

LearnZillion - Guidebooks

Grade 5

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
77	Fail	Fail	Fail	Fail	
74	Pass	Pass	Pass	Fail	
89	Pass	Pass	Pass	Fail	
54	Fail	Fail	Fail	Fail	
47	Fail	Pass	Fail	Fail	
Overall	Fail	Pass	Fail	Fail	FAIL

Re-Review

Reviewers: 75, 85, 42		Comments
Section	Aligned	
Section I	Pass	<p>b. This indicator is not met because the program lessons do not provide direct instructions for the words covered. The teacher is a facilitator and lacks the modeling and direct instruction piece of building vocab.</p> <p>e. This indicator is not met because the read aloud referenced for Modern Science and A Brief History of Movie Special Effects is well above the expectation of 1-3 years above grade level. These texts range from 1400-1600 and should not get above 1185.</p> <p>b. This indicator is not met because the vocabulary materials do not provide direct instruction. Instead the teachers serves as more of a facilitator of their learning.</p> <p>e. This indicator is not met because the texts referenced as read alouds on the 5th grade correlation document are above the 1-3 year range above 5th grade. For example the top of the range would be 1185L (6th - 8th grade) and the texts mentioned range from 1400-1600 L which is above the highest band (11th - 12th 1185-1385L).</p>
Section II		
Section III	Pass	
Section IV	Fail	d. This indicator is not met due to the lack of systematic and explicit instruction. There are reference sheets and resources provided in lessons 13 and 23 of unit 4, but the instruction is not explicit or systematic.

	<p>e. This indicator is not met due to the lack of a reciprocal process of teaching encoding and decoding consistently in an intentional sequence.</p> <p>g. This indicator is not met because there are no clear and specific instructions provided to best support students performing below grade level. While there are fluency tasks like Jabberwocky, the program has not referenced what to do with struggling students on that task. In support flow chart provided, there are general routines without specific words and examples in the instructions.</p> <p>h. This indicator is not met because the publisher does not include a diagnostic screening tool to allow teachers to get an idea of what instructional needs the students have. There are materials provided for assessments but not a diagnostic screening tool to see where your students are in a more comprehensive manner.</p> <p>d. This indicator is not met because there is not a systematic nor explicit instruction approach to teaching Greek and Latin roots. While lesson 13, unit 4, wonderstruck, references the teacher modeling the Latin roots reference sheet handout, this is not a clear nor systematic approach to instruction regarding morphology.</p> <p>e. This indicator is not met because this curriculum does not include the reciprocal process of encoding and decoding.</p> <p>g. This indicator is not met because there are no clear nor specific instruction on how to best support students performing below the grade level expectation. While there is a supports flow chart, the supports are broad, general and not specific to foundational assessments within the unit.</p> <p>h. This indicator is not met because there is a lack of foundational skill assessments. In regards to an assessment fluency task, there are no references that justify that it is a standards based diagnostic screening tool.</p>
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 5	LearnZillion	Guidebooks	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.	Y		Y		Y	
			1	b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	N	This indicator is not met because the program lessons do not provide direct instructions for the words covered. The teacher is a facilitator and lacks the modeling and direct instruction piece of building vocab.	N	This indicator is not met because the vocabulary materials do not provide direct instruction. Instead the teachers serves as more of a facilitator of their learning.	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	e. Texts for Interactive Read Aloud are 1-3 years above grade level.	N	This indicator is not met because the read aloud referenced for Modern Science and A Brief History of Movie Special Effects is well above the expectation of 1-3 years above grade level. These texts range from 1400-1600 and should not get above 1185.	N	This indicator is not met because the texts referenced as read alouds on the 5th grade correlation document are above the 1-3 year range above 5th grade. For example the top of the range would be 1185L (6th - 8th grade) and the texts mentioned range from 1400-1600 L which is above the highest band (11th - 12th 1185-1385L).	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		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		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		Y	
			3	a. Units are built around a concept or topic and include essential questions and enduring understandings.	Y		Y			
			3	f. Students have varied opportunities to engage with text, such as interactive read-alouds, 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	This indicator is not met due to the lack of complexity levels of text being used when students read in small groups. When students read in small groups, the teacher is not instructing. The teacher's role is more as a facilitator for discussion.	N	This indicator is not met because students are reading the same text during small group reading, so there is a lack of variety of complexity levels - unit 3, lesson 4, evidence.		
			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. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	N	This program does not meet the expectations of this indicator due to the lack of explicit instruction. There are resources like reference sheets for Latin roots but no explicit instruction to tell how to utilize and do it to make the instruction explicit.	N	This indicator is not met because this curriculum does not include explicit vocabulary instruction. Instead the teacher references a vocabulary chart and serves as a facilitator rather than as an instructor of vocabulary.		
			3	q. 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			
			4	a. Materials provide explicit, systematic, sequential, and evidence-based instruction of grade level foundational skills including: 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. Materials provide systematic and explicit instruction in morphology (e.g., Greek and Latin roots).	N	This indicator is not met due to the lack of systematic and explicit instruction. There are reference sheets and resources provided in lessons 13 and 23 of unit 4, but the instruction is not explicit or systematic.	N	This indicator is not met because there is not a systematic nor explicit instruction approach to teaching Greek and Latin roots. While lesson 13, unit 4, wonderstruck, references the teacher modeling the Latin roots reference sheet handout, this is not a clear nor systematic approach to instruction regarding morphology.		
			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	This indicator is not met due to the lack of a reciprocal process of teaching encoding and decoding consistently in an intentional sequence.	N	This indicator is not met because this curriculum does not include the reciprocal process of encoding and decoding.		
			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	This indicator is not met because there are no clear and specific instructions provided to best support students performing below grade level. While there are fluency tasks like Jabberwocky, the program has not referenced what to do with struggling students on that task. In support flow chart provided, there are general routines without specific words and examples in the instructions.	N	This indicator is not met because there are no clear nor specific instruction on how to best support students performing below the grade level expectation. While there is a supports flow chart, the supports are broad, general and not specific to foundational assessments within the unit.		

			4	<p>h. Assessments include standards-based diagnostic screening tools to identify students' instructional needs for targeted re-teaching.</p>	N	<p>This indicator is not met because the publisher does not include a diagnostic screening tool to allow teachers to get an idea of what instructional needs the students have. There are materials provided for assessments but not a diagnostic screening tool to see where your students are in a more comprehensive manner.</p>	N	<p>This indicator is not met because there is a lack of foundational skill assessments. In regards to an assessment fluency task, there are no references that justify that it is a standards based diagnostic screening tool.</p>	
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