

Amplify - Core Knowledge Language Arts

Grade 3

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
35	Fail	Pass	Pass	Pass	
15	Fail	Fail	Fail	Pass	
22	Fail	Fail	Pass	Pass	
10	Fail	Pass	Fail	Fail	
4	Fail	Pass	Fail	Fail	
Overall	Fail	Pass	Fail	Pass	FAIL

Re-Review

Reviewers: 45, 35	Aligned
Section	
Section I	Pass
Section II	
Section III	Pass
Section IV	
Overall	Pass

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 3	Amplify	Core Knowledge	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. Texts used for Interactive Read Aloud are -3 years above grade level determined by quantitative and qualitative measurements.	Y		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		Y			
			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: • At least 80% of 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			
			3	a. Units are built around a concept or topic and include essential questions and enduring understandings.	Y		Y			
			3	d. Most texts used for Interactive Read Aloud must be authentic and previously published. All commissioned texts are of publishable quality.	Y		Y			
			3	e. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	Y		Y			
			3	f. Students have multiple and varied opportunities to engage with text across the literacy block, including Interactive Read Aloud, shared reading, small-group reading, and independent reading.	Y		Y			
			3	g. Materials include multiple opportunities for students to engage in repeated reads of a text with varying purposes for each reading (i.e., close reading).	Y		Y			
			3	i. Texts for small group reading instruction should be at a variety of complexity levels with a focus on continued skill- and knowledge-based competency building capabilities.	Y		Y			
			3	k. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.	Y		Y			
			3	l. Materials include multiple and varied opportunities for students to be exposed to and engaged in writing (i.e., modeled writing, shared writing, interactive writing, small-group writing, and independent writing).	Y		Y			
			3	o. Lessons promote academic discussions around appropriate grade-level concepts and texts and include listening prompts, questions, and evaluation tools to strengthen students' ability to listen to and respond in increasingly sophisticated ways with relevant evidence.	Y		Y			
			3	p. Units and lessons clearly consider student learning differences in the design of instruction, activities, and the classroom environment to provide access for all students, including English learners, students with disabilities, and students performing below grade level.	Y		Y			
			3	r. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	Y		Y			