



Committee
for the Reconsideration
of Instructional Materials

Elementary ELA Curriculum

Conclusion and Outcomes Report

January 2022

Committee for the Reconsideration of Instructional Materials

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Committee for the Reconsideration of Instructional Materials

Conclusion Report

Committee Members

Juli Oyer, Assistant Superintendent of Elementary Schools, Chair of Committee
Michelle Organ, PTO representative
Jill Justus, WCS elementary school principal
KC Haugh, WCS School Board member
Sharla Bratton, WCEA representative

Structure and Process of the Committee

The reconsideration committee was established by Superintendent Jason Golden in the summer of 2021. At that point, each committee member read each book submitted as a text of concern through the reconsideration process. Each individual committee member read the text through the lens established in the Board Policy—specifically if the text supports the curriculum, if the text has strength and value, and if the text has objectionable content.

Additionally, the committee had two sessions where all complainants were invited to share their concerns with the committee members. The first meeting was held on September 17 to discuss concerns from quarter one and quarter two. The second session was held on October 5 to discuss concerns from quarter three and quarter four. In the **first session, 14 people came and spoke** to the committee. In the **second session, there were 11 speakers**. (See page 8 for additional details).

Per policy 4.4.03, in addition to hearing from parents and community members, the committee consulted with a variety of resources. This included recognized evaluative reviews of the materials—Wit and Wisdom in its entirety as well as the texts of concern in isolation. Additionally, they engaged in multiple conversations with resources available to them including affected school employees. This included multiple classroom teachers who have implemented Wit and Wisdom during the year and half since its adoption. These teachers shared their experiences as well as those of students in their classroom. The committee met with instructional resources including curriculum specialists in both ELA and history/social studies. Additionally, they consulted with counseling specialists who were able to offer perspectives related to mental health specifically in the school setting.

The committee met for approximately **60 hours in face-to-face or Zoom meetings** to complete the work. This time does not include the individual reading of the 31 texts and additional Teacher Edition materials submitted as items of concern nor does it include the compilation of all the findings into the Conclusion Report.

The primary complaints received from the complainants were rooted in the curriculum not being a TDOE approved curriculum and specific texts and teacher manuals presented as concerning. (See page 4 for adoption/approval process).

The committee determined the appropriate approval process was followed by Williamson County Schools and with TDOE based on the timeline below.

Adoption Process for Wit and Wisdom

October 2019	Principals submit a nomination of 1 teacher eligible to serve on the textbook committee for the current cycle. Eligible members of the committee must meet the following criteria: <ul style="list-style-type: none"> • Completed a minimum of 3 years teaching in public school • Currently teaches the course/content • Holds a valid TN teaching license
	Parents are nominated by individual school principals to participate in the committee.
November 2019	Committee names are submitted to WCS Board of Education for final vote and approval of this committee.
	Tennessee Textbook Commission publishes the final textbook adoption list to the state board of education for final vote.
	WCS requests samples of texts from Tennessee Book Company.
	Five elementary, five middle and five high schools will be selected to house a set of adoption materials which will be available to committee members and teachers across the district for their review.
December 2019	Meeting for all WCS textbook committee members to explain adoption timeline, process, and responsibilities. Committee members sign oath provided by TDOE (Tennessee Department of Education).
	Each school that will be housing a set of review materials must submit a plan to the Curriculum Director including provisions for housing the collection of materials and a schedule for review by WCS employees and adoption committee.
	WCS announces public review dates that include daytime and evening hours.
	The instructional technology department begins reviews of all electronic materials to ensure compliance with all federal, state, and local requirements.
January 2020	District-wide professional development day is dedicated to review of materials by teachers (ELA textbook adoption 2020 was the first time this has happened – not part of the usual adoption cycle)
February 2020	Teachers cast their votes to recommend their preference of instructional materials to the textbook committee members.
	Textbook adoption committee meets, considers teacher recommendations, and casts their final recommendation to the WCS School Board.
March 2020	Based upon the voting results, Assistant Superintendent of TLA prepares a recommendation for a textbook adoption list for the WCS School Board and the Superintendent.
April 2020	WCS School Board votes on the proposed textbook adoption list.
May 2020	WCS official adoption list will be submitted to the TDOE following the WCS School Board approval.
	Textbook orders are placed through Tennessee Book Company.
May-June 2020	Professional development for teachers and instructional coaches on the use and implementation of most newly purchased materials.
Ongoing	Professional development continues for teachers, literacy coaches, curriculum specialists and administrators. Additionally, administrative changes and modifications to instruction and the teacher editions have occurred from the Teaching, Learning, and Assessment office. Continual feedback from teachers and parents assists in making changes to the curriculum and instruction in the classrooms.

