6 Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3. | n | While students are asked to present their findings (p135) and/or display their findings on a bulletin board (p330), there are no opportunities for true collaboration in the provided activity. | N | | None of the tasks require students to use technology to produce, publish, and collaborate with others; no task requires students to complete a typed product in a single sitting. | | |
| | | | 2 | 6.W.RBPk.7 Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate. | Y | | Y | | | | |
| | | | 2 | 6.W.RBPk.8 Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. | Y | | Y | | | | |
| | | | 2 | 6.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, explain the function of pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement). b. When writing or speaking, use pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement) effectively. c. When reading and listening, explain the function of phrases and clauses. d. When writing or speaking, use simple, compound, and complex sentences. | Y | | Y | | | | |
| | | | 2 | 6.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and use them correctly to do so. | Y | | Y | | | | |
| | | | 2 | 6.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase. c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase. d. Use etymological patterns in spelling as clues to the meaning of a word or phrase. | Y | | Y | | | | |
| | | | 2 | 6.L.VAU.5 When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively. | Y | | Y | | | | |
| | | | 2 | 6.L.VAU.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression. | Y | | Y | | | | |
| | | | 3 | a. Units are built around a concept, topic, or theme, and include essential questions and enduring understandings. | Y | | Y | | | | |
| | | | 3 | b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards. | Y | | Y | | | | |
| | | | 3 | g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading. | Y | | Y | | | | |
| | | | 3 | i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text. | Y | | Y | | | | |
| | | | 3 | m. Writing mini-lessons provide explicit instruction about the writing process, organization/structure, and writing craft. | Y | | Y | | | | |
| | | | 3 | n. Instruction in conventions, syntax, and style is direct and contextual (mentor texts), increases in sophistication, and is applied to authentic writing experiences. | Y | | Y | | | | |
| | | | 3 | o. Explicit vocabulary instruction includes morphology and Latin or Greek roots. | Y | | Y | | | | |
| | | | 3 | 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. | Y | | Y | | | | |
| | | | 3 | 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. | Y | | Y | | | | |
| | | | 3 | t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items. | N | Publisher produced correlations to TN ELA standard documents are not present at this time but publisher notes that they "will accompany" teacher materials. | N | | If the correlation guide is the sole evidence of alignment, it is insufficient, because several tasks are incorrectly identified. | | |