

Cengage - Reach for Reading

Grade 3

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

Re-Review

Reviewers: 25, 15		Comments
Section	Aligned	
Section I	Fail	<p>d. 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 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>i. The writing tasks included in the units of study did not meet the 80% requirement. There were daily opportunities to write but not all of the writing tasks were text specific.</p> <p>d. The intent of the interactive read aloud is to build knowledge through above grade level text. The interactive close read routine in this curriculum works toward independent student reading of complex text which is not consistent with goal.</p> <p>i. There is only evidence of writing tasks that ask students to respond to text or include text evidence 2-3 days per week which would average 50% of the time or less.</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 3	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.	Y		Y			
			1	d. Texts used for Interactive Read Aloud are 1-3 years above grade level determined by quantitative and qualitative measurements.	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 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.	N	The intent of the interactive read aloud is to build knowledge through above grade level text. The interactive close read routine in this curriculum works toward independent student reading of complex text which is not consistent with goal.		
			1	e. Texts used for shared reading 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 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	h. Text-dependent questions: •At least 80% of 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. Writing to sources: At least 80% of writing tasks require students to respond to texts and/or include textual evidence.	N	The writing tasks included in the units of study did not meet the 80% requirement. There were daily opportunities to write but not all of the writing tasks were text specific.	N	There is only evidence of writing tasks that ask students to respond to text or include text evidence 2-3 days per week which would average 50% of the time or less.		
			1	j. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	Y		Y			