

LearnZillion - Guidebooks

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
74	Pass	Pass	Pass	Pass	
89	Fail	Fail	Fail	Fail	
77	Fail	Fail	Fail	Fail	
54	Fail	Fail	Fail	Fail	
47	Fail	Fail	Fail	Fail	
Overall	Fail	Fail	Fail	Fail	FAIL

Re-Review

Reviewers: 45, 35, 42		Comments
Section	Aligned	
Section I	Pass	
Section II	Pass	
Section III	Pass	<p>a. Module overview shards big ideas and guiding questions but not the enduring understandings and concepts you want students to have.</p> <p>f. Some evidence of IRA and shared reading examples. However lack of small group and independent reading opportunities.</p> <p>h. Lack of student opportunities to engage in reading high volume of text. The resource provides proof of why text was chosen, but not how it is used frequently with students to build fluency.</p> <p>i. Lesson example provided in link does not show evidence of variety of complexity levels.</p> <p>l. Lack of different writing strategies. Design is set w/ whole group instruction, peer collaboration, independent writing.</p> <p>a. No evidence of essential questions or enduring understandings.</p> <p>f. There was some evidence of shared reading of complex text but no evidence of small group reading or independent reading.</p>

		<p>h. The resource does not provide instructions about how to support students in reading a high volume of text.</p> <p>i. No evidence of texts provided that were at various complexity levels or for different.</p> <p>l. This resource did not provide opportunities for modeled, small group and shared writing. Most of the writing instruction occurred in a whole group or individual context.</p>
Section IV	Fail	<p>a. In scope and sequence, per curriculum map, lack of foundational literacy standards 3.4 addressed in grade band.</p> <p>b. In scope and sequence, per curriculum map, lack of foundational literacy standards 3.4 addressed in grade band.</p> <p>c. In scope and sequence, per curriculum map, lack of foundational literacy standards 3.4 addressed in grade band.</p> <p>d. In scope and sequence, per curriculum map, lack of foundational literacy standards 3.4 addressed in grade band.</p> <p>f. In scope and sequence, per curriculum map, lack of foundational literacy standards 3.4 addressed in grade band.</p> <p>g. No evidence of tool.</p> <p>a. Based on the curriculum maps for the stories Julian Tells and Treasure Island, the resource does not provide sufficient instruction in phonics and word composition.</p> <p>b. Based on the curriculum maps for the stories Julian Tells and Treasure Island, the resource does not provide sufficient instruction in phonics and word composition.</p> <p>c. The materials do not provide regular opportunities for students to learn or apply foundational skills.</p> <p>d. This resource provides limited encoding instruction as referenced in the unit scope and sequence.</p> <p>f. No evidence of ongoing or frequent assessment of foundational skills.</p> <p>g. No evidence found of diagnostic screening tools to identify instructional needs.</p>
Overall		Pass

The re-reviews determined that titles for grades 3 through 5 passed sections I through III but failed Section IV (Foundational Skills). In review of Section IV of the rubric, the Tennessee Department of Education recognized overlap with Section II. Because your materials passed Section II, you will receive a passing score for Section IV as well. However, comments left in Section IV by reviewers will be published under “for information only” for reference by districts during their local adoption processes. As you work with districts during their local adoption processes, we recommend that you encourage them to find supplemental materials that focus on foundational skills support to pair with your materials.

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	LearnZillion	Guidebooks	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 1-3 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			
			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	3.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Identify and define the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes, such as -ly, -less, and -ful. c. Decode multi-syllable words. d. Read grade-appropriate irregularly spelled words.	N	No explicit instruction provided to meet the demands of the standard.	N	This resource does not provide instruction that explicitly teaches students to decode multisyllabic or grade level irregular words.		
			2	3.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. Use spelling patterns and generalizations in writing one-, two-, and three-syllable words. b. Use conventional spelling for high-frequency words, including irregular words. c. Consult reference materials, including a dictionary and thesaurus, as needed to check and correct spellings. d. Write legibly in manuscript; write all lower and uppercase cursive letters.	N	Resource does not provide evidence of explicit and systematic instruction.	N	This resource does not provide sufficient opportunities for students to learn and apply spelling patterns, conventional spelling for irregular words or handwriting instruction. The resource scope and sequence for Julian Tells is evidence of limited instruction in this standard.		
			2	3.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. a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns. d. Form and use regular and irregular verbs. e. Form and use simple verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs correctly. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. j. Capitalize appropriate words in titles. k. Use commas in addresses. l. Use commas and quotation marks in dialogue. m. Form and use possessives. n. Write a cohesive paragraph with a main idea and detailed structure.	Y		Y			