Prior to engaging in the text review with each individual book, the committee worked to develop their understanding of the Wit and Wisdom curriculum. It is important to note the committee grounded their work in the understanding of how reading is taught in a research-based manner in Williamson County Schools. Details the committee found important are summarized below.

Five Key Components to an Effective Reading Instruction Program

Phonemic Awareness	Phonological awareness is the ability to recognize and manipulate the spoken parts of words. The levels of phonological awareness are, from simplest to most complex: syllables, onset–rime, and phonemes. Phonemic awareness is the ability to identify and manipulate individual sounds (phonemes) in spoken words.
Phonics	Phonics instruction teaches the relationships between the letters of written language and the sounds of spoken language. Children's reading development is dependent on their understanding of the alphabetic principle — the idea that letters and letter patterns represent the sounds of spoken language. "Decoding" is the act of sounding out words using phonics.
Fluency	Fluency is the ability to read a text accurately, quickly, and with expression. Reading fluency is important because it provides a bridge between word recognition and comprehension.
Vocabulary	Vocabulary plays a fundamental role in the reading process and is critical to reading comprehension. Children learn the meanings of most words indirectly, through everyday experiences with oral and written language. Other words are learned through carefully designed instruction.
Comprehension	Comprehension is the understanding and interpretation of what is read. To be able to accurately understand written material, children need to be able to (1) decode what they read; (2) make connections between what they read and what they already know; and (3) think deeply about what they have read.

Definitions provided by Reading Rockets

Additionally, there is a vast amount of research indicating that implementing a reading program with fidelity results in better outcomes for students. Fidelity refers to the degree to which something, in this case Wit and Wisdom, is delivered as it was intended. Three academic research pieces that support this are below:

- *Fidelity of implementation: Selecting and implementing evidence-based practices and programs.* The IRIS Center. (2010)
- *When programs implemented with fidelity are compared to programs not implemented with fidelity, the difference in effectiveness is profound. Those implemented with fidelity yield average effect sizes that are two to three times higher.* (Durlak & DuPre, 2008)
- *Lack of implementation fidelity might result in a practice or program being less effective, less efficient, or producing less predictable responses.* (Wilder, Atwell, & Wine, 2006; Noell, Gresham, & Gansle, 2002)

Reading Program Summary

It is often said that in grades K-2, students are learning to read and in grades 3-5, students are reading to learn. Foundational reading occurs in the core curriculum in the early grades (K-2) and can carry over into intervention blocks in grades 3-5 based on student need. Wit and Wisdom addresses three of the five key components in grades K-5: Fluency, Vocabulary, and Comprehension. Fluency along with the other two components (Phonemic Awareness and Phonics) are addressed in WCS during the Foundational Skills block of instruction in grades K-2 utilizing the state approved and sponsored TN Foundational Skills program.

Simply put, students who are learning through Wit and Wisdom in grades 3-5 are challenged to develop reading, writing, speaking, listening, vocabulary, and language skills in the context of module content.

