

Houghton Mifflin Harcourt - Into 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
83	Fail	Fail	Pass	Fail	
147	Fail	Pass	Pass	Pass	
146	Pass	Pass	Pass	Pass	
145	Fail	Pass	Pass	Pass	
142	Pass	Pass	Pass	Pass	
Overall	Fail	Pass	Pass	Pass	FAIL

Re-Review

Reviewers: 65, 55		Comments
Section	Aligned	
Section I	Fail	<p>b. While the use of the vocabulary routine is indicated ex. unit 1, p T40, T144, this routine could not be located, therefore, evidence of this indicator could not be completely assessed.</p> <p>c. The module project does not always align with the knowledge and skills being developed within the module. For example, module 1 - the essential question is "what makes a character interesting?" The texts within this module and the daily/weekly instruction include making inferences and literary elements / author's craft. Student responses include wiring an email, story retell, writing a biography and writing a narrative. The module project does not connect to the texts or to the essential question in this module, so it does not allow students to demonstrate their literacy skills and convey their knowledge acquisition gained from this module. The project is done with students in a literacy station, rather than with guidance and instruction by the teacher.</p> <p>b. Teacher resource consistently references vocabulary routine, however the routine could not be located. References in the publisher document to resolve issue did not lead</p>

		to explicit teacher inst in vocabulary. Vocabulary is framed in strategy inst not vocab building inst. c. Various misalignments occur. End of unit tasks (module projects) do not always assess what is being taught in reading and writing workshops. For example, Mod 9 projects asks students to research and write about a healthy lunch. However Mod 9 writer's workshop is about wiring poetry. There are multiple assessments included but they are not connected to module instruction as one whole background building piece. This series is missing a unifying task to allow the learner to convey the knowledge acquired within each module. Instruction for projects is not part of the teacher led instruction. It is done in a small group literacy station.
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
			1					Teacher resource consistently references vocabulary routine, however the routine could not be located. References in the publisher document to resolve issue did not lead to explicit teacher inst in vocabulary. Vocabulary is framed in strategy inst not vocab building inst.		
Grade 3	HMH	Into Reading		b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	N	While the use of the vocabulary routine is indicated ex. unit 1, p T40, T144, this routine could not be located, therefore, evidence of this indicator could not be completely assessed.	N			
			1			The module project does not always align with the knowledge and skills being developed within the module. For example, module 1 - the essential question is "what makes a character interesting?" The texts within this module and the daily/weekly instruction include making inferences and literary elements / author's craft. Student responses include wiring an email, story retell, writing a biography and writing a narrative. The module project does not connect to the texts or to the essential question in this module, so it does not allow students to demonstrate their literacy skills and convey their knowledge acquisition gained from this module. The project is done with students in a literacy station, rather than with guidance and instruction by the teacher.		Various misalignments occur. End of unit tasks (module projects) do not always assess what is being taught in reading and writing workshops. For example, Mod 9 projects asks students to research and write about a healthy lunch. However Mod 9 writer's workshop is about wiring poetry. There are multiple assessments included but they are not connected to module instruction as one whole background building piece. This series is missing a unifying task to allow the learner to convey the knowledge acquired within each module. Instruction for projects is not part of the teacher led instruction. It is done in a small group literacy station.		
				c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	N		N			