

Open Up Resources - Bookworms

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
104	Fail	Fail	Fail	Fail	
54	Fail	Fail	Fail	Fail	
84	Fail	Fail	Fail	Fail	
18	Fail	Fail	Fail	Fail	
47	Fail	Fail	Fail	Fail	
Overall	Fail	Fail	Fail	Fail	FAIL

Re-Review

Reviewers: 75, 85		Comments
Section	Aligned	
Section I	Fail	<p>c. This indicator is not met because the End of Unit/Culminating tasks do not require knowledge acquisition to answer the questions. The writing assignments that go along with each story do draw upon knowledge acquisition, but this does not exist with the culminating tasks.</p> <p>d. This indicator is not met because the publisher does not include qualitative measures for the texts. These could not be found in lesson plans or on the Master Book List.</p> <p>e. This indicator is not met because the Read Alouds are not all 1-3 years above grade level. Several texts fall below the 925 cutoff for lexiles to be in compliance.</p> <p>h. This indicator is not met because the publisher has not included questions that are strategically sequenced to build deeper understanding. The questions are not related in concepts. For example, How do you think Connie and her mother feel about having to stand? and then Why does Connie mention that two purses are almost the same? These are not building knowledge acquisition.</p>

Section II	Fail	<p>4.FL.WC.4 : This indicator is not met because there are not lesson that support increasing phonics and word analysis consistently.</p> <p>4.FL.VA.7a-c : This indicator is not met because of the lack of focus on understanding shades of meaning, and explaining meaning of idioms + proverbs. This is all work around 4.FL.VA.7b.</p> <p>Literature: 4.RL.KID.2. This indicator is not met due to the lack of instruction on theme and how it is conveyed through story details.</p> <p>Informational Text: 4.RI.IKI.8. This indicator is not met due to the lack of instruction provided to show how an author uses reasons + evidence.</p> <p>Literature: 4.RL.IKI.9. This indicator is not met because the publisher uses one story when this story is referenced. The intent of the standard is to compare + contrast the components of the stories.</p> <p>Informational Text: 4.RI.IKI.9. This indicator is not met because the publisher only uses 1 text such as Week 22 Day 2.</p> <p>4.SL.CC.1 : This indicator is not met because the discussions provided are not structured in a way to allow for the building on other's ideas.</p> <p>4.SL.CC.2 : This indicator is not met because the program does not reference using diverse media.</p> <p>4.SL.CC.3 : This indicator is not met because of the lack of identifying reason to support an author's points.</p> <p>4.SL.PKI.5 : This indicator is not met because of the lack of suggestions to utilize multimedia for presentations.</p> <p>4.FL.WC.4 : This indicator is not met because there is no evidence of instruction for spelling grade-appropriate words nor consulting references.</p> <p>4.FL.VA.7a-c : This indicator is not met because there is a lack of evidence supporting 4.FL.VA.7b. There are no clear findings of word relationships and nuances in word meanings.</p> <p>Literature: 4.RL.KID.2. This indicator is not met because there is a lack of clear instruction surrounding all aspects of this standard. Sometimes this standard is labeled in a lesson but not addressed (Week 6, Day 1- SR)</p> <p>Informational Text: 4.RI.IKI.8. This indicator is not met because this standard is not clearly covered within this curriculum.</p> <p>Literature: 4.RL.IKI.9. This indicator is not met because this standard is not sufficiently covered. For instance, in the SR book (W15, Day 2) there is only reference to one text. However this standard requires that the treatment of similar themes, topics, + patterns of events are compared and contrasted.</p> <p>Informational Text: 4.RI.IKI.9. This indicator is not met because this standard is not sufficiently covered. Only one text is referenced (e.g., W22, Day 2 IRA)</p> <p>4.SL.CC.1 : This indicator is not met because the collaborative discussions do not lend to others building on others' ideas.</p> <p>4.SL.CC.2 : This indicator is not met because there are no lessons that include portions of text presented in media.</p> <p>4.SL.CC.3 : This indicator is not met because there are no lessons that include reasons a speaker provides to support particular points.</p> <p>4.SL.PKI.5 : This indicator is not because this standard is not clearly covered in this curriculum.</p>
Section III	Fail	<p>a. These stories uses are not organized around topics or concepts that build enduring understandings over time as they are read. This indicator is not met.</p>

