

## Open Up Resources - EL Education

### Grade 1

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
115	Fail	Pass	Fail	Pass	
102	Fail	Pass	Fail	Pass	
127	Fail	Pass	Pass	Pass	
2	Fail	Fail	Pass	Pass	
107	Fail	Pass	Pass	Pass	
Overall	Fail	Pass	Pass	Pass	<b>FAIL</b>

### Re-Review

Reviewers: 62, 52	Aligned
Section	
Section I	Pass
Section II	
Section III	
Section IV	
Overall	<b>Pass</b>

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 1	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 -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	h. Text-dependent questions: •Most 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			
			1	i. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.	Y		Y			