

Cengage - Reach for Reading

Grade 5

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	Section IV	Overall
26	Fail	Pass	Pass	Pass	
9	Fail	Pass	Pass	Pass	
49	Fail	Fail	Fail	Fail	
36	Fail	Fail	Pass	Pass	
89	Fail	Pass	Pass	Pass	
Overall	Fail	Pass	Pass	Pass	FAIL

Re-Review

Reviewers: 15, 25		Comments
Section	Aligned	
Section I	Fail	<p>c. This indicator is not met because there are not clear opportunities for students to connect knowledge acquisition to end of unit tasks in a progressive manner.</p> <p>e. This indicator is not met because the routine outlined on BP 1-2 is not consistent with Tennessee's vision and goals for read aloud texts.</p> <p>h. This indicator is not met because there are not opportunities for students to make knowledge based connections from text to text in order to answer the big question. Each lesson opens with vocabulary practice or academic talk which is heavily skill based.</p> <p>c. The daily and weekly writing tasks do not provide opportunities to demonstrate knowledge gained during the unit of study. The writing tasks appear to be very skill-based and do not result in an accumulation of knowledge across the unit. For example, in Unit 1 students are asked to write a Personal Narrative about a time when they had to adjust to a new place or situation. The writing tasks are presented in a manner that requires students to cite evidence or display knowledge from the unit of study. The texts read during this unit center around US Immigration and the prompt does not answer the Big Question: "How can where you are change who you are."</p>

		<p>e. The practice of the interactive read aloud is to provide a complex text to be read aloud to build knowledge about a topic. The practices indicated in these materials (pg. BP1-2) conflate interactive read aloud and close read. Initially, the text is utilized as an interactive read aloud however, the students are asked to participate in a repeated read of the text to build to independent reading. This is not the intent of the TN definition of an Interactive Read Aloud.</p> <p>h. The questions asked in the “Before You Move On” section of the materials appear to be text-specific. However, there does not appear to be a clear connection between the big ideas (Big Question) and the overall knowledge that is to be gained in the unit of study. The questions are not adequately scaffold and lack of a cohesion among the questions. The students do not build knowledge throughout the unit of study because the questions do not provide an opportunity to make deep connections among the unit texts.</p>
Section II		
Section III		
Section IV		
Overall		Fail

Thank you for participating in the re-review process. You have the opportunity to submit an appeal for your re-review results. Appeals will be heard at the October 22nd Tennessee Textbook Commission meeting. A request for an appeal can be found here: https://www.tn.gov/content/dam/tn/education/textbook/txtbk_request_to_speak.pdf.

Your presentation will be limited to 15 minutes, and the commission will make a decision at the meeting. If you have any questions regarding the appeals process, you can reach out to Lisa Coons, lisa.coons@tn.gov, or Robinette Mitchell robinette.mitchell@tn.gov.

Sincerely,

Tennessee Department of Education

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 5	Cengage	Reach for Reading	1	c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	N	This indicator is not met because there are not clear opportunities for students to connect knowledge acquisition to end of unit tasks in a progressive manner.	N	The daily and weekly writing tasks do not provide opportunities to demonstrate knowledge gained during the unit of study. The writing tasks appear to be very skill-based and do not result in an accumulation of knowledge across the unit. For example, in Unit 1 students are asked to write a Personal Narrative about a time when they had to adjust to a new place or situation. The writing tasks are presented in a manner that requires students to cite evidence or display knowledge from the unit of study. The texts read during this unit center around US Immigration and the prompt does not answer the Big Question: "How can where you are change who you are."		
			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	e. Texts for Interactive Read Aloud are 1-3 years above grade level.	N	This indicator is not met because the routine outlined on BP 1-2 is not consistent with Tennessee's vision and goals for read aloud texts.	N	The practice of the interactive read aloud is to provide a complex text to be read aloud to build knowledge about a topic. The practices indicated in these materials (pg. BP1-2) conflate interactive read aloud and close read. Initially, the text is utilized as an interactive read aloud however, the students are asked to participate in a repeated read of the text to build to independent reading. This is not the intent of the TN definition of an Interactive Read Aloud.		
			1	g. 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			

			1	<p>h. Text-dependent questions:</p> <ul style="list-style-type: none">•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.	N				<p>The questions asked in the “Before You Move On” section of the materials appear to be text-specific. However, there does not appear to be a clear connection between the big ideas (Big Question) and the overall knowledge that is to be gained in the unit of study. The questions are not adequately scaffold and lack of a cohesion among the questions. The students do not build knowledge throughout the unit of study because the questions do not provide an opportunity to make deep connections among the unit texts.</p>		
			1	<p>i. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.</p>	N			N			