

Cengage - Reach for Reading

Grade 1

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
140	Fail	Fail	Pass	Pass	
26	Fail	Pass	Fail	Pass	
43	Fail	Fail	Pass	Pass	
45	Fail	Pass	Pass	Pass	
13	Fail	Fail	Fail	Fail	
Overall	Fail	Fail	Pass	Pass	FAIL

Re-Review

Reviewers: 72, 82		Comments
Section	Aligned	
Section I	Fail	<p>a. Although text sets are sequenced around a science or social studies topic, students are not building knowledge systematically by interacting with those texts. For example in Unit 2, "Shoot for the Sun," When is Something Alive? The shared, close reads and big books are very low level text and offer very little information.</p> <p>b. The vocabulary words are separated into science and academic vocabulary, but there was no evidence that provided direct instruction for teaching the vocabulary words in Units 1 & 2. Protocols were found in the Best Practice section but when daily vocabulary instruction occurs, there is not always referenced to the Best Practice Section, p. T92m - Unit 2, p. T92e, p. T91f, p. T88 - but then on p. T96i academic vocabulary the routines are referenced. Additional examples of no routines - Unit 6, Day 5 & 6 for compound words. The Knowledge building portion of this standard using the vocabulary words chosen is also very weak. See vocabulary words for Unit 6 p. T72. See also Unit 7 T164 Vocabulary Strategy - alphabetize and use a dictionary. Additional examples: vocabulary words - Unit 7 T171e are not rigorous enough words to build knowledge for the latter part of grade 1.</p>

		<p>c. Wrap-ups p. T119 (unit 2) say to refer to weekly folder which has a completion of sentenced frames, on day 4 about how a seed grows and power-write about a bud for 1 minute. p T116c Unit 2. On day 3 write about living things use sentence frames. On Day 2, no writing - just a think aloud on p. T97b. Day 1 p. T96d students are writing 1 sentence about Zina as a puppet and 1 sentence about Zina as a real girl. This is week 3 of a 4 week unit when students are supposed to be building knowledge to answer the question, "When is something alive?" Talk and share ideas. The options for their culminating task listed on p. T130 and T132 give them choices of writing or talking but does not allow them to convey their understanding built over time of when something is alive.</p> <p>d. The guided reading books are leveled and depending on which level the child is - could be 1-3 above. The whole class instruction through Read Alouds, close reads, and big books are not 1-3 years above grade 1. In addition the my NGConnect was not accessible. The state of TN expects students to be introduced to rigorous text from the beginning - not just at the end of the year.</p> <p>h. Because of the low level/lack of rigorous text used, this questioning will not help students build a deeper understanding of the text.</p> <p>i. See examples in indicator C - above</p> <p>e. Following close readings aren't on Grade Level - Unit 3 Week 3, Unit 4 Week 1, Unit 5 Week 1, Unit 6 Week 1, Unit 7 Week 1, Unit 7 Week 3, Unit 8 Week 3</p>
Section II	Fail	<p>1.FL.SC.6 : In the Daily Grammar section, the language skills are taught, games are played and worksheets can be completed with words, but I am finding little to no evidence of opportunities when writing.</p> <p>1.FL.VA.7a-c : Sent to Unit 4, Week 4 but it was not found.</p> <p>Literature: 1.RL.KID.1. The examples provided for re-review in Unit 3, T137b misses the cornerstone about saying what RL.1.KID.1 what the text says explicitly and cite textual evidence.</p> <p>Informational Text: 1.RI.KID.1. The examples provided for re-review in Unit 3 Markets Around the World - misses the cornerstone - RI.1.KID.1 - of reading closely and draw from textual evidence. The students were not asked or redirected to use textual evidence.</p> <p>1.SL.PKI.5 : Unit 1 p. T60h does not ask students to clarify ideas, thought and feelings.</p> <p>1.W.TTP.1 : The Writing Procedures in Unit 1 nor the example on T142d in Unit 7 have students provide a sense of closure for their writing.</p> <p>1.W.TTP.3 : The writing protocols in Unit 1 do not address teaching closure when writing. The example that is given by the publisher for Unit 8 T231n is found in the section for English learners - not in the core instruction.</p> <p>1.W.PDW.4 : Beginning in Unit 1 all the way through Unit 8, the students are given sentence frames and are not challenged or given the opportunity to organize and write alone following writing instruction.</p> <p>1.W.RBPK.7 : No evidence was found with students - exploring a number of books on a given topic to write a sequence of instructions.</p> <p>1.W.TTP.2 : In Unit 7, when writing the friendly letter, there's no evidence of teaching the closure in writing informative/explanatory texts</p>
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 1	Cengage	Reach for Reading	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.	N	Although text sets are sequenced around a science or social studies topic, students are not building knowledge systematically by interacting with those texts. For example in Unit 2, "Shoot for the Sun," When is Something Alive? The shared, close reads and big books are very low level text and offer very little information.	Y			
			1	b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	N	The vocabulary words are separated into science and academic vocabulary, but there was no evidence that provided direct instruction for teaching the vocabulary words in Units 1 & 2. Protocols were found in the Best Practice section but when daily vocabulary instruction occurs, there is not always referenced to the Best Practice Section, p. T92m - Unit 2, p. T92e, p. T91f, p. T88 - but then on p. T96i academic vocabulary the routines are referenced. Additional examples of no routines - Unit 6, Day 5 & 6 for compound words. The Knowledge building portion of this standard using the vocabulary words chosen is also very weak. See vocabulary words for Unit 6 p. T72. See also Unit 7 T164 Vocabulary Strategy - alphabetize and use a dictionary. Additional examples: vocabulary words - Unit 7 T171e are not rigorous enough words to build knowledge for the latter part of grade 1.	Y			
			1	c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	N	Wrap-ups p. T119 (unit 2) say to refer to weekly folder which has a completion of sentenced frames, on day 4 about how a seed grows and power-write about a bud for 1 minute. p T116c Unit 2. On day 3 write about living things use sentence frames. On Day 2, no writing - just a think aloud on p. T97b. Day 1 p. T96d students are writing 1 sentence about Zina as a puppet and 1 sentence about Zina as a real girl. This is week 3 of a 4 week unit when students are supposed to be building knowledge to answer the question, "When is something alive?" Talk and share ideas. The options for their culminating task listed on p. T130 and T132 give them choices of writing or talking but does not allow them to convey their understanding built over time of when something is alive.	Y			
			1	d. Texts used for Interactive Read Aloud are 1-3 years above grade level determined by quantitative and qualitative measurements.	N	The guided reading books are leveled and depending on which level the child is - could be 1-3 above. The whole class instruction through Read Alouds, close reads, and big books are not 1-3 years above grade 1. In addition the my NGConnect was not accessible. The state of TN expects students to be introduced to rigorous text from the beginning - not just at the end of the year.	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 on text complexity metrics.	Y		N	Following close readings aren't on Grade Level - Unit 3 Week 3, Unit 4 Week 1, Unit 5 Week 1, Unit 6 Week 1, Unit 7 Week 1, Unit 7 Week 3, Unit 8 Week 3			
			1	h.Text-dependent questions: •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	Because of the low level/lack of rigorous text used, this questioning will not help students build a deeper understanding of the text.	Y				
			1	i. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.	N	See examples in indicator C - above	Y				
			1	j. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	Y		Y				
			2	1.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. a. Use common, proper, and possessive nouns. b. Use singular and plural nouns with correct verbs in basic sentences. c. Use personal, possessive, and indefinite pronouns. d. Use verbs to convey a sense of past, present, and future. e. Use frequently occurring adjectives. f. Use frequently occurring conjunctions. g. Use articles and demonstratives. h. Use frequently occurring prepositions such as during, beyond, and toward. i. Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. j. Capitalize names of people and dates. k. End sentences with correct punctuation. l. Use commas in dates and to separate single words in a series.	N	In the Daily Grammar section, the language skills are taught, games are played and worksheets can be completed with words, but I am finding little to no evidence of opportunities when writing.	Y				
			2	1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. i. Use sentence-level context as a clue to the meaning of a word or phrase. ii. Use frequently occurring affixes as a clue to the meaning of a word. iii. Identify frequently occurring root words and their inflectional forms. 1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. i. Sort words into categories to gain a sense of the concepts the categories represent. ii. Define words by category and by one or more key attributes. iii. Identify real-life connections between words and their use. iv. Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings. 1.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.	N	Sent to Unit 4, Week 4 but it was not found.	Y				
			2	Literature: 1.RL.KID.1 Ask and answer questions about key details in a text.	N	The examples provided for re-review in Unit 3, T137b misses the cornerstone about saying what RL.1.KID.1 what the text says explicitly and cite textual evidence.	Y				
			2	Informational Text: 1.RI.KID.1 Ask and answer questions about key details in a text.	N	The examples provided for re-review in Unit 3 Markets Around the World - misses the cornerstone - RI.1.KID.1 - of reading closely and draw from textual evidence. The students were not asked or redirected to use textual evidence.	Y				