Diversity in text is essential to both reading and listening comprehension at all levels. Wit and Wisdom helps students build content knowledge utilizing rich and complex texts which include photos, poetry, literary, and informative pieces of work. This enables students to construct layers of knowledge and make connections to the world around them while building literacy skills. “Text”, as defined in a robust literacy program, includes but is not limited to photographs, poetry, informational text, narratives, artwork, and dramatic writings.

Simply put, the TDOE ELA standards required to be taught in all elementary classrooms during the ELA block of time require more than “just” teaching reading. The exposure to all aspects of the English language (such as reading, spelling, grammar, vocabulary, literature, and composition) aim to develop the student's comprehension and capacity for use of written and oral language. This exposure is an essential part of an appropriate and rigorous ELA curriculum.

The committee established and followed the timeline below.

Reconsideration Committee Timeline

Dates below are subject to change as warranted.

Date	Meeting Purpose
July 13, 2021	First Committee meeting
July 26, 2021	Quarter 1 and Quarter 2 discussion begins
August 12, 2021	<ul style="list-style-type: none"> • Discussion with needed resources • Discussion with TLA regarding any suggestion for modification or removal
August 25, 2021	Quarter 3 discussion begins
September 9, 2021	Quarter 3 work continues
September 14, 2021	<ul style="list-style-type: none"> • Discussion with needed resources • Discussion with TLA regarding any suggestion for modification or removal
September 17, 2021	Hearing for Quarter 1 and Quarter 2 concerns
September 23, 2021	Quarter 3 work continues
September 30, 2021	<ul style="list-style-type: none"> • Discussion with needed resources • Discussion with TLA regarding any suggestion for modification or removal
October 5, 2021	Hearing for Quarter 3 and Quarter 4 concerns
October 7, 2021	Quarter 3 work continues
October 20, 2021	Completion of all questions regarding year one implementation
October 26, 2021	Quarter 3 continues
November 4, 2021	Quarter 4 work begins
November 10, 2021	Quarter 4 work continues
January 13, 2022	Committee Meeting
January 19, 2022	Committee Meeting

Complainants

As of January 20, 2022, there are 17,653 students enrolled in kindergarten through fifth grade.

Grade	Total enrolled
K	2712
1	2847
2	2910
3	3016
4	3061
5	3107
Total	17653

The committee received forty complaints. These complaints came from 37 people. One complainant sent reconsideration documentation to four schools (Heritage, Longview, Allendale, and Chapman's Retreat) as indicated with an asterisk below. **Fourteen** are community members without children in WCS. **Nine** have children in WCS but they are not enrolled in elementary school. **Fourteen** have one or more children enrolled in elementary school.

	Number of Reconsideration Submissions
Allendale	1*
Bethesda	0
Chapman's Retreat	1*
Clovercroft	1
College Grove	2
Creekside	6
Crockett	2
Discovery Virtual K-8	0
Edmondson	1
Fairview	2
Grassland	3
Heritage	5*
Hillsboro K-8	1
Hunters Bend	0
Jordan	1
Kenrose	2
Lipscomb	1
Longview	1*
Mill Creek	2
Nolensville	1
Oak View	1
Pearre Creek	1
Scales	1
Sunset	0
Thompson Station	1
Trinity	3
Walnut Grove	0
Westwood	0
Winstead	0

Key for Committee Recommendations

This section includes the committee recommendations by grade level and then by text. It includes the final recommendation for each text.

