

LearnZillion - Guidebooks

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

Re-Review

Reviewers: 55, 65		Comments
Section	Aligned	
Section I	Pass	
Section II	Pass	
Section III	Pass	
Section IV	Fail	<p>a. Explicit, systematic, sequential instruction of grade level foundational skills is not included. No scope and sequence. Grammar + sent. comp is included.</p> <p>d. While some explicit instruction is included, it is not systematic throughout the materials. No scope and seq. No planned doc. for teaching morphology.</p> <p>e. Publisher lists this indicator as N/A.</p> <p>a. While there is evidence of some instruction, the materials do not provide explicit, systematic, sequential instruction in these grade level foundational skills.</p> <p>d. Explicit and systematic instruction is no provided in morphology across the units.</p> <p>e. A scope and sequence of explicit encoding instruction which connects to the reciprocal process of encoding and decoding was not located.</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 4	LearnZillion	Guidebooks	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	e. Texts for Interactive Read Aloud are 1-3 years above grade level.	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: •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	4.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.	N	When utilizing the publisher prepared correlation guide, the standard was not found to be taught or used explicitly in the link provided. Only 1 link was provided so reviewer did not have enough evidence for a yes.	N	The correlation guide lists evidence of this standard in Lesson 19 of the "Hurricanes" unit. In that lesson, grade-level phonics and word analysis skills are not addressed. Students need explicit instruction in this standard throughout the year.		
			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 standard is not explicitly taught. While spelling and writing are referenced many times, there is no direct teacher instruction for this standard.	N	Accurate spelling of grade-appropriate words is highlighted in the writing and edit/revise sections of culminating writing tasks, however, evidence of explicit teaching and learning in an integrated and spiraled manner was not found.		
			2	4.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	Y		Y			
			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	<p>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.</p> <p>i. Use context as a clue to the meaning of a word or phrase.</p> <p>ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>4.FL.VA.7b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>i. Explain the meaning of simple similes and metaphors in context.</p> <p>ii. Recognize and explain the meaning of common idioms and proverbs.</p> <p>iii. Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.</p> <p>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.</p>	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	Literature: 4.RL.IKI.9 Compare and contrast the treatment of similar themes, topics, and patterns of events in stories from different cultures.	Y		Y			
			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.PKI.6 Recognize that different situations call for formal vs. informal English, and use formal English when appropriate.	N	No specific instruction for this standard was found. Oral presentations have rubrics + instruction for speaking clearly but no direct reference to formal vs. informal.	N	In the Hurricane Unit, lesson 41, students are to write clear questions about their multimedia presentation for peers to answer. This does not meet the intent of this standard.		
			2	<p>4.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text.</p> <p>b. Develop an opinion with reasons that are supported by facts and details.</p> <p>c. Create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>e. Link opinion and reasons using words and phrases.</p> <p>f. Apply language standards addressed in the Foundational Literacy standards.</p>	Y		Y			
			2	<p>4.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 in paragraphs and sections.</p> <p>c. Include formatting, features, illustrations, and multimedia, when needed, to provide clarity to the reader.</p> <p>d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>e. Provide a conclusion related to the information or explanation presented.</p> <p>f. Link ideas within categories of information using words and phrases.</p> <p>g. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>h. Apply language standards addressed in the Foundational Literacy standards.</p>	Y		Y			

			2	4.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. a. Orient the reader by establishing a situation, using a narrator and/or introducing characters. b. Organize an event sequence that unfolds naturally and logically. c. Use dialogue and description to develop experiences and events or show the responses of characters to situations. d. Use a variety of transitional words and phrases to manage the sequence of events. e. Provide a conclusion that follows from the narrated experiences or events. f. Use precise words and phrases and use sensory details to convey experiences and events. g. Apply language standards addressed in the Foundational Literacy standards.	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			
			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 varied opportunities to engage with text, such as interactive read-alouds, 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	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	The publisher does include small groups within the material, however, small groups for skills + knowledge instruction are not a part of the material. Because of this, there are no texts of varied levels for small group instruction.	N	In small group instruction in both the Hurricanes and the American Revolutions unit students are placed in small groups and given the same text, rather than a variety of complexity - levels. All groups read the same text and complete the same task.		
			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	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			
			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	Explicit, systematic, sequential instruction of grade level foundational skills is not included. No scope and sequence. Grammar + sent. comp is included.	N	While there is evidence of some instruction, the materials do not provide explicit, systematic, sequential instruction in these grade level foundational skills.		
			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	c. Materials provide students with regular opportunities to apply foundational skills in authentic reading and writing.	Y		Y			

			4	d. Materials provide systematic and explicit instruction in morphology (e.g., Greek and Latin roots).	N	While some explicit instruction is included, it is not systematic throughout the materials. No scope and seq. No planned doc. for teaching morphology.	N	Explicit and systematic instruction is no provided in morphology across the units.	
			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	Publisher lists this indicator as N/A.	N	A scope and sequence of explicit encoding instruction which connects to the reciprocal process of encoding and decoding was not located.	
			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		