

Amplify - Core Knowledge Language Arts

Kindergarten

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 |
|----------|-----------|------------|-------------|------------|-------------|
| 100 | Pass | Pass | Pass | Pass | |
| 27 | Pass | Pass | Pass | Pass | |
| 13 | Fail | Pass | Fail | Pass | |
| 4 | Fail | Fail | Fail | Fail | |
| 0 | | | | | |
| Overall | Fail | Pass | Fail | Pass | FAIL |

Re-Review

| Reviewers: 42, 32 | Aligned |
|-------------------|-------------|
| Section | |
| Section I | Pass |
| Section II | |
| 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 |
|--------------|-----------|----------------|---------|--|----------------------|--------------------|----------------------|--------------------|----------------------|--------------------|
| Kindergarten | Amplify | Core Knowledge | 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 | d. Texts used for Interactive Read Aloud are 1-3 years above grade level determined by quantitative and qualitative measurements. | Y | | Y | | | |
| | | | 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 | Y | | Y | | | |
| | | | 3 | a. Units are built around a concept or topic and include essential questions and enduring understandings. | Y | | Y | | | |
| | | | 3 | d. Most texts used for Interactive Read Aloud must be authentic and previously published. All commissioned texts are of publishable quality. | Y | | Y | | | |
| | | | 3 | f. Students have multiple and varied opportunities to engage with text across the literacy block, including Interactive Read Aloud, shared reading, small-group reading, and independent reading. | Y | | Y | | | |
| | | | 3 | g. Materials include multiple opportunities for students to engage in repeated reads of a text with varying purposes for each reading (i.e., close reading). | Y | | Y | | | |
| | | | 3 | i. Texts for small group reading instruction should be at a variety of complexity levels with a focus on continued skill- and knowledge-based competency building capabilities. | Y | | Y | | | |
| | | | 3 | k. Materials provide explicit instruction about the writing process, organization/structure, and writing craft. | Y | | Y | | | |

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|--|--|--|---|---|---|--|---|--|--|--|
| | | | 3 | l. Materials include multiple and varied opportunities for students to be exposed to and engaged in writing (i.e., modeled writing, shared writing, interactive writing, small-group writing, and | Y | | Y | | | |
| | | | 3 | n. Materials provide instruction in specific academic language and structures associated with different modes of writing (e.g., dialogue in narrative, description vs. compare/contrast in explanat | Y | | Y | | | |