- U Recommended to be used
- R Recommended to be removed from use
- A Recommended to be used with instructional adjustments

GRADE LEVEL		TEXT TITLE	
Kindergarten	Q1	Rap a Tap Tap	U
	Q4	Why Mosquitos Buzz in People’s Ears: A West African Tale	U
First Grade	Q2	Sea Horse: The Shyest Fish in the Sea (text and video)	A
	Q2	What Do You Do with a Tail Like This?	U
	Q3	Brave Irene	U
	Q3	Feelings	A
	Q4	The Rough-Face Girl	U
Second Grade	Q2	The Buffalo Are Back	U
	Q2	Journey of a Pioneer	U
	Q2	Plains Indians	U
	Q2	The Story of Johnny Appleseed	U
	Q2	Johnny Appleseed	U
	Q3	Separate is Never Equal: Sylvia Mendez and Her Family’s Fight for Desegregation	A
	Q3	The Story of Ruby Bridges	U
	Q3	Ruby Bridges Goes to School: My True Story	U
	Q3	Martin Luther King, Jr., and the March on Washington	U
	Q3	When Peace Met Power	U
Third Grade	Q1	Amos & Boris	U
	Q1	Shark Attack!	U
	Q2	Starry Messenger	U
	Q3	Coming to America	U
Fourth Grade	Q1	Love that Dog	A
	Q2	Hatchet	A
	Q3	George v. George: The American Revolution as Seen from Both Sides	U
	Q4	Walk Two Moons	R
	Q4	Understanding Greek Myths	U
	Q4	Pushing Up the Sky: Native American Plays for Children	U
	Q4	Gifts from the Gods: Ancient Words & Wisdom from Greek & Roman Mythology	U
Fifth Grade	Q1	Thunder Rolling in the Mountains	U
	Q3	The River Between Us	A
	Q4	We are the Ship: The Story of Negro League Baseball	U

Conclusion Overview

Wit and Wisdom has a total of **115 core texts** in kindergarten through fifth grade. The committee was asked to review **31 of these**.

The outcome is below.

Text is recommended to be used	The text is recommended to be removed from use	The text is recommended to use with the instructional adjustments
23	1	7

In addition to the final outcomes above, there is additional feedback from the committee related to multiple texts. Those are divided into two specific types of feedback for WCS Teaching, Learning, and Assessment department who will in turn ensure literacy coaches and teachers follow the recommendation of this committee.

The two specific types of feedback are:

Considerations: These are items the classroom teacher (and/or additional building-level staff) should consider when planning the module that uses the text being referenced.

Required adjustments: These are items that all classroom teachers are expected to follow and implement in their classrooms. These are to be implemented without exception.

Considerations	Required Adjustments
Feelings	Feelings
George v. George: The American Revolution as Seen from Both Sides	Hatchet
Hatchet	Love that Dog
Sea Horse: The Shyest Fish in the Sea--BOOK and Sea Horse: The Shyest Fish in the Sea--VIDEO	Sea Horse: The Shyest Fish in the Sea--BOOK and Sea Horse: The Shyest Fish in the Sea--VIDEO
Shark Attack	Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation
Starry Messenger	The River Between Us
What Do You Do With a Tail Like This?	Walk Two Moons
Why Mosquitos Buzz in People's Ears: A West African Tale	

It is important to note that several administrative changes have occurred throughout the first year and a half of implementation of Wit and Wisdom. As is common with all textbook and curriculum adoptions, the WCS Teaching, Learning, and Assessment department makes changes to the curriculum and instruction that occurs in the classroom. These changes are based on continuous feedback from literacy coaches, classroom teachers, administrators, and curriculum specialists.

In conjunction with all administrative changes that have occurred through the natural process of ELA implementation, classroom teachers, literacy coaches and administrators have continued conversations with parents regarding the direct instruction occurring in the classroom. There has been consistent responsiveness to community and parent feedback at the building and district level in the last year and a half. The reconsideration committee would like to emphasize the importance of continued conversation between parents and the classroom teacher about specific individual needs of children.

Last, please note that all recommendations and considerations in this report are made in conjunction with the administrative changes already made by WCS Teaching, Learning and Assessment department. The administrative changes that have occurred are expected to be implemented fully in all ELA classrooms as well as those listed in this report.

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Student Text Review

Student Text Overview

Wit and Wisdom has a total of 115 core texts in kindergarten through fifth grade. The committee was asked to review 31 of these.

