

## Cengage - Reach for Reading

### Grade 4

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
9	Fail	Pass	Pass	Pass	
89	Fail	Pass	Pass	Pass	
49	Fail	Fail	Fail	Fail	
36	Fail	Fail	Pass	Pass	
26	Fail	Fail	Pass	Pass	
Overall	Fail	Fail	Pass	Pass	<b>FAIL</b>

#### Re-Review

Reviewers: 15, 25		Comments
Section	Aligned	
Section I	Fail	<p>c. Often students are given writing tasks that are skill based rather than demonstration of comprehension of building knowledge around a topic.</p> <p>e. The state's intent for interactive read aloud is for students to build topic knowledge w/exposure to complex text. This curriculum's interactive close read is not consistent w/that goal because it asks students to read independently.</p> <p>h. Many questions asked are not in service of deep understanding of text or ideas that connect a text to the Big Question. Questions are more often centered on general comprehension or skills.</p> <p>c. The daily and weekly writing tasks do not provide opportunities to demonstrate knowledge gained during the unit of study. The writing tasks appear to be very skill-based and do not result in an accumulation of knowledge across the unit.</p> <p>e. The practice of the interactive read aloud is to provide a complex text to be read aloud to build knowledge about a topic. The practices indicated in these materials conflate interactive read aloud and close read. Initially, the text is utilized as an interactive read aloud however, the students are asked to participate in a repeated read</p>

		of the text to build to independent reading. This is not the intent of the TN definition of an Interactive Read Aloud. h. The questions asked in the “Before You Move On” section of the materials appear to be text-specific. However, there does not appear to be a clear connection between the big ideas (Big Question) and the overall knowledge that is to be gained in the unit of study. The questions are not adequately scaffold and lack of a cohesion among the questions.
Section II	Pass	
Section III		
Section IV		
<b>Overall</b>		<b>Fail</b>

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](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](mailto:lisa.coons@tn.gov), or Robinette Mitchell [robinette.mitchell@tn.gov](mailto: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 4	Cengage	Reach for Reading	1	b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	Y		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	Often students are given writing tasks that are skill based rather than demonstration of comprehension of building knowledge around a topic.	N	The daily and weekly writing tasks do not provide opportunities to demonstrate knowledge gained during the unit of study. The writing tasks appear to be very skill-based and do not result in an accumulation of knowledge across the unit.		
			1	d. Anchor Texts 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		Y			
			1	e. Texts for Interactive Read Aloud are 1-3 years above grade level.	N	The state's intent for interactive read aloud is for students to build topic knowledge w/exposure to complex text. This curriculum's interactive close read is not consistent w/that goal because it asks students to read independently.	N	The practice of the interactive read aloud is to provide a complex text to be read aloud to build knowledge about a topic. The practices indicated in these materials conflate interactive read aloud and close read. Initially, the text is utilized as an interactive read aloud however, the students are asked to participate in a repeated read of the text to build to independent reading. This is not the intent of the TN definition of an Interactive Read Aloud.		
			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			
			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	Many questions asked are not in service of deep understanding of text or ideas that connect a text to the Big Question. Questions are more often centered on general comprehension or skills.	N	The questions asked in the "Before You Move On" section of the materials appear to be text-specific. However, there does not appear to be a clear connection between the big ideas (Big Question) and the overall knowledge that is to be gained in the unit of study. The questions are not adequately scaffold and lack of a cohesion among the questions.		
			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	4.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.	Y		Y			

