

Great Minds - Wit & Wisdom

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

Re-Review

Reviewers: 32, 42		Comments
Section	Aligned	
Section I	Fail	<p>d. There is no evidence of differentiation between interactive and shared reads to base quantity. and quality. analysis on.</p> <p>e. same as above [There is no evidence of differentiation between interactive and shared reads to base quantity. and quality. analysis on.]</p> <p>d. There is no clear indication of 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 of if the texts are interactive read aloud or shared reads. This information is necessary to score this indicator.</p>
Section II	Fail	<p>1.FL.PC.1 : There is no evidence of explicit instruction based on this standard.</p> <p>1.FL.PA.2 : There is not any evidence of explicit, sequential instruction around this standard.</p> <p>1.FL.PWR.3 : This is not met due to not having any explicit instruction based on this standard or indicators.</p> <p>1.FL.WC.4 : This is not met because there are not any explicit lessons based on this standard and indicators.</p>

		<p>1.FL.F.5 : Evid. after lesson at a glance</p> <p>1.FL.SC.6 : There is not any explicit instruction based on this standard throughout the lessons.</p> <p>1.FL.VA.7a-c : This standard is not met because teacher instruction cannot be located throughout manuals.</p> <p>Informational Text: 1.RI.KID.3. 1 Evid. pg. 84 Module 3</p> <p>Literature: 1.RL.CS.4. 1 Ev. 308, 309</p> <p>1.FL.PA.2 : This indicator is not met because the materials do not provide the opportunity for lessons on phonological awareness.</p> <p>1.FL.PWR.3 : This indicator is not met because the materials do not provide the opportunity for phonics lessons.</p> <p>1.FL.WC.4 : This indicator is not met because the materials do not provide the opportunity for lessons in phonics, word analysis and encoding.</p> <p>1.FL.SC.6 : This indicator is not met because the materials do not provide the opportunity for students to demonstrate command of standard English grammar when speaking and writing. While there were some grammar lessons provided, they primarily called for the student to identify parts of speech instead of using them in writing.</p> <p>1.FL.VA.7a-c : This indicator is not met because the materials do not provide the opportunity for instruction in each sub-indicator. The primary method of vocabulary work was with The Frayer Model.</p>
Section III		
Section IV	Fail	<p>a. This indicator is not included</p> <p>b. This indicator is not included.</p> <p>c. This indicator is not included.</p> <p>d. This indicator is not included.</p> <p>e. This indicator is not included</p> <p>f. This indicator is not included.</p> <p>g. This indicator is not included.</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 1	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	There is no evidence of differentiation between interactive and shared reads to base quantity, and quality, analysis on.	N	There is no clear indication of 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	same as above [There is no evidence of differentiation between interactive and shared reads to base quantity, and quality, analysis on.]	N	There is no clear indication of 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		Y			
			2	1.FL.PC.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation.	N	There is no evidence of explicit instruction based on this standard.	Y			
			2	1.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	N	There is not any evidence of explicit, sequential instruction around this standard.	N	This indicator is not met because the materials do not provide the opportunity for lessons on phonological awareness.		
			2	1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Know the sound-spelling correspondence for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know the final -e and common vowel team conventions for representing long vowel sounds, including r-controlled vowels. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words. h. Read grade-level decodable text with purpose and understanding.	N	This is not met due to not having any explicit instruction based on this standard or indicators.	N	This indicator is not met because the materials do not provide the opportunity for phonics lessons.		
			2	1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends. b. Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final -y, and r-controlled vowels. c. Spell words with inflectional endings. d. Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. f. Write many common, frequently used words and some irregular words. g. Print all upper and lowercase letters.	N	This is not met because there are not any explicit lessons based on this standard and indicators.	N	This indicator is not met because the materials do not provide the opportunity for lessons in phonics, word analysis and encoding.		
			2	1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	Y	Evid. after lesson at a glance	Y			

			2	<p>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.</p> <p>a. Use common, proper, and possessive nouns.</p> <p>b. Use singular and plural nouns with correct verbs in basic sentences.</p> <p>c. Use personal, possessive, and indefinite pronouns.</p> <p>d. Use verbs to convey a sense of past, present, and future.</p> <p>e. Use frequently occurring adjectives.</p> <p>f. Use frequently occurring conjunctions.</p> <p>g. Use articles and demonstratives.</p> <p>h. Use frequently occurring prepositions such as during, beyond, and toward.</p> <p>i. Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>j. Capitalize names of people and dates.</p> <p>k. End sentences with correct punctuation.</p> <p>l. Use commas in dates and to separate single words in a series.</p>	N	There is not any explicit instruction based on this standard throughout the lessons.	N	This indicator is not met because the materials do not provide the opportunity for students to demonstrate command of standard English grammar when speaking and writing. While there were some grammar lessons provided, they primarily called for the student to identify parts of speech instead of using them in writing.		
			2	<p>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.</p> <p>i. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ii. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>iii. Identify frequently occurring root words and their inflectional forms.</p> <p>1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>i. Sort words into categories to gain a sense of the concepts the categories represent.</p> <p>ii. Define words by category and by one or more key attributes.</p> <p>iii. Identify real-life connections between words and their use.</p> <p>iv. Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.</p> <p>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.</p>	N	This standard is not met because teacher instruction cannot be located throughout manuals.	N	This indicator is not met because the materials do not provide the opportunity for instruction in each sub-indicator. The primary method of vocabulary work was with The Frayer Model.		
			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	1 Evid. pg. 84 Module 3	Y			
			2	Literature: 1.RL.CS.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.	Y	1 Ev. 308, 309	Y			
			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	This indicator is not included	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	This indicator is not included.	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	This indicator is not included.	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	This indicator is not included.	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	This indicator is not included	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	This indicator is not included.	N	This indicator is not met because the materials do not include a foundational skills component.		
			4	g. Assessments include standards-based diagnostic screening tools to identify students' instructional needs for targeted re-teaching.	N	This indicator is not included.	N	This indicator is not met because the materials do not include a foundational skills component.		