

Open Up Resources - Bookworms

Kindergarten

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

Re-Review

Reviewers: 92, 102		Comments
Section	Aligned	
Section I	Fail	<p>a. There is no clear organization of text or text sets. There is no clear evidence of knowledge building around concepts or topics.</p> <p>c. Culminating tasks do not provide students with opportunities to convey knowledge acquisition.</p> <p>d. There is no qualitative measurement for Interactive Read-Alouds.</p> <p>e. There is not text analysis that provides documentation of qualitative measurements.</p> <p>a. There was no evidence of a clear path for students to build knowledge around content areas in text sets.</p> <p>c. There are only limited culminating tasks. Students are not given opportunities to demonstrate their acquisition of knowledge.</p> <p>d. Quantitative Lexile levels are provided, however there is no evidence of qualitative measurements</p> <p>e. Quantitative Lexile levels are provided, however there is no evidence of qualitative measurements.</p>
Section II	Fail	K.FL.PWR.3 : No evidence of K.FL.PWR.3b

		<p>K.FL.WC.4 : No evidence of word analysis and/or encoding with long vowels.</p> <p>K.FL.F.5 : Evidence is not met for fluency. The standard states that students will READ emergent texts with purpose and understanding...No evidence of emergent texts.</p> <p>K.FL.VA.7a-c : No evidence of K.FL.VA.7a-ii No evidence of K.FL.VA.7b iv There is minimal "application" of new vocabulary (practice). Teacher gives definition, uses in sentence - student uses in sentence. Practice/application?</p> <p>Informational Text: K.RI.IKI.9. Not sufficient evidence to support students in id. similarities/diff in info texts</p> <p>K.FL.PWR.3 : There is no evidence of (b) with regard to long phonemes instruction for the five major vowels. Time and attention is focused on short vowel phonemes.</p> <p>K.FL.WC.4 : There is no evidence that cv words with long vowels are taught. The focus and attention is devoted to cvc short vowel instruction. There is little evidence with regard to encoding.</p> <p>K.FL.F.5 : There is no evidence to support fluency for emergent readers.</p> <p>K.FL.VA.7a-c : There is no evidence that 7a-ii with regard to inflections and affixes is addressed during instruction. Additionally there is no evidence that bn-i.v. regarding distinguishing shades of meaning among verbs describing the same action is addressed.</p> <p>Informational Text: K.RI.IKI.9. There is no evidence of students being asked to identify basic similarities and differences between two texts on the same topic.</p>
Section III	Pass	<p>a. There is no clear organization of texts/text sets that are sequenced to build knowledge around a concept or topic.</p> <p>h. Materials provide for recommended texts; however, there are no accountability structures or specific instructions.</p> <p>i. There are no small group reading lists and therefore, no text complexity analysis, can be completed.</p> <p>a. There is no evidence that units are designed around a topic or focus of learning. They do not include essential questions and enduring understandings.</p> <p>h. There is no evidence of instructions or accountability structures to support students in reading a high volume of text.</p> <p>i. There is no evidence of small group reading instructions or lists of small group reading texts provided.</p> <p>r. There is no evidence that assessments are aligned to standard mastery.</p>
Section IV	Fail	<p>d. There's not sufficient evidence of connections between encoding and decoding.</p> <p>e. Fluency instruction isn't sufficient for students to practice in all areas as noted in the standards.</p> <p>g. There are no standards based assessment tools provided in the material.</p> <p>b. There is no evidence of practice materials that are provided to support students</p> <p>d. There is no evidence of explicit encoding instruction or of the relationship between encoding and decoding.</p> <p>e. There is no evidence of lessons that address fluency instruction that focuses on accuracy, pacing, rate, phrasing, and prosody.</p> <p>g. Assessments are not aligned to standards.</p>
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
Kindergarten	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 interactive Read-Alouds	N	There is no clear organization of text or text sets. There is no clear evidence of knowledge building around concepts or topics.	N	There was no evidence of a clear path for students to build knowledge around content areas in text sets.		
			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.	N	Culminating tasks do not provide students with opportunities to convey knowledge acquisition.	N	There are only limited culminating tasks. Students are not given opportunities to demonstrate their acquisition of knowledge.		
			1	d. Texts used for Interactive Read Aloud are 1-3 years above grade level determined by quantitative and qualitative measurements.	N	There is no qualitative measurement for Interactive Read-Alouds.	N	Quantitative Lexile levels are provided, however there is no evidence of qualitative measurements		
			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	N	There is not text analysis that provides documentation of qualitative measurements.	N	Quantitative Lexile levels are provided, however there is no evidence of qualitative measurements.		
			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: •Most questions and tasks require students to draw on textual evidence to support inferences and conclusions. •High-quality questions are s	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	K.FL.PC.1 Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page-by-page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print. d. Recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text. e. Distinguish between pictures and words.	Y		Y			
			2	K.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and begin to produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/. e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Y		Y			
			2	K.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant. b. Associate the long and short phonemes with common spellings for the five major vowels. c. Read common high-frequency words by sight. d. Decode regularly spelled CVC words. e. Distinguish between similarly spelled words by identifying the letters that differ.	N	No evidence of K.FL.PWR.3b	N	There is no evidence of (b) with regard to long phonemes instruction for the five major vowels. Time and attention is focused on short vowel phonemes.		