This section includes the committee recommendations by quarter and by text taught in that quarter.

It is important to note the work of this committee, and the recommendations within, is related specifically to the Wit and Wisdom curriculum and the core content in K-5 ELA classes. The conclusions are not intended to apply to classroom libraries, media centers/libraries, or any other location that is not considered core instruction.

The tables below summarize the outcomes of the committee’s decision and provides the page number where the detailed explanation of the decision can be read.

- U Recommended to be used
- R Recommended to be removed from use
- A Recommended to be used with instructional adjustments

Kindergarten

When taught	Text title	Outcome	Detailed explanation of committee
Quarter 1	Rap a Tap Tap	U	Page 20-21
Quarter 4	Why Mosquitos Buzz in People’s Ears: A West African Tale	U	Page 22-23

First Grade

When taught	Text title	Outcome	Detailed explanation of committee
Quarter 2	Sea Horse: The Shyest Fish in the Sea (text and video)	A	Page 25-26
Quarter 2	What Do You Do with a Tail Like This?	U	Page 27-28
Quarter 3	Brave Irene	U	Page 29-30
Quarter 3	Feelings	A	Page 31-32
Quarter 4	The Rough-Faced Girl	U	Page 33-34

Second Grade

When taught	Text title	Outcome	Detailed explanation of committee
Quarter 2	The Buffalo Are Back	U	Page 36-37
Quarter 2	Journey of a Pioneer	U	Page 38-39
Quarter 2	Plains Indians	U	Page 40-41
Quarter 2	The Story of Johnny Appleseed	U	Page 42-43
Quarter 2	Johnny Appleseed	U	Page 44-45
Quarter 3	Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation	A	Page 46-48
Quarter 3	The Story of Ruby Bridges	U	Page 49-50
Quarter 3	Ruby Bridges Goes to School: My True Story	U	Page 51-52
Quarter 3	Martin Luther King, Jr., and the March on Washington	U	Page 53-54
Quarter 3	When Peace Met Power	U	Page 55-56

Third Grade

When taught	Text title	Outcome	Detailed explanation of committee
Quarter 1	Amos & Boris	U	Page 58-59
Quarter 1	Shark Attack!	U	Page 60-61
Quarter 2	Starry Messenger	U	Page 62-63
Quarter 3	Coming to America	U	Page 64-65

Fourth Grade

When taught	Text title	Outcome	Detailed explanation of committee
Quarter 1	Love that Dog	A	Page 67-68
Quarter 2	Hatchet	A	Page 69-70
Quarter 3	George v. George: The American Revolution as Seen from Both Sides	U	Page 71-72
Quarter 4	Walk Two Moons	R	Page 73-75
Quarter 4	Understanding Greek Myths	U	Page 76-77
Quarter 4	Pushing Up the Sky: Native American Plays for Children	U	Page 78-79
Quarter 4	Gifts from the Gods: Ancient Words & Wisdom from Greek & Roman Mythology	U	Page 80-81

Fifth Grade

When taught	Text title	Outcome	Detailed explanation of committee
Quarter 1	Thunder Rolling in the Mountains	U	Page 83-84
Quarter 3	The River Between Us	A	Page 85-86
Quarter 4	We are the Ship: The Story of Negro League Baseball	U	Page 87-88

The table below explains the *noteworthy accomplishments* section of the texts.