			2	<p>4.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>i. Use context as a clue to the meaning of a word or phrase.</p> <p>ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>4.FL.VA.7b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>i. Explain the meaning of simple similes and metaphors in context.</p> <p>ii. Recognize and explain the meaning of common idioms and proverbs.</p> <p>iii. Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.</p> <p>4.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p>	Y		Y			
			2	Literature: 4.RL.KID.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions.	Y		Y			
			2	Literature: 4.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters and situations found in literature and history.	Y		Y			
			2	Informational Text: 4.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 4 topic or subject area, including figurative, connotative, and technical meanings.	Y		Y			
			2	Literature: 4.RL.CS.5 Explain major differences between poems, drama, and stories, and refer to the structural elements when writing or speaking about a text.	Y		Y			
			2	Literature: 4.RL.CS.6 Compare and contrast the point of view from which different stories are narrated.	Y		Y			
			2	Literature: 4.RL.KI.7 Make connections between the print version of a story or drama and a visual or oral presentation of the same text.	Y		Y			
			2	Literature: 4.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.	Y		Y			
			2	Informational Text: 4.RI.RRTC.10 Read and comprehend stories and informational texts throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.	Y		Y			
			2	4.SL.CC.1 Prepare for collaborative discussions on 4th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	Y		Y			
			2	4.SL.PKI.5 Add multimedia, such as audio and visual elements, to presentations, when appropriate, to enhance the development of main ideas or themes.	Y		Y			
			2	<p>4.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text.</p> <p>b. Develop an opinion with reasons that are supported by facts and details.</p> <p>c. Create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>e. Link opinion and reasons using words and phrases.</p> <p>f. Apply language standards addressed in the Foundational Literacy standards.</p>	N	There is no explicit modal instruction. Most writing prompts ask students to provide a short response that focuses on a skill such as on p.T345d. which asks students to write a paragraph that describes text features	N	This indicator was not met because the materials do not explicitly teach opinion writing nor is there the expectation of the students to crafting an opinion piece. There are references throughout the eight units of study but limited opportunities to receive feedback on an opinion task or the sub-indicators (i.e. introduce a text, develop an opinion with supporting evidence, etc.)		

			2	<p>4.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>a. Introduce a topic.</p> <p>b. Group related information in paragraphs and sections.</p> <p>c. Include formatting, features, illustrations, and multimedia, when needed, to provide clarity to the reader.</p> <p>d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>e. Provide a conclusion related to the information or explanation presented.</p> <p>f. Link ideas within categories of information using words and phrases.</p> <p>g. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>h. Apply language standards addressed in the Foundational Literacy standards.</p>	N	<p>This Indicator is not met because There is no explicit instruction for this mode of writing regarding how to construct parts of a written response.</p>	N	<p>This indicator was not met because the materials do not explicitly teach informative/explanatory writing nor is there the expectation of the students crafting an informative/explanatory writing topic. There are references throughout the eight units of study but limited opportunities to receive feedback on an components of a completed product.</p>		
			2	<p>4.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p> <p>a. Orient the reader by establishing a situation, using a narrator and/or introducing characters.</p> <p>b. Organize an event sequence that unfolds naturally and logically.</p> <p>c. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>d. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>f. Use precise words and phrases and use sensory details to convey experiences and events.</p> <p>g. Apply language standards addressed in the Foundational Literacy standards.</p>	N	<p>This indicator was not met because students are not given explicit instruction on how to create a narrative writing piece. While some skills are presented and practiced, there is no cohesive presentation for product creation</p>	N	<p>This indicator was not met because the materials do not explicitly teach narrative writing nor is there the expectation of the students crafting narrative writing piece. There are references throughout the eight units of study but limited opportunities to receive feedback on the components of a completed narrative product.</p>		
			2	<p>4.W.PDW.4 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.)</p>	N	<p>This indicator is not met because there is no explicit instruction that clearly conveys how students should organize and develop a quality written piece.</p>	N	<p>This indicator was not met because the students did not receive explicit instruction nor produce a writing task (e.g. opinion, informative/explanatory, or narrative).</p>		
			2	<p>4.W.PDW.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.</p>	Y	<p>This indicator can not be met because students are not given the opportunity to produce a piece of writing to transfer to a digital source</p>	Y			
			2	<p>4.W.RBPK.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	Y		Y			