

Open Up Resources - EL Education

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
104	Fail	Pass	Pass	Pass	
125	Pass	Pass	Pass	Fail	
115	Fail	Pass	Fail	Pass	
49	Pass	Pass	Pass	Fail	
0					
Overall	Fail	Pass	Pass	Fail	FAIL

Re-Review

Reviewers: 35, 45		Comments
Section	Aligned	
Section I	Pass	
Section II		
Section III		
Section IV	Fail	<p>b. The lessons listed on the correlation guide do not provide instruction in syllabication patterns and opportunities to practice reading multisyllabic words in and out of context.</p> <p>d. This resource did not provide a scope and sequence listing the roots and affixes taught.</p> <p>e. The resource does not provide explicit encoding instruction. The key standard aligned to this indicator, 5.FL.WC.4, is not listed on the resources curriculum map.</p> <p>b. Evidence of curriculum map shows this skill is integrated, but not given protocol or support.</p> <p>d. Without a clear scope and sequence, showing this is systematic and explicit is not evident.</p> <p>e. This standard 5.FL.WC.4 is not fully addressed within the publisher's additionally submitted online resource. Additionally, does not include the skills block resource guide to show.</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 5	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. 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		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	The lessons listed on the correlation guide do not provide instruction in syllabication patterns and opportunities to practice reading multisyllabic words in and out of context.	N	Evidence of curriculum map shows this skill is integrated, but not given protocol or support.		
			4	d. Materials provide systematic and explicit instruction in morphology (e.g., Greek and Latin roots).	N	This resource did not provide a scope and sequence listing the roots and affixes taught.	N	Without a clear scope and sequence, showing this is systematic and explicit is not evident.		
			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	The resource does not provide explicit encoding instruction. The key standard aligned to this indicator, 5.FL.WC.4, is not listed on the resources curriculum map.	N	This standard 5.FL.WC.4 is not fully addressed within the publisher's additionally submitted online resource. Additionally, does not include the skills block resource guide to show.		