Amazon.com Editors' Pick	The Amazon Books editorial team chooses 10 favorite books each month they feel are the best of literature.
Book Sense Pick	Literary awards that are nominated by independent booksellers from across the country. They nominate the books that they most enjoyed selling to their customers. The books on each list represent a combined national and local staff pick selection of booksellers' favorites from more than 1,200 independent bookstores.
Booklist	Booklist is a publication of the American Library Association that provides critical reviews of books and audiovisual materials for all ages.
Brooklyn Art Books for Children Award, 1977	Thirty-six books selected for children ages three to ten. The books are varied in style and content, but all are excellent examples of the creativity of both the authors and illustrators.
Caldecott Award	Awarded annually by the Association for Library Service to Children to the artist of the most distinguished American picture book for children.
Carnegie Medal Finalist	Andrew Carnegie Medal for Excellence in Fiction and Nonfiction
Casey Award	Given to the best baseball book of the year by the editors and founders of <i>Spitball: The Literary Baseball Magazine</i> .
CCBS (Cooperative Children's Book Center) Choices	A best-of-the-year list created annually by the librarians of the Cooperative Children's Book Center.
Coretta Scott King Author Award	Given annually to outstanding African American authors and illustrators of books for children and young adults that demonstrate an appreciation of African American culture and universal human values.
Dorothy Canfield Fisher Children's Book Award	Annually recognizes one new American children's book selected by the vote of Vermont schoolchildren. (Similar to the VSBA)
Illustrator Honor	Outstanding illustrator in a children's book is given by a division of the American Library Association, to the artist of the most distinguished American picture book for children. Honors are given to those that are worthy of attention.
IRA (International Reading Association) Teacher Choice	Approximately 30 books rated by teachers, librarians, and reading specialists are identified as outstanding for curriculum use. The list of books are ones that kids will enjoy and that contribute to learning across the curriculum.
Kirkus Reviews	An American book review magazine that discusses books yet to be published. Starred Reviews signifies that the book has merit and highly considered.
New York Public Library's "One Hundred Titles for Reading and Sharing"	A popular book list, which parents and children's literature enthusiasts look forward to and share every year. Books selected are appropriate for infants through age 12. Books need to have "kid appeal" and need to have a high quality of writing and style. With the Nonfiction selections, sources and validity are considered as well as content.
New York Times Book Review Best Illustrated Book of the Year	Ten winners are selected by an annual panel of judges that consider the illustrations of every illustrated book published in the U.S. that year.
Newbery Medal	Winning author –awarded annually by the American Library Association for the most distinguished American children's book published the previous year. The Newbery Medal is the best known and most discussed children's book award in this country.

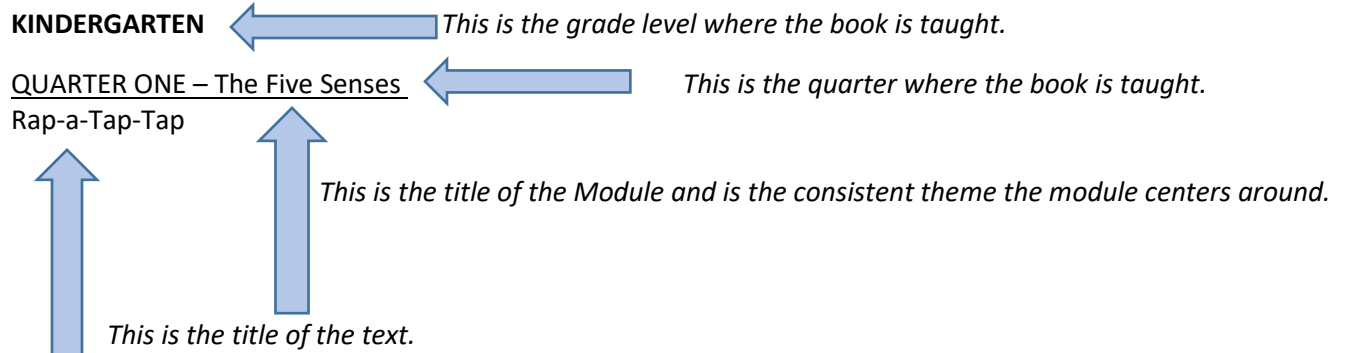
Notable Children's Book of the Year	A committee of the Association for Library Service to Children (ALSC) identifies the best in children's books that reflect and encourage children's interests in exemplary ways
Notable Children's Books	Each year the Association for Library Service to Children (ALSