

## Benchmark - Advance

### Kindergarten

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
132	Pass	Pass	Pass	Pass	
149	Fail	Pass	Fail	Pass	
130	Fail	Fail	Pass	Fail	
133	Fail	Pass	Pass	Pass	
102	Pass	Pass	Pass	Pass	
Overall	Fail	Pass	Pass	Pass	<b>FAIL</b>

### Re-Review

Reviewers: 62, 72, 82	Aligned
Section	
Section I	Pass
Section II	
Section III	
Section IV	
Overall	<b>Pass</b>

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
Kindergarten	Benchmark	Advance	1	b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	Y		N	This does not meet the indicator because the materials do not provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary. Vocabulary words were not present and protocols for teaching them were missing.	Y	
			1	c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	Y		N	This does not hit the indicator because, end of unit and culminating tasks do not allow students to demonstrate their knowledge acquisition. (unit 3, 4, 9, 10)	Y	
			1	d. Texts used for Interactive Read Aloud are 1-3 years above grade level determined by quantitative and qualitative measurements.	Y		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	Y		Y		Y	