

Open Up Resources - Bookworms

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 |
|----------|-----------|------------|-------------|------------|-------------|
| 20 | Fail | Fail | Fail | Pass | |
| 90 | Fail | Fail | 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, 52, 42 | | Comments |
|--------------------------|---------|---|
| Section | Aligned | |
| Section I | Fail | <p>a. The intent of the indicator is not met because while the texts are topically related (e.g., How Do Apples Grow?, Possum's Harvest Moon, & Why Do Leaves Change Color?) they do not systematically build knowledge through interaction with the texts.</p> <p>a. The texts are not sequenced to build knowledge around a variety of concepts or topics. They are built from book series for early readers and repeated characters (teachers manual p. 11)</p> <p>e. The intent of this indicator is not met because a significant number of texts fall in the 80-200 lexile band which is below the first grade expectation. For example Biscuit Finds a Friend (80L) Biscuit Goes to School (100L) Olivia (180L) and Biscuit (190L).</p> <p>g. The intent of this indicator is not met as referenced by the Master Book List for grade 1 on p 13-17 of the teacher manual. There are 9 informational and 52 literature texts.</p> |
| Section II | Pass | Informational Text: 1.RI.IK.8. 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. |

| | | |
|----------------|------|---|
| | | <p>Literature: 1.RL.IKI.9. The lessons cited in the correlation guide do not provide evidence of the standard being addressed in the materials.</p> <p>Informational Text: 1.RI.IKI.9. The lessons cited in the BW G1 TN Review document do not provide evidence that the intent of the standard is addressed in the questions and tasks that are presented in the lessons.</p> <p>1.W.RBPK.7 : The lessons cited in the BW G1 TN Review document do not provide evidence that the intent of the standard is addressed in the questions and tasks that are presented in the lessons. The students do not explore a number of texts on the topic, and it is not clarified in the teacher instructions that the class is conducting research.</p> |
| Section III | | |
| Section IV | Pass | <p>g. I did not find evidence of a diagnostic screening tool. The BW G1 TN Review references How to Plan Differentiated Small Group Instruction text, but I don't have access to this book to check for the diagnostic tool, so I did not pass this indicator.</p> <p>f. Located in DI manual.</p> <p>g. Located in DI manual.</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 |
|---------|-----------|-----------|---------|---|----------------------|---|----------------------|--------------------|----------------------|---|
| Grade 1 | 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., How Do Apples Grow?, Possum's Harvest Moon, & Why Do Leaves Change Color?) they do not systematically build knowledge through interaction with the texts. | Y | | N | The texts are not sequenced to build knowledge around a variety of concepts or topics. They are built from book series for early readers and repeated characters (teachers manual p. 11) |
| | | | 1 | b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building. | Y | | 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 | | Y | |
| | | | 1 | d. Texts used for Interactive Read Aloud are 1-3 years above grade level determined by quantitative and qualitative measurements. | Y | | 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 | | N | The intent of this indicator is not met because a significant number of texts fall in the 80-200 lexile band which is below the first grade expectation. For example Biscuit Finds a Friend (80L) Biscuit Goes to School (100L) Olivia (180L) and Biscuit (190L). |
| | | | 1 | f. Text plays a central role in the literacy block. | Y | | 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 | | N | The intent of this indicator is not met as referenced by the Master Book List for grade 1 on p 13-17 of the teacher manual. There are 9 informational and 52 literature texts. |
| | | | 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 | | Y | |
| | | | 1 | i. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence. | Y | | Y | | Y | |
| | | | 2 | 1.FL.PC.1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation. | Y | | Y | | | |
| | | | 2 | 1.FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). | Y | | Y | | | |

| | | | | | | | | | | |
|--|--|--|---|---|---|--|---|--|--|--|
| | | | 2 | <p>1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Know the sound-spelling correspondence for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know the final -e and common vowel team conventions for representing long vowel sounds, including r-controlled vowels.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p> <p>h. Read grade-level decodable text with purpose and understanding.</p> | Y | | Y | | | |
| | | | 2 | <p>1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>a. Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant digraphs, double letters, and initial and final consonant blends.</p> <p>b. Use conventional spelling for one-syllable words with common vowel spelling patterns including VCe, common vowel teams, final -y, and r-controlled vowels.</p> <p>c. Spell words with inflectional endings.</p> <p>d. Spell two-syllable words that end in -y or -ly, are compounds, or have two closed syllables.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>f. Write many common, frequently used words and some irregular words.</p> <p>g. Print all upper and lowercase letters.</p> | Y | | Y | | | |
| | | | 2 | <p>1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p> | Y | | Y | | | |
| | | | 2 | <p>1.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 common, proper, and possessive nouns.</p> <p>b. Use singular and plural nouns with correct verbs in basic sentences.</p> <p>c. Use personal, possessive, and indefinite pronouns.</p> <p>d. Use verbs to convey a sense of past, present, and future.</p> <p>e. Use frequently occurring adjectives.</p> <p>f. Use frequently occurring conjunctions.</p> <p>g. Use articles and demonstratives.</p> <p>h. Use frequently occurring prepositions such as during, beyond, and toward.</p> <p>i. Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>j. Capitalize names of people and dates.</p> <p>k. End sentences with correct punctuation.</p> <p>l. Use commas in dates and to separate single words in a series.</p> | Y | | Y | | | |
| | | | 2 | <p>1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 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. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>iii. Identify frequently occurring root words and their inflectional forms.</p> <p>1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>i. Sort words into categories to gain a sense of the concepts the categories represent.</p> <p>ii. Define words by category and by one or more key attributes.</p> <p>iii. Identify real-life connections between words and their use.</p> <p>iv. Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.</p> <p>1.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p> | Y | | Y | | | |
| | | | 2 | Literature: 1.RL.KID.1 Ask and answer questions about key details in a text. | Y | | Y | | | |
| | | | 2 | Informational Text: 1.RI.KID.1 Ask and answer questions about key details in a text. | Y | | Y | | | |
| | | | 2 | Literature: 1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. | Y | | Y | | | |

