

## Open Up Resources - EL Education

### 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
104	Fail	Pass	Pass	Pass	
125	Fail	Fail	Pass	Fail	
115	Fail	Pass	Fail	Fail	
49	Pass	Pass	Pass	Fail	
0					
Overall	Fail	Pass	Pass	Fail	<b>FAIL</b>

### Re-Review

Reviewers: 35, 45		Comments
Section	Aligned	
Section I	Pass	
Section II		
Section III		
Section IV	Fail	<p>b. This resource did not provide sufficient materials to adequately teach decoding and encoding multi-syllabic words.</p> <p>c. This resource provided limited evidence of encoding instruction that reflects demands of 3.FL.WC.4. The units in module 3 and 4 were reviewed. The reviewer found evidence of explicit instruction in fluency (Module 3:Additional Language &amp; literacy block, unit 1, page 53) Language instruction Module 3 Additional Language and Literacy block, Unit 2, pg 96, standard 3.FL.SC.6 and Vocabulary module 3: Additional Language and Literacy block, unit 3, pg. 284. After reviewing modules 1,2,3,&amp; 4, I did not find evidence of explicit instruction in standards 3.FL.PWR.3c &amp; d and 3.FL.WC.4 a-d.</p> <p>d. This resource provided limited evidence of encoding instruction that reflects demands of 3.FL.WC.4. The units in module 3 and 4 were reviewed. The reviewer found evidence of explicit instruction in fluency (Module 3:Additional Language &amp; literacy block, unit 1, page 53) Language instruction Module 3 Additional Language and Literacy block, Unit 2, pg 96, standard 3.FL.SC.6 and Vocabulary module 3: Additional Language and</p>

		<p>Literacy block, unit 3, pg. 284. After reviewing modules 1,2,3,&amp; 4, I did not find evidence of explicit instruction in standards 3.FL.PWR.3c &amp; d and 3.FL.WC.4 a-d.</p> <p>f. The resource did not provide formative assessments for standard 3.FL.PWR.3 c&amp;d, 3.FL.WC.4 a-d.</p> <p>g. This resource did not provide diagnostic screening tools that would enable teachers to identify students' instructional needs.</p>
<b>Overall</b>		<b>Pass</b>

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	OUR	EL	1	b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	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			
			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 resource did not provide sufficient materials to adequately teach decoding and encoding multi-syllabic words.	N	Evidence of language dives to support skill based learning m2u2 p.190. Where are materials & procedures to support foundation skill mastery?		
			4	c. Materials provide students with regular opportunities to apply foundational skills in authentic reading and writing.	N	This resource provided limited evidence of encoding instruction that reflects demands of 3.FL.WC.4. The units in module 3 and 4 were reviewed. The reviewer found evidence of explicit instruction in fluency (Module 3:Additional Language & literacy block, unit 1, page 53) Language instruction Module 3 Additional Language and Literacy block, Unit 2, pg 96, standard 3.FL.SC.6 and Vocabulary module 3: Additional Language and Literacy block, unit 3, pg. 284. After reviewing modules 1,2,3,& 4, I did not find evidence of explicit instruction in standards 3.FL.PWR.3c & d and 3.FL.WC.4 a-d.	N	Language dives and instruction support a language focus 3.FL.PWR.3 m2u1. Where are materials for decoding grade level L.12 page 162?		
			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	This resource provided limited evidence of encoding instruction that reflects demands of 3.FL.WC.4. The units in module 3 and 4 were reviewed. The reviewer found evidence of explicit instruction in fluency (Module 3:Additional Language & literacy block, unit 1, page 53) Language instruction Module 3 Additional Language and Literacy block, Unit 2, pg 96, standard 3.FL.SC.6 and Vocabulary module 3: Additional Language and Literacy block, unit 3, pg. 284. After reviewing modules 1,2,3,& 4, I did not find evidence of explicit instruction in standards 3.FL.PWR.3c & d and 3.FL.WC.4 a-d.	N	Same answer as above. Additionally opportunities to connect decoding / encoding practice not evident.		
			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	The resource did not provide formative assessments for standard 3.FL.PWR.3 c&d, 3.FL.WC.4 a-d.	N	evidence of assessments provided in module 1 appendix (parts 1-3) What is missing are next steps of what to do and lessons to provide model.		

			4	<p>g. Assessments include standards-based diagnostic screening tools to identify students' instructional needs for targeted re-teaching.</p>	N		<p>This resource did not provide diagnostic screening tools that would enable teachers to identify students' instructional needs.</p>	N	<p>Reading foundations skills block resource manual was provided, however it is K-2 material not used in 3rd grade.</p>	
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