		<p>f. This indicator is not met due to the lack of varied opportunities to engage in text in the small group setting.</p> <p>i. This indicator is not met because there are no texts suggested for small group instruction.</p> <p>o. This indicator is not met due to the lack of listening prompts, questions, and evaluation tools.</p> <p>p. This indicator is not met due to the lack of instruction to use with the words that are suggested. This is not explicit.</p> <p>a. This indicator is not met because each unit is limited to texts that may or may not be related in topic. Furthermore, there are clearly no stated or implicit essential questions nor enduring understandings.</p> <p>f. This indicator is not met because there is no mention of "multiple + varied opportunities to engage with text" during small-group + independent reading.</p> <p>i. This indicator is not met because there are no specific texts suggested for small-group reading instruction.</p> <p>o. This indicator is not met because the lessons do not explicitly include listening prompts, questions, and evaluation tools to strengthen students' ability to listen and respond in sophisticated ways.</p> <p>p. This indicator is not met because there are no explicit vocabulary instructional opportunities to accompany the teaching of morphology + Latin or Greek roots.</p>
Section IV	Fail	<p>a. This indicator is not met due to the lack of explicit instruction in the area of phonics + word recognition.</p> <p>d. This indicator is not met due the lack of explicit instruction around morphology.</p> <p>e. This indicator is not met due to the lack of scope + sequence of spelling + decoding instruction.</p> <p>f. This indicator is not met due to the lack of actual fluency instruction that would provide students with success criteria to see what fluency consists of.</p> <p>a. This indicator is not met because while the materials appear systematic, the wording associated is not explicit and may be open to too much interpretation.</p> <p>d. This indicator is not met because the materials do not provide systematic nor explicit instruction in morphology.</p> <p>e. This indicator is not met because this curriculum does not include explicit encoding instruction that connects to the reciprocal process of encoding + decoding.</p> <p>f. This indicator is not met because there is insufficient evidence that lessons in oral reading fluency are provided.</p>
Overall		Fail

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.

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, or Robinette Mitchell 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	OUR	Bookworms	1	a. Text sets: Materials provide a strategic sequence of texts organized around a variety of concepts or topics. Students build knowledge systematically through interacting with the texts.	Y		Y			
			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	This indicator is not met because the End of Unit/Culminating tasks do not require knowledge acquisition to answer the questions. The writing assignments that go along with each story do draw upon knowledge acquisition, but this does not exist with the culminating tasks.	N	This indicator is not met because while there are several instances of culminating tasks that offer students opportunities to demonstrate their literacy skills, these opportunities do not lead to evidence of their knowledge acquisition.		
			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.	N	This indicator is not met because the publisher does not include qualitative measures for the texts. These could not be found in lesson plans or on the Master Book List.	N	This indicator is not met because while the quantitative measures are included, there is no clear evidence of qualitative measure for each anchor text.		
			1	e. Texts for interactive Read Aloud are 1-3 years above grade level.	N	This indicator is not met because the Read Alouds are not all 1-3 years above grade level. Several texts fall below the 925 cutoff for lexiles to be in compliance.	N	This indicator is not met because not all of the IRA texts are 1 to 3 years above grade level (in regards to quantitative measures). Furthermore, since there are qualitative measures for each IRA, it is difficult to know the balance of this complexity.		
			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	This indicator is not met because the publisher has not included questions that are strategically sequenced to build deeper understanding. The questions are not related in concepts. For example, How do you think Connie and her mother feel about having to stand? and then Why does Connie mention that two purses are almost the same? These are not building knowledge acquisition.	N	This indicator is not met because while most questions and tasks require that students draw on text evidence, the questions intended for SR + IRA are not strategically sequenced to help students build a deeper understanding of a text.		
			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.FLPWR.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	4.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. Spell grade-appropriate words correctly, consulting references as needed. b. Write legibly in manuscript and cursive.	N	This indicator is not met because there are not lesson that support increasing phonics and word analysis consistently.	N	This indicator is not met because there is no evidence of instruction for spelling grade-appropriate words nor consulting references.		
			2	4.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. Use relative pronouns and relative adverbs. b. Form and use progressive verb tenses. c. Use auxiliary verbs such as can, may, and must, to clarify meaning. d. Form and use prepositional phrases. e. Produce complete sentences; recognize and correct inappropriate fragments and run-ons. f. Use correct capitalization. g. Use commas and quotation marks to mark direct speech and quotations from a text. h. Use a comma before a coordinating conjunction in a compound sentence. i. Write several cohesive paragraphs on a topic.	Y		Y			
			2	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. i. Use context as a clue to the meaning of a word or phrase. ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 4.FL.VA.7b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. i. Explain the meaning of simple similes and metaphors in context. ii. Recognize and explain the meaning of common idioms and proverbs. iii. Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings. 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.	N	This indicator is not met because of the lack of focus on understanding shades of meaning, and explaining meaning of idioms + proverbs. This is all work around 4.FL.VA.7b.	N	This indicator is not met because there is a lack of evidence supporting 4.FL.VA.7b. There are no clear findings of word relationships and nuances in word meanings.		
			2	Literature: 4.RL.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.	Y		Y			
			2	Informational Text: 4.RI.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.	Y		Y			
			2	Literature: 4.RL.KID.2 Determine a theme of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.	N	This indicator is not met due to the lack of instruction on theme and how it is conveyed through story details.	N	This indicator is not met because there is a lack of clear instruction surrounding all aspects of this standard. Sometimes this standard is labeled in a lesson but not addressed (Week 6, Day 1- SR)		
			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	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	Informational Text: 4.RI.CS.5 Describe the overall structure of events, ideas, and concepts of information in a text or part of 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	Informational Text: 4.RI.CS.6 Compare and contrast two accounts of the same event or topic; describe the differences in focus and the information provided.	Y		Y			
			2	Literature: 4.RL.IKI.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	Informational Text: 4.RI.IKI.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.	Y		Y			