			2	K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. Write uppercase and lowercase manuscript letters from memory. b. Write a letter/letters for most consonant and short vowel sounds (phonemes). c. Represent phonemes first to last in simple words using letters (graphemes) such as rop for rope. d. Spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, i) and CV (be, go) words with long vowels. e. Identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel. f. Write some common, frequently used words (am, and, like, the). g. Print many upper and lowercase letters.	N	No evidence of word analysis and/or encoding with long vowels.	N	There is no evidence that cv words with long vowels are taught. The focus and attention is devoted to cvc short vowel instruction. There is little evidence with regard to encoding.		
			2	K.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. a. Read emergent-reader texts with purpose and understanding.	N	Evidence is not met for fluency. The standard states that students will READ emergent texts with purpose and understanding...No evidence of emergent texts.	N	There is no evidence to support fluency for emergent readers.		
			2	K.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 with adult support. a. With modeling or verbal prompts, orally produce complete sentences. b. Follow one-to-one correspondence between voice and print when writing a sentence. c. Use frequently occurring nouns and verbs when speaking and in shared language activities. d. Form regular plural nouns when speaking and in shared language activities. e. Understand and use question words (interrogatives) when speaking and in shared language activities. f. Use the most frequently occurring prepositions when speaking and in shared language activities. g. Produce and expand complete sentences in shared language activities. h. Capitalize the first word in a sentence and the pronoun I. i. Recognize and name end punctuation.	Y		Y			
			2	K.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content. i. Identify new meanings for familiar words and apply them accurately. ii. Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. K.FL.VA.7b With guidance and support from adults, explore word relationships and nuances in word meanings. i. Sort common objects into categories to gain a sense of the concepts the categories represent. ii. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. iii. Make real-life connections between words and their use. iv. Distinguish shades of meaning among verbs describing the same general action. K.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	N	No evidence of K.FL.VA.7a-ii No evidence of K.FL.VA.7b iv There is minimal "application" of new vocabulary (practice). Teacher gives definition, uses in sentence - student uses in sentence. Practice/application?	N	There is no evidence that 7aii with regard to inflections and affixes is addressed during instruction. Additionally there is no evidence that bn-i.v. regarding distinguishing shades of meaning among verbs describing the same action is addressed.		
			2	Literature: K.RL.KID.1 With prompting and support, ask and answer questions about key details in a text.	Y		Y			
			2	Informational Text: K.RI.KID.1 With prompting and support, ask and answer questions about key details in a text.	Y		Y			
			2	Literature: K.RL.KID.2 With prompting and support, orally retell familiar stories, including key details.	Y		Y			
			2	Informational Text: K.RI.KID.2 With prompting and support, orally identify the main topic and retell key details of a text.	Y		Y			
			2	Literature: K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story.	Y		Y			
			2	Informational Text: K.RI.KID.3 With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.	Y		Y			
			2	Literature: K.RL.CS.4 With prompting and support, ask and answer questions about unknown words in text.	Y		Y			
			2	Informational Text: K.RI.CS.4 With prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.	Y		Y			
			2	Literature: K.RL.CS.5 Recognize common types of texts.	Y		Y			
			2	Informational Text: K.RI.CS.5 Know various text features.	Y		Y			
			2	Literature: K.RL.CS.6 With prompting and support, define the role of authors and illustrators in the telling of a story.	Y		Y			

