

The materials reviewed were the 2019 version and did not include the Differentiated Instruction block of this program. Bookworms has notified us that deep and significant revisions to the materials are in process and will be available in 2020.

Open Up Resources - Bookworms

Grade 2

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
20	Fail	Pass	Fail	Fail	
90	Fail	Pass	Fail	Fail	
45	Fail	Fail	Fail	Fail	
11	Fail	Fail	Fail	Pass	
92	Fail	Fail	Fail	Fail	
Overall	Fail	Fail	Fail	Fail	FAIL

Re-Review

Reviewers: 62, 42		Comments
Section	Aligned	
Section I	Fail	a. The intent of the indicator is not met because while the texts are topically related (e.g., the texts like Wolf Island, Arrow to the Sun, etc. around Native Americans) but they do not systematically build knowledge through interaction with the texts.
Section II	Pass	
Section III	Pass	
Section IV	Pass	
Overall		Fail

Thank you for participating in the re-review process. You have the opportunity to submit an appeal for your re-review results. Appeals will be heard at the October 22nd Tennessee Textbook Commission meeting. A request for an appeal can be found here: https://www.tn.gov/content/dam/tn/education/textbook/txtbk_request_to_speak.pdf.



Your presentation will be limited to 15 minutes, and the commission will make a decision at the meeting. If you have any questions regarding the appeals process, you can reach out to Lisa Coons, lisa.coons@tn.gov, or Robinette Mitchell robinette.mitchell@tn.gov.

Sincerely,

Tennessee Department of Education

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 2	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.	N	The intent of the indicator is not met because while the texts are topically related (e.g., the texts like Wolf Island, Arrow to the Sun, etc. around Native Americans) but they do not systematically build knowledge through interaction with the texts.	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	f. Text plays a central role in the literacy block.	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: •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			
			2	2.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a.Distinguish long and short vowels when reading regularly spelled one-syllable words. b.Know spelling-sound correspondences for additional common vowel teams. c.Decode regularly spelled two-syllable words with long vowels. d.Decode words with common prefixes and suffixes. e.Identify words with inconsistent but common spelling-sound correspondences. f.Recognize and read grade-appropriate irregularly spelled words. g.Decode grade-level texts with purpose and understanding.	Y		Y			
			2	2.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a.Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives. b.Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational suffixes. c.Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i. d.Write most common, frequently used words and most irregular words. e.Consult reference materials, including beginning dictionaries, to check and correct spelling. f.Print legibly in manuscript; write many upper and lowercase letters in cursive.	Y		Y			
			2	2.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 text 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	<p>2.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.</p> <p>a. Use collective nouns.</p> <p>b. Form and use frequently occurring irregular plural nouns.</p> <p>c. Use reflexive pronouns such as myself and ourselves.</p> <p>d. Form and use the past tense of frequently occurring irregular verbs.</p> <p>e. Use adjectives and adverbs correctly.</p> <p>f. Produce, expand, and rearrange simple and compound sentences.</p> <p>g. Use common coordinating conjunctions.</p> <p>h. Capitalize holidays, product names, and geographic names.</p> <p>i. Use commas in the greeting and closing of a letter.</p> <p>j. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>k. With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.</p>	Y		Y			
			2	<p>2.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>i. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ii. Determine the meaning of the new word formed when a known affix is added to a known word.</p> <p>iii. Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>iv. Use knowledge of the meaning of individual words to predict the meaning of compound words.</p> <p>v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>2.FL.VA.7b Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>i. Identify real-life connections between words and their use.</p> <p>ii. Distinguish shades of meaning among closely related words.</p> <p>2.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	Y		n	This indicator is not met because the opportunity for instruction in the sub-parts 2.F.VA.7ai-iv.		
			2	Literature: 2.RL.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Y		y			
			2	Informational Text: 2.RI.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Y		y			
			2	Literature: 2.RL.KID.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	Y		y			
			2	Informational Text: 2.RI.KID.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Y		y			
			2	Literature: 2.RL.KID.3 Describe how characters in a story respond to major events and challenges.	Y		y			
			2	Informational Text: 2.RI.KID.3 Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.	Y		y			
			2	Literature: 2.RL.CS.4 Describe how words and phrases supply meaning in a story, poem, or song.	Y		y			
			2	Informational Text: 2.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Y		y			
			2	Literature: 2.RL.CS.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.	Y		y			
			2	Informational Text: 2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently.	Y		y			
			2	Literature: 2.RL.CS.6 Determine when characters have different points of view.	Y		y			
			2	Informational Text: 2.RI.CS.6 Identify the main purpose of a text, including what an author wants to answer, explain, or describe.	Y		y			
			2	Literature: 2.RL.IKI.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Y		y			
			2	Informational Text: 2.RI.IKI.7 Identify and explain how illustrations and words contribute to and clarify a text.	Y		y			
			2	Informational Text: 2.RI.IKI.8 Describe how reasons support specific points an author makes in a text.	n	The intent of the standard is not met because there is no evidence of argumentative text that would allow students to identify reasons to support arguments.	y			
			2	Literature: 2.RL.IKI.9 Compare and contrast two or more versions of the same story by different authors or different cultures.	y		y			
			2	Informational Text: 2.RI.IKI.9 Compare and contrast the most important points presented by two texts on the same topic.	y		y			

			2	Literature: 2.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.	y		y			
			2	Informational Text: 2.RI.RRTC.10 Read and comprehend stories and informational texts throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.	y		y			
			2	2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.	y		y			
			2	2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	y		y			
			2	2.SL.CC.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.	y		y			
			2	2.SL.PKI.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	y		y			
			2	2.SL.PKI.5 Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings.	y		n	This indicator is not met because the materials do not provide the opportunity to meet this standard.		
			2	2.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	y		y			
			2	2.W.TTP.1 Write opinion pieces on topics or texts. a.Introduce topic or text. b.State an opinion. c.Supply reasons to support the opinion. d.Use linking words to connect the reasons to the opinion. e.Provide a concluding statement or section.	y		y			
			2	2.W.TTP.2 Write informative/explanatory texts. a.Introduce a topic. b.Use facts and definitions to provide information. c.Provide a concluding statement or section.	y		y			
			2	2.W.TTP.3 Write narratives recounting an event or short sequence of events. a.Include details to describe actions, thoughts, and feelings. b.Use time order words to signal event order. c.Provide a sense of closure.	y		y			
			2	2.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	y		y			
			2	2.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.	y		y			
			2	2.W.PDW.6 With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.	y		y			
			2	2.W.RBPK.7 Participate in shared research and writing projects, such as exploring a number of books on a single topic or engaging in science experiments to produce a report.	y		y			
			2	2.W.RBPK.8 Recall information from experiences or gather information from provided sources to answer a question.	y		y			
			2	2.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency.	y		y			
			3	a. Units are built around a concept or topic and include essential questions and enduring understandings.	n	The intent of the indicator is not met because there is not evidence of units that are built around a topic or reference to enduring understandings.	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	e. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	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	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 Teacher Manual references book sets that are used in Differentiated Instruction, but without access to the How to Plan for Differentiated Small Group Instruction or the sets, I was not able to pass this indicator.	n	This indicator is not met because the correlation guide references the DI manual for evidence. The reviewer did not have access to this document.		
			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	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.	y		y			
			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		n	This indicator is not met because the correlation guide references the DI manual for evidence. The reviewer did not have access to this document.		
			3	r. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	y		y			
			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.	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.	y		y			
			4	c. Materials provide students with regular opportunities to apply foundational skills in authentic reading and writing.	y		y			
			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.	y		y			
			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.	y		y			
			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.	y		y			