

LearnZillion - Guidebooks

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
85	Fail	Fail	Fail	
68	Fail	Fail	Fail	
82	Fail	Pass	Fail	
58	Fail	Fail	Fail	
70	Pass	Pass	Pass	
Overall	Fail	Fail	Fail	FAIL

Re-Review

Reviewers: 38, 48	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	LearnZillion	Guidebooks	1	b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	Y		Y			
			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	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	i. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	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.RI.KID.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.	N	This indicator is not met. While questions related to this standard are present, there are no specific questions, lessons or tasks related to how events, ideas, and individuals are illustrated and developed in nonfiction text.	N	There is no evidence that these materials meet this indicator.		
			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.RI.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.RI.CS.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	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	Informational Text: 6.RI.CS.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in a text.	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.	N	This indicator is not met. While themes are presented in various formats, there are no lessons or materials for comparing / contrasting the written version of a text to an audio or video version.	N	These materials do not meet this indicator because there are no multimedia productions of literary texts to compare/contrast with texts.		
			2	Informational Text: 6.RI.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.RI.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	Literature: 6.RL.IKI.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.	Y		Y			
			2	Informational Text: 6.RI.IKI.9 Compare and contrast two or more authors' presentation of the same topic or event.	Y		Y			
			2	Literature: 6.RL.RRTC.10 Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	Y		Y			
			2	Informational Text: 6.RI.RRTC.10 Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	Y		Y			
			2	6.SL.CC.2 Interpret information presented in diverse media formats; explain how source information contributes to a topic, text, or issue under study.	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.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	Y		Y			

			2	<p>6.W.TTP.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s).</p> <p>b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s).</p> <p>c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.</p> <p>d. Use credible sources and demonstrate an understanding of the topic or source material.</p> <p>e. Craft an effective and relevant conclusion that supports the argument presented.</p> <p>f. Use precise language and content-specific vocabulary.</p> <p>g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>h. Use varied sentence structure to enhance meaning and reader interest.</p> <p>i. Establish and maintain a formal style.</p>	Y		Y			
			2	<p>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.</p> <p>a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.</p> <p>b. Organize ideas, concepts, and information 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 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>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.</p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a speaker/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, and description when appropriate, to develop experiences, events, and/or characters.</p> <p>e. Use a variety of transition words, phrases, and clauses to convey sequence and 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	6.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	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.	Y		Y			
			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	<p>6.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage.</p> <p>a. When reading or listening, explain the function of pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement).</p> <p>b. When writing or speaking, use pronouns (pronoun case, intensive pronouns, pronoun-antecedent agreement) effectively.</p> <p>c. When reading and listening, explain the function of phrases and clauses.</p> <p>d. When writing or speaking, use simple, compound, and complex sentences.</p>	N	This indicator is not met. Grammar and conventions are taught well, in context, but pronouns are never included or practiced.	N	These materials do not meet this indicator because there is no instruction on sub-indicator a. - pronouns.		
			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.KL.3 When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.	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.	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	f. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical) while appealing to students' interests.	N	This indicator is not met for this title because it does not include diverse and multicultural perspectives.	N	This does not meet this indicator because the texts lack cultural diversity.		
			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.	N	This indicator is not met because there are no recommended texts for further reading or accountability structures for encouraging a high volume of independent reading.	N	This does not meet this indicator because there is no suggested reading in addition to classroom materials.		
			3	l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	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.	N	This indicator is not met. The materials do not address morphology and roots at this level.	N	This does not meet this indicator because there is no evidence of instruction in morphology.		
			3	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).	Y		Y			
			3	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.	Y		Y			
			3	t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	Y		Y			