			2	Literature: 1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Y		Y			
			2	Literature: 1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details.	Y		Y			
			2	Informational Text: 1.RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text.	Y		Y			
			2	Literature: 1.RL.CS.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.	Y		Y			
			2	Informational Text: 1.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.	Y		Y			
			2	Informational Text: 1.RI.CS.5 Know and use various text features to locate key facts or information in a text.	Y		Y			
			2	Literature: 1.RL.CS.6 Identify who is telling the story at various points in a text.	Y		Y			
			2	Literature: 1.RL.IKI.7 Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events.	Y		Y			
			2	Informational Text: 1.RI.IKI.7 Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas.	Y		Y			
			2	Informational Text: 1.RI.IKI.8 Identify the reasons an author provides to support points in a text.	N		Y			
			2	Informational Text: 1.RI.IKI.9 Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate.	Y		Y			
			2	Literature: 1.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for grade 1.	Y		Y			
			2	Informational Text: 1.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade 1.	Y		Y			
			2	1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.	Y		Y			
			2	1.SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Y		Y			
			2	1.SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings.	N	Unit 1 p. T60h does not ask students to clarify ideas, thought and feelings.	Y			
			2	1.W.TTP.1 With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.	N	The Writing Procedures in Unit 1 nor the example on T142d in Unit 7 have students provide a sense of closure for their writing.	Y			
			2	1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.	N		N	In Unit 7, when writing the friendly letter, there's no evidence of teaching the closure in writing informative/explanatory texts		
			2	1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure.	N	The writing protocols in Unit 1 do not address teaching closure when writing. The example that is given by the publisher for Unit 8 T231n is found in the section for English learners - not in the core instruction.	Y			
			2	1.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1-3 above.)	N	Beginning in Unit 1 all the way through Unit 8, the students are given sentence frames and are not challenged or given the opportunity to organize and write alone following writing instruction.	Y			
			2	1.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.	Y		Y			
			2	1.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.	Y		Y			
			2	1.W.RBPK.7 Participate in shared research and writing projects, such as exploring a number of "how to" books on a given topic and using them to write a sequence of instructions.	N	No evidence was found with students - exploring a number of books on a given topic to write a sequence of instructions.	Y			

			2	1.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	N		Y			
--	--	--	---	---	---	--	---	--	--	--