

Open Up Resources - Bookworms

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

Re-Review

Reviewers: 28, 18		Comments
Section	Aligned	
Section I	Fail	<p>a. There is not a strategic sequence of texts organized around a variety of concepts/topics. The link provided did not show the titles of the texts as stated.</p> <p>a. The materials do not provide a strategic sequence, the provided links only reference the correlation guide. Students do not have the opportunity to build knowledge interacting with paired text.</p> <p>e. The majority of lexile Levels are at grade level, not 1-3 year above.</p>
Section II	Pass	
Section III	Pass	
Section IV	Fail	<p>h. No evidence of assessments aligned to TN Academic standards.</p> <p>f. The materials do not provide varied practice opportunities. There are no lessons in oral reading fluency.</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 5	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.	N	There is not a strategic sequence of texts organized around a variety of concepts/topics. The link provided did not show the titles of the texts as stated.	N	The materials do not provide a strategic sequence, the provided links only reference the correlation guide. Students do not have the opportunity to build knowledge interacting with paired text.		
			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		N	The majority of lexie Levels are at grade level, not 1-3 year above.		
			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	j. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	Y		Y			
			2	5.FL.PWR.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	5.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.	Y		Y			
			2	5.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 conjunctions, prepositions, and interjections as used in general and in particular sentences. b. Form and use the perfect verb tense. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions. f. Use punctuation to separate items in a series. g. Use a comma to separate an introductory element from the rest of the sentence. h. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address. i. Use underlining, quotation marks, or italics to indicate titles of works. j. Write multiple cohesive paragraphs on a topic.	Y		Y			
			2	5.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 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. 5.FL.VA.7b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. i. Interpret figurative language, including similes and metaphors, in context. ii. Recognize and explain the meaning of common idioms and proverbs. iii. Use the relationship between particular words to better understand each of the words. 5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	Y		Y			

			2	Literature: 5.RL.KID.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	Y		Y			
			2	Informational Text: 5.RI.KID.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	Y		Y			
			2	Literature: 5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.	Y		Y			
			2	Informational Text: 5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.	Y		Y			
			2	Informational Text: 5.RI.CS.6 Analyze the similarities and differences in point of view of multiple accounts of the same event or topic.	Y		Y			
			2	Literature: 5.RL.IKI.7 Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.	Y		Y			
			2	Informational Text: 5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.	Y		Y			
			2	Informational Text: 5.RI.IKI.8 Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.	Y		N	There are no lessons included in the materials that match this standard.		
			2	Literature: 5.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.	Y		Y			
			2	Informational Text: 5.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.	Y		Y			
			2	5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	Y		Y			
			2	5.SL.CC.2 Summarize a text presented in diverse media such as visual, quantitative, and oral formats.	Y		Y			
			2	5.SL.CC.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Y		Y			
			2	5.SL.PKI.5 Include multimedia components and visual displays in presentations, when appropriate, to enhance the development of main ideas or themes.	Y		N	This standard is only met once in the materials.		
			2	5.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 5.)	Y		Y			
			2	5.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			
			3	a. Units are built around a concept or topic and include essential questions and enduring understandings.	N	No evidence of essential questions. The link provided did not have list of all texts.	N	The units lack essential questions and do not address 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.	Y		Y			
			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.	Y		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			
			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	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.	Y		Y			
			3	p. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	Y		Y			

			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		N	Assessment alignment document for Grade 5 could not be accessed.		
			3	s. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	Y		N	Assessment alignment document for Grade 5 could not be accessed.		
			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	d. Materials provide systematic and explicit instruction in morphology (e.g., Greek and Latin roots).	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		N	The materials do not provide varied practice opportunities. There are no lessons in oral reading fluency.		
			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.	N	No evidence of assessments aligned to TN Academic standards.	Y			