			2	Informational Text: K.RI.CS.6 With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.	Y		Y			
			2	Literature: K.RL.IK.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear.	Y		Y			
			2	Informational Text: K.RI.IK.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear.	Y		Y			
			2	Informational Text: K.RI.IK.8 With prompting and support, identify the reasons an author provides to support points in a text.	Y		Y			
			2	Literature: K.RL.IK.9 With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.	Y		Y			
			2	Informational Text: K.RI.IK.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic.	N	Not sufficient evidence to support students in id. similarities/diff in info texts	N	There is no evidence of students being asked to identify basic similarities and differences between two texts on the same topic.		
			2	Literature: K.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for Kindergarten.	Y		Y			
			2	Informational Text: K.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for Kindergarten.	Y		Y			
			2	K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.	Y		Y			
			2	K.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Y		Y			
			2	K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Y		Y			
			2	K.SL.PK.4 Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.	Y		Y			
			2	K.SL.PK.5 Add drawings or other visual displays of descriptions as desired to provide additional detail.	Y		Y			
			2	K.SL.PK.6 With guidance and support, express thoughts, feelings, and ideas through speaking.	Y		Y			
			2	K.W.TTP.1 With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.	Y		Y			
			2	K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.	Y		Y			
			2	K.W.TTP.3 With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.	Y		Y			
			2	K.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	K.W.PDW.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed.	Y		Y			
			2	K.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.	Y		Y			
			2	K.W.RBPK.7 Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.	Y		Y			
			2	K.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Y		Y			
			2	K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.	Y		Y			
			3	a. Units are built around a concept or topic and include essential questions and enduring understandings.	N	There is no clear organization of texts/text sets that are sequenced to build knowledge around a concept or topic.	N	There is no evidence that units are designed around a topic or focus of learning. They do not include essential questions and enduring understandings.		
			3	c. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical) while appealing to s	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,	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 re	Y		Y			

			3	h. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	N	Materials provide for recommended texts; however, there are no accountability structures or specific instructions.	N	There is no evidence of instructions or accountability structures to support students in reading a high volume of text.		
			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 compe	N	There are no small group reading lists and therefore, no text complexity analysis, can be completed.	N	There is no evidence of small group reading instructions or lists of small group reading texts provided.		
			3	j. Within and across units, writing assignments, including both shorter on-demand writing, and lengthier, recursive, process-based writing, progres	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,	Y		Y			
			3	o. Lessons promote academic discussions around appropriate grade-level concepts and texts and include listening prompts, questions, and evaluation to	Y		Y			
			3	p. Units and lessons clearly consider student learning differences in the design of instruction, activities, and the classroom environment to provide	Y		Y			
			3	q. Formative and summative assessments are embedded throughout instructional materials and include multiple methods to measure what students know and	Y		Y			
			3	r. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessme	N		N	There is no evidence that assessments are aligned to standard mastery.		
			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 w	N		N	There is no evidence of practice materials that are provided to support students		
			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 d	N	There's not sufficient evidence of connections between encoding and decoding.	N	There is no evidence of explicit encoding instruction or of the relationship between encoding and decoding.		
			4	e.Effective reading fluency instruction includes the following: •Evidence-based teaching strategies and varied practice opportunities; •Lessons in oral	N	Fluency instruction isn't sufficient for students to practice in all areas as noted in the standards.	N	There is no evidence of lessons that address fluency instruction that focuses on accuracy, pacing, rate, phrasing, and prosody.		
			4	f. Materials support ongoing and frequent formative assessment to determine students' mastery of foundational literacy skills while providing clear	Y		Y			
			4	g. Assessments include standards-based diagnostic screening tools to identify students' instructional needs for targeted re-teaching.	N	There are no standards based assessment tools provided in the material.	N	Assessments are not aligned to standards.		