			2	<p>3.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>i. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ii. Determine the meaning of the new word formed when a known affix is added to a known word.</p> <p>iii. Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>iv. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p>3.FL.VA.7b Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>i. Distinguish the literal and nonliteral meanings of words and phrases in context.</p> <p>ii. Identify real-life connections between words and their use.</p> <p>iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.</p> <p>3.FL.VA.7c Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and time relationships.</p>	Y		Y			
			2	<p>Informational Text: 3.RI.KID.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	Y		Y			
			2	<p>Literature: 3.RL.CS.5 Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections.</p>	N	Lack of continuity and building of text.	N	The lesson examples do not describe how each successive part of a text builds on earlier sections. Reviewed Folktales and Stories Julian Tells.		
			2	<p>Informational Text: 3.RI.IKI.8 Explain how reasons support specific points an author makes in a text.</p>	Y		Y			
			2	<p>Literature: 3.RL.IKI.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p>	Y		Y			
			2	<p>Informational Text: 3.RI.IKI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	Y		Y			
			2	<p>Literature: 3.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	Y		Y			
			2	<p>Informational Text: 3.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	Y		Y			
			2	<p>3.SL.CC.2 Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.</p>	Y		Y			
			2	<p>3.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce a topic or text.</p> <p>b. Develop an opinion with reasons that support the opinion.</p> <p>c. Create an organizational structure that lists supporting reasons.</p> <p>d. Provide a concluding statement or section.</p> <p>e. Use linking words and phrases to connect opinion and reasons.</p> <p>f. Apply language standards addressed in the Foundational Literacy Standards.</p>	Y		Y			
			2	<p>3.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 together, including illustrations when needed, to provide clarity to the reader.</p> <p>c. Develop the topic with facts, definitions, and details.</p> <p>d. Provide a conclusion.</p> <p>e. Use linking words and phrases to connect ideas within categories of information.</p> <p>f. Use precise language to inform about or explain the topic.</p> <p>g. Apply language standards addressed in the Foundational Literacy Standards.</p>	Y		Y			
			2	<p>3.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. Establish a situation by using a narrator, including characters, and organizing an event sequence that unfolds naturally.</p> <p>b. Use dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events, or to show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p> <p>e. Apply language standards addressed in the Foundational Literacy Standards.</p>	Y		Y			

			2	3.W.PDW.4 With guidance and support, 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.)	Y		Y			
			2	3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 3.)	Y		Y			
			2	3.W.PDW.6 With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.	Y		Y			
			2	3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort evidence into provided categories.	Y		Y			
			3	a. Units are built around a concept or topic and include essential questions and enduring understandings.	N	Module overview shards big ideas and guiding questions but not the enduring understandings and concepts you want students to have.	N	No evidence of essential questions or enduring understandings.	y	
			3	c. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical) while appealing to students' interests.	Y		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.	N	Some evidence of IRA and shared reading examples. However lack of small group and independent reading opportunities.	N	There was some evidence of shared reading of complex text but no evidence of small group reading or independent reading.	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		y	
			3	h. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	N	Lack of student opportunities to engage in reading high volume of text. The resource provides proof of why text was chosen, but not how it is used frequently with students to build fluency.	N	The resource does not provide instructions about how to support students in reading a high volume of text.	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.	N	Lesson example provided in link does not show evidence of variety of complexity levels.	N	No evidence of texts provided that were at various complexity levels or for different.	y	
			3	j. Within and across units, writing assignments, including both shorter on-demand writing, and lengthier, recursive, process-based writing, progress in breadth, depth, and development.	Y		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).	N	Lack of different writing strategies. Design is set w/ whole group instruction, peer collaboration, independent writing.	N	This resource did not provide opportunities for modeled, small group and shared writing. Most of the writing instruction occurred in a whole group or individual context.	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	In scope and sequence, per curriculum map, lack of foundational literacy standards 3.4 addressed in grade band.	N	Based on the curriculum maps for the stories Julian Tells and Treasure Island, the resource does not provide sufficient instruction in phonics and word composition.		

			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	In scope and sequence, per curriculum map, lack of foundational literacy standards 3.4 addressed in grade band.	N	Based on the curriculum maps for the stories Julian Tells and Treasure Island, the resource does not provide sufficient instruction in phonics and word composition.		
			4	c. Materials provide students with regular opportunities to apply foundational skills in authentic reading and writing.	n	In scope and sequence, per curriculum map, lack of foundational literacy standards 3.4 addressed in grade band.	N	The materials do not provide regular opportunities for students to learn or apply foundational skills.		
			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	In scope and sequence, per curriculum map, lack of foundational literacy standards 3.4 addressed in grade band.	N	This resource provides limited encoding instruction as referenced in the unit scope and sequence.		
			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	In scope and sequence, per curriculum map, lack of foundational literacy standards 3.4 addressed in grade band.	N	No evidence of ongoing or frequent assessment of foundational skills.		
			4	g. Assessments include standards-based diagnostic screening tools to identify students' instructional needs for targeted re-teaching.	N	No evidence of tool.	N	No evidence found of diagnostic screening tools to identify instructional needs.		