

Great Minds - Wit & Wisdom

Grade 2

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
151	Pass	Pass	Pass	Fail	
123	Pass	Pass	Pass	Fail	
34	Fail	Pass	Pass	Fail	
2	Fail	Pass	Fail	Fail	
21	Fail	Pass	Pass	Fail	
Overall	Fail	Pass	Pass	Fail	FAIL

Re-Review

Reviewers: 32, 42		Comments
Section	Aligned	
Section I	Fail	<p>d. Indicator is not met due to not being able to distinguish between Intera. Read Aloud and shared reads.</p> <p>e. Indicator is not met due to not being able to distinguish between Intera. Read Aloud and shared reads.</p> <p>h. Same as above</p> <p>i. The lessons do not meet the 80% requirement of responding to texts/or including textual evidence.</p> <p>j. This indicator is not met due to not having regular and frequent opportunities for collaborative discussions.</p> <p>d. There is no clear indication if the texts are interactive read aloud or shared reads. This information is necessary to score this indicator.</p> <p>e. -> There is no clear indication if the texts are interactive read aloud or shared reads. This information is necessary to score this indicator.</p> <p>g. The materials include fifteen informational texts and ten literary texts.</p> <p>i. 80% of the writing tasks do not require students to respond to text.</p>

		j. Materials do not provide the opportunity for regular and frequent opportunities to engage in collaborative discussions that are grounded in text.
Section II		
Section III		
Section IV	Fail	<p>a. These indicators are not met due to not including foundational skills instruction.</p> <p>b. These indicators are not met due to not including foundational skills instruction.</p> <p>c. These indicators are not met due to not including foundational skills instruction.</p> <p>d. These indicators are not met due to not including foundational skills instruction.</p> <p>e. These indicators are not met due to not including foundational skills instruction.</p> <p>f. These indicators are not met due to not including foundational skills instruction.</p> <p>g. These indicators are not met due to not including foundational skills instruction.</p> <p>a. This indicator is not met because the materials do not include a foundational skills component.</p> <p>b. This indicator is not met because the materials do not include a foundational skills component.</p> <p>c. This indicator is not met because the materials do not include a foundational skills component.</p> <p>d. This indicator is not met because the materials do not include a foundational skills component.</p> <p>e. This indicator is not met because the materials do not include a foundational skills component.</p> <p>f. This indicator is not met because the materials do not include a foundational skills component.</p> <p>g. This indicator is not met because the materials do not include a foundational skills component.</p>
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 2	Great Minds	Wit & Wisdom	1	d. Texts used for Interactive Read Aloud are 1-3 years above grade level determined by quantitative and qualitative measurements.	N	Indicator is not met due to not being able to distinguish between Intera. Read Aloud and shared reads.	N	There is no clear indication if the texts are interactive read aloud or shared reads. This information is necessary to score this indicator.		
			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.	N	Indicator is not met due to not being able to distinguish between Intera. Read Aloud and shared reads.	N	-> There is no clear indication if the texts are interactive read aloud or shared reads. This information is necessary to score this indicator.		
			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		N	The materials include fifteen informational texts and ten literary texts.		
			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.		Same as above				
			1	i. Writing to sources: At least 80% of writing tasks require students to respond to texts and/or include textual evidence.	N	The lessons do not meet the 80% requirement of responding to texts/or including textual evidence.	N	80% of the writing tasks do not require students to respond to text.		
			1	j. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	N	This indicator is not met due to not having regular and frequent opportunities for collaborative discussions.	N	Materials do not provide the opportunity for regular and frequent opportunities to engage in collaborative discussions that are grounded in text.		
			4	a. Materials provide explicit, systematic, sequential, and evidence-based instruction of grade level foundational skills including: phonological awareness, phonics and word recognition, word composition, fluency, sentence composition, grammar, and conventions.	N	These indicators are not met due to not including foundational skills instruction.	N	This indicator is not met because the materials do not include a foundational skills component.		
			4	b. Evidence-based practice materials (e.g., manipulatives, word sorts, etc.) are abundant, varied, practical and can be used both independently and with support.	N	These indicators are not met due to not including foundational skills instruction.	N	This indicator is not met because the materials do not include a foundational skills component.		
			4	c. Materials provide students with regular opportunities to apply foundational skills in authentic reading and writing.	N	These indicators are not met due to not including foundational skills instruction.	N	This indicator is not met because the materials do not include a foundational skills component.		
			4	d. Explicit encoding instruction is evidence-based and uses a systematic scope and sequence that connects to the reciprocal process of encoding and decoding.	N	These indicators are not met due to not including foundational skills instruction.	N	This indicator is not met because the materials do not include a foundational skills component.		
			4	e. Effective reading fluency instruction includes the following: • Evidence-based teaching strategies and varied practice opportunities; • Lessons in oral reading fluency, including word recognition and accuracy, pacing, rate, phrasing and prosody; and • Use of different text types.	N	These indicators are not met due to not including foundational skills instruction.	N	This indicator is not met because the materials do not include a foundational skills component.		
			4	f. Materials support ongoing and frequent formative assessment to determine students' mastery of foundational literacy skills while providing clear and specific instructions on how to best support students performing below the grade-level expectation.	N	These indicators are not met due to not including foundational skills instruction.	N	This indicator is not met because the materials do not include a foundational skills component.		

			4	<p>g. Assessments include standards-based diagnostic screening tools to identify students' instructional needs for targeted re-teaching.</p>	N		<p>These indicators are not met due to not including foundational skills instruction.</p>	N	<p>This indicator is not met because the materials do not include a foundational skills component.</p>	
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