			2	Informational Text: 4.RI.IKI.8 Explain how an author uses reasons and evidence to support particular points in a text.	N	This indicator is not met due to the lack of instruction provided to show how an author uses reasons + evidence.	N	This indicator is not met because this standard is not clearly covered within this curriculum.		
			2	Literature: 4.RL.IKI.9 Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures.	N	This indicator is not met because the publisher uses one story when this story is referenced. The intent of the standard is to compare + contrast the components of the stories.	N	This indicator is not met because this standard is not sufficiently covered. For instance, in the SR book (W15, Day 2) there is only reference to one text. However this standard requires that the treatment of similar themes, topics, + patterns of events are compared and contrasted.		
			2	Informational Text: 4.RI.IKI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	N	This indicator is not met because the publisher only uses 1 text such as Week 22 Day 2.	N	This indicator is not met because this standard is not sufficiently covered. Only one text is referenced (e.g., W22, Day 2 IRA)		
			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.	N	This indicator is not met because the discussions provided are not structured in a way to allow for the building on other's ideas.	N	This indicator is not met because the collaborative discussions do not lend to others building on others' ideas.		
			2	4.SL.CC.2 Paraphrase portions of a text presented in diverse media such as visual, quantitative, and oral formats.	N	This indicator is not met because the program does not reference using diverse media.	N	This indicator is not met because there are no lessons that include portions of text presented in media.		
			2	4.SL.CC.3 Identify the reasons and evidence a speaker provides to support particular points.	N	This indicator is not met because of the lack of identifying reason to support an author's points.	N	This indicator is not met because there are no lessons that include reasons a speaker provides to support particular points.		
			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.	N	This indicator is not met because of the lack of suggestions to utilize multimedia for presentations.	N	This indicator is not because this standard is not clearly covered in this curriculum.		
			2	4.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 4.)	Y		Y			
			2	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.	Y		Y			
			2	4.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.	Y		Y			
			2	4.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 4 standards for reading.	Y		Y			

			3	a. Units are built around a concept or topic and include essential questions and enduring understandings.	N		These stories uses are not organized around topics or concepts that build enduring understandings over time as they are read. This indicator is not met.	N	This indicator is not met because each unit is limited to texts that may or may not be related in topic. Furthermore, there are clearly no stated or implicit essential questions nor enduring understandings.		
			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			
			3	f. Students have varied opportunities to engage with text, such as interactive read-alouds, shared reading, small-group reading, and independent reading.	N		This indicator is not met due to the lack of varied opportunities to engage in text in the small group setting.	N	This indicator is not met because there is no mention of "multiple + varied opportunities to engage with text" during small-group + independent reading.		
			3	h. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	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.	N		This indicator is not met because there are no texts suggested for small group instruction.	N	This indicator is not met because there are no specific texts suggested for small-group reading instruction.		
			3	k. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.	Y			Y			
			3	m. Writing tasks are balanced across writing modes (narrative, informative/explanatory, opinion).	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.	N		This indicator is not met due to the lack of listening prompts, questions, and evaluation tools.	N	This indicator is not met because the lessons do not explicitly include listening prompts, questions, and evaluation tools to strengthen students' ability to listen and respond in sophisticated ways.		
			3	p. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	N		This indicator is not met due to the lack of instruction to use with the words that are suggested. This is not explicit.	N	This indicator is not met because there are no explicit vocabulary instructional opportunities to accompany the teaching of morphology + Latin or Greek roots.		
			3	q. 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. Formative and summative assessments are embedded throughout instructional materials and include multiple methods to measure what students know and are able to do. Possible formats include, but are not limited to, checks for understanding, pre-assessments, student self-assessments, selected response (multiple choice, multiple select), constructed responses (short and extended), performance tasks, open-ended questions, etc.	Y			Y			
			3	s. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	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.	N		This indicator is not met due to the lack of explicit instruction in the area of phonics + word recognition.	N	This indicator is not met because while the materials appear systematic, the wording associated is not explicit and may be open to too much interpretation.		
			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	d. Materials provide systematic and explicit instruction in morphology (e.g., Greek and Latin roots).	N		This indicator is not met due to the lack of explicit instruction around morphology.	N	This indicator is not met because the materials do not provide systematic nor explicit instruction in morphology.		
			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.	N		This indicator is not met due to the lack of scope + sequence of spelling + decoding instruction.	N	This indicator is not met because this curriculum does not include explicit encoding instruction that connects to the reciprocal process of encoding + decoding.		
			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.	N		This indicator is not met due to the lack of actual fluency instruction that would provide students with success criteria to see what fluency consists of.	N	This indicator is not met because there is insufficient evidence that lessons in oral reading fluency are provided.		
			4	g. 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.	Y			Y			
			4	h. Assessments include standards-based diagnostic screening tools to identify students' instructional needs for targeted re-teaching.	Y			Y			