

Open Up Resources - Bookworms

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

Re-Review

Reviewers: 15, 25	Aligned
Section	
Section I	Pass
Section II	Pass
Section III	Pass
Section IV	Fail
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	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.	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	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	i. Writing to sources: At least 80% of writing tasks require students to respond to texts and/or include textual evidence.	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 multisyllabic words. d. Read grade-appropriate irregularly spelled words.	Y		Y				
			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.	Y		Y				
			2	3.FL.SC.6.6 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	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. i. Use sentence-level context as a clue to the meaning of a word or phrase. ii. Determine the meaning of the new word formed when a known affix is added to a known word. iii. Use a known root word as a clue to the meaning of an unknown word with the same root. iv. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. 3.FL.VA.7b Demonstrate understanding of word relationships and nuances in word meanings. i. Distinguish the literal and nonliteral meanings of words and phrases in context. ii. Identify real-life connections between words and their use. iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. 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.	Y						

			2	Literature: 3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	Y		Y			
			2	Informational Text: 3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	Y		Y			
			2	Literature: 3.RL.KID.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.	Y		Y			
			2	Informational Text: 3.RI.KI.8 Explain how reasons support specific points an author makes in a text.	Y		Y			
			2	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.	Y		Y			
			2	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.	Y		Y			
			2	3.SL.CC.1 Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	Y		Y			
			2	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.	Y		Y			
			2	3.SL.CC.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Y		Y			
			2	3.SL.PKI.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Y		Y			
			2	3.SL.PKI.5 Add audio or visual elements, when appropriate, to emphasize or enhance certain facts or details.	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.7 Conduct short research projects that build general knowledge about a topic.	Y		Y			
			2	3.W.RBPK.9 Include evidence from literary or informational texts, applying grade 3 standards for reading.	Y		Y			
			3	a. Units are built around a concept or topic and include essential questions and enduring understandings.	Y		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			
			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	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	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.	N		This indicator is not met because there are no specific tools to strengthen students ability to listen and respond.	N	This indicator was not met fully because although there are opportunities for students to engage in academic discussions, there are no tools or aids to assess students' use of speaking and listening skills.	
			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	q. 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	r. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	N	Not included.	N	This indicator is not met because a publisher-produced alignment document is not included in the materials.		
			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	This indicator is not met because there is not a scope and sequence for foundational skills found.	N	This indicator is not met because these materials do not include an explicit, systematic, sequential foundational skills component.		
			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	This indicator is not met because there are limited opportunities for students to practice foundational skills.	N	These materials do not include a foundational skills component nor do they include opportunities for students to practice word study 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	Explicit encoding instruction is not present.	N	There is no scope and sequence included in these materials.		
			4	e. 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 because the extent of fluency practice is limited to choral reading. There is no specific guidance regarding the characteristics of fluency	N	This indicator was not met because although students have opportunities to chorally read passage (shared reading) there are no specific, evidence-based instructional routines that address all components of fluency instruction (accuracy, pacing, rate, prosody, etc.).		
			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	This indicator is not met because there are no assessments for foundational literacy standards. Support given for students performing below grade level are centered on comprehension strategies.	N	There were no ongoing, formative assessment included in these materials (foundational skills).		
			4	g. Assessments include standards-based diagnostic screening tools to identify students' instructional needs for targeted re-teaching.	N	Not found. There is an informal decoding inventory but no assessment for all foundational skills.	N	There are no standards-based, with the exception decoding (below-grade level) to identify targeting re-teaching needs.		