

## Great Minds - Wit & Wisdom

### Grade 8

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
95	Pass	Fail	Pass	
155	Fail	Fail	Pass	
114	Pass	Fail	Pass	
150	Pass	Fail	Pass	
117	Pass	Pass	Pass	
Overall	Pass	Fail	Pass	<b>FAIL</b>

#### Re-Review

Reviewers: 38, 48	Aligned
Section	
Section I	Pass
Section II	Pass
Section III	
Section IV	
Overall	<b>Pass</b>

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 8	Great Minds	Wit & Wisdom	1	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.	y		y			
			1	f. Text selection should include a balanced representation of both literature and informational text across the year as indicated by the grade-level standards.	y		y			
			2	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.	y		y			
			2	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.	y		y			
			2	Informational Text: 8.RI.CS.4 Determine the meaning 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.	y		y			
			2	Informational Text: 8.RI.CS.5 Analyze in detail the structure of a specific paragraph or section in a text, including the role of particular sentences in developing and refining a key concept.	n	This indicator is not met because there are not enough individual lessons that address this standard. Several lessons are linked on the correlation guide, but many of those do not reference the standard at all. Module 4 lesson 19 does have questions that assess this standard, but this is the only linked lesson that does.	n	This does not meet the indicator because only in lesson 19 is this standard addressed--not anywhere else listed on the correlation guide.		
			2	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.	y		y			
			2	Informational Text: 8.RI.IKI.7 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.	y		y			
			2	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.	y		y			
			2	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.	y		y			
			2	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.	y		y			
			2	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.	y		y			
			2	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.	y		n	This does not meet this indicator only because it does not satisfy the "identify when irrelevant evidence is introduced"- not even to a level that could be inferred.		
			2	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.	y		y			

			2	<p>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.</p> <p>a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.</p> <p>b. Synthesize and organize ideas, concepts, and information into broader categories using effective strategies to create cohesion and aid in comprehension.</p> <p>c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.</p> <p>e. Craft an effective and relevant conclusion.</p> <p>f. Include formatting, graphics, and multimedia when appropriate.</p> <p>g. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>h. Use precise language and domain-specific vocabulary.</p> <p>i. Use varied sentence structure to enhance meaning and reader interest.</p> <p>j. Establish and maintain a formal style.</p>	y		y			
			2	<p>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.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters.</p> <p>b. Organize an event sequence that unfolds naturally and logically.</p> <p>c. Create a smooth progression of experiences or events.</p> <p>d. Use narrative techniques, such as dialogue, pacing, description, and reflection when appropriate, to develop experiences, events, and/or characters.</p> <p>e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.</p> <p>f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events.</p> <p>g. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p>	y		y			
			2	<p>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.)</p>	y		y			
			2	<p>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.</p>	n	<p>This indicator is not met. This standard is only addressed in module 4, Lesson 32. In this lesson, students present multimedia presentations. This does not satisfy the requirement of producing and publishing writing with technology.</p>	n	<p>This does not meet this indicator because the lesson that is supposed to meet it, Module 4 lesson 32, has students create a multimedia presentation, not a piece of writing demanded by the standard.</p>		
			2	<p>8.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage.</p> <p>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, complex, and compound-complex sentences with effectively-placed modifiers. d. When reading or listening, explain the function of the voice (active and passive) and the mood of a verb and its application in text. e. When writing or speaking, produce and use varied voice and mood of verbs.</p>	y		y			
			2	<p>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.</p>	y		y			
			2	<p>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.</p>	n	<p>This indicator is not met. The materials do not address the analysis of stylistic choices or how to adjust style and tone to a variety of contexts.</p>	n	<p>This does not meet the indicator because the lessons do address the standard.</p>		
			2	<p>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 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.</p>	y		y			