| | | | | | | | | | | |
|--|--|--|---|---|---|--|---|--|--|--|
| | | | 2 | Informational Text: 1.RI.KID.2 Identify the main topic and retell key details of a text. | Y | | Y | | | |
| | | | 2 | Literature: 1.RL.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details. | Y | | Y | | | |
| | | | 2 | Informational Text: 1.RI.KID.3 Using graphic organizers or including written details and illustrations when developmentally appropriate, describe the connections between two individuals, events, ideas, or pieces of information in a text. | Y | | Y | | | |
| | | | 2 | Literature: 1.RL.CS.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the senses. | Y | | Y | | | |
| | | | 2 | Informational Text: 1.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area. | Y | | Y | | | |
| | | | 2 | Literature: 1.RL.CS.5 Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types. | Y | | Y | | | |
| | | | 2 | Informational Text: 1.RI.CS.5 Know and use various text features to locate key facts or information in a text. | Y | | Y | | | |
| | | | 2 | Literature: 1.RL.CS.6 Identify who is telling the story at various points in a text. | Y | | Y | | | |
| | | | 2 | Informational Text: 1.RI.CS.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | Y | | Y | | | |
| | | | 2 | Literature: 1.RL.IKI.7 Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events. | Y | | Y | | | |
| | | | 2 | Informational Text: 1.RI.IKI.7 Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas. | Y | | Y | | | |
| | | | 2 | Informational Text: 1.RI.IKI.8 Identify the reasons an author provides to support points in a text. | N | | Y | | | |
| | | | 2 | Literature: 1.RL.IKI.9 Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate. | N | | Y | | | |
| | | | 2 | Informational Text: 1.RI.IKI.9 Identify basic similarities and differences between two texts on the same topic including written details and illustrations when developmentally appropriate. | N | | Y | | | |
| | | | 2 | Literature: 1.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for grade 1. | Y | | Y | | | |
| | | | 2 | Informational Text: 1.RI.RRTC.10 With prompting and support, read informational texts of appropriate complexity for grade 1. | Y | | Y | | | |
| | | | 2 | 1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts. | Y | | Y | | | |
| | | | 2 | 1.SL.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | Y | | Y | | | |
| | | | 2 | 1.SL.CC.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | Y | | Y | | | |
| | | | 2 | 1.SL.PKI.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | Y | | Y | | | |
| | | | 2 | 1.SL.PKI.5 Add drawings or other visual displays to descriptions, when appropriate, to clarify ideas, thoughts, and feelings. | Y | | Y | | | |
| | | | 2 | 1.SL.PKI.6 With prompting and support, speak in complete sentences when appropriate to task and situation. | Y | | Y | | | |
| | | | 2 | 1.W.TTP.1 With prompting and support, write opinion pieces introducing the topic or text, stating an opinion, supplying a reason for the opinion, and providing some sense of closure. | Y | | Y | | | |
| | | | 2 | 1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure. | Y | | Y | | | |
| | | | 2 | 1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure. | Y | | Y | | | |
| | | | 2 | 1.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 | 1.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed. | Y | | Y | | | |

| | | | | | | | | | | |
|--|--|--|---|--|---|---|---|---|--|--|
| | | | 2 | 1.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing. | Y | | Y | | | |
| | | | 2 | 1.W.RBPK.7 Participate in shared research and writing projects, such as exploring a number of "how to" books on a given topic and using them to write a sequence of instructions. | N | The lessons cited in the BW G1 TN Review document do not provide evidence that the intent of the standard is addressed in the questions and tasks that are presented in the lessons. The students do not explore a number of texts on the topic, and it is not clarified in the teacher instructions that the class is conducting research. | Y | | | |
| | | | 2 | 1.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 | | | |
| | | | 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 no evidence of units that are built around a topic or reference to enduring understandings. | Y | | | |
| | | | 3 | b. Lessons integrate two or more strands of the Tennessee English Language Arts standards. | Y | | 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 decodable texts that are used in Differentiated Instruction, but without access to the How to Plan for Differentiated Small Group Instruction or the decodable texts, I was not able to pass this indicator. | n | Cannot score this indicator as "Yes" because the "How to Plan Differentiated Reading Instruction" manual was not provided to reviewers. There is not evidence provided. | | |
| | | | 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 | | Y | General support provided in the teacher manual, but more direction given in "How to Differentiated Reading Instruction"-which reviewers did not receive. | | |
| | | | 3 | q. Formative and summative assessments are embedded throughout instructional materials and include multiple methods to measure what students know and are able to do. Possible formats include, but are not limited to, checks for understanding, pre-assessments, student self-assessments, selected response (multiple choice, multiple select), constructed responses (short and extended), performance tasks, open-ended questions, etc. | Y | | Y | | | |

| | | | | | | | | | | |
|--|--|--|---|--|---|--|---|-----------------------|--|--|
| | | | 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 | Located in DI manual. | | |
| | | | 4 | g. Assessments include standards-based diagnostic screening tools to identify students' instructional needs for targeted re-teaching. | N | I did not find evidence of a diagnostic screening tool. The BW G1 TN Review references How to Plan Differentiated Small Group Instruction text, but I don't have access to this book to check for the diagnostic tool, so I did not pass this indicator. | Y | Located in DI manual. | | |