

Open Up Resources - EL Education

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

Re-Review

Reviewers: 45, 35		Comments
Section	Aligned	
Section I	Pass	
Section II		
Section III		
Section IV	Fail	<p>b. Per curriculum map provided. Integration does not show intentionality and support.</p> <p>d. Per curriculum map provided. Integration does not show intentionality and support.</p> <p>e. No evidence of material including FL.W.4 know and apply grade level phonics when encoding.</p> <p>g. Module 1 provides assessments 1-3, but no next steps to support remediate or extend. Not included in our materials - reading foundations skills block.</p> <p>b. The resource does not provide sufficient opportunities to learn and practice syllabication patterns and multisyllabic words in and out of context pg. 423 states that these standards are integrated throughout.</p> <p>d. This resource provides some opportunities for explicit instruction in morphology. I was unable to find evidence of the degree to which the instruction is systematic.</p> <p>e. The curriculum maps Teachers Guide module 3 pg. 422-427, do not list 4 FL WC 4 encoding instruction in their scope of work. The resource does not provide explicit encoding instruction or connect to the reciprocal reading and writing processes.</p>

		g. The resource provides a phonics and work recognition checklist to assess the students/ phonics, word analysis, and fluency skills. However the resource does not provide ongoing and frequent formative assessments to monitor student progress. The 4th grade resource does not provide guidance for how to best support students master of phonics, word analysis and encoding skills. Teachers are directed to consult the K-2 skills block to instruct students in these skills (pg 500-516) module 1, Teachers' guide.
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	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			
			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	Per curriculum map provided. Integration does not show intentionality and support.	n	The resource does not provide sufficient opportunities to learn and practice syllabication patterns and multisyllabic words in and out of context pg. 423 states that these standards are integrated throughout.		
			4	d. Materials provide systematic and explicit instruction in morphology (e.g., Greek and Latin roots).	n	Per curriculum map provided. Integration does not show intentionality and support.	n	This resource provides some opportunities for explicit instruction in morphology. I was unable to find evidence of the degree to which the instruction is systematic.		
			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	No evidence of material including FL.W.4 know and apply grade level phonics when encoding.	n	The curriculum maps Teachers Guide module 3 pg. 422-427, do not list 4 FL WC 4 encoding instruction in their scope of work. The resource does not provide explicit encoding instruction or connect to the reciprocal reading and writing processes.		
			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.	n	Module 1 provides assessments 1-3, but no next steps to support remediate or extend. Not included in our materials - reading foundations skills block.	n	The resource provides a phonics and word recognition checklist to assess the students' phonics, word analysis, and fluency skills. However the resource does not provide ongoing and frequent formative assessments to monitor student progress. The 4th grade resource does not provide guidance for how to best support students master of phonics, word analysis and encoding skills. Teachers are directed to consult the K-2 skills block to instruct students in these skills (pg 500-516) module 1, Teachers' guide.		