

## Scholastic - Literacy

### Grade 5

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
84	Fail	Fail	Fail	Fail	
106	Fail	Pass	Pass	Fail	
88	Fail	Pass	Pass	Pass	
101	Pass	Pass	Pass	Pass	
83	Fail	Fail	Pass	Fail	
Overall	Fail	Pass	Pass	Fail	<b>FAIL</b>

### Re-Review

Reviewers: 18, 28	Aligned
Section	
Section I	Pass
Section II	
Section III	
Section IV	Pass
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
Grade 5	Scholastic	Literacy	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.	Y		Y			
			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.	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.	Y		Y			
			1	i. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.	Y		Y			
			4	a. Materials provide explicit, systematic, sequential, and evidence-based instruction of grade level foundational skills including: phonics and word recognition, word composition, fluency, sentence composition, grammar, and conventions.	Y		Y			
			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.	Y		Y			
			4	c. Materials provide students with regular opportunities to apply foundational skills in authentic reading and writing.	Y		Y			
			4	e. Explicit encoding instruction is evidence-based and uses a systematic scope and sequence that connects to the reciprocal process of encoding and decoding.	Y		Y			
			4	f. 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.	Y		Y			
			4	h. Assessments include standards-based diagnostic screening tools to identify students' instructional needs for targeted re-teaching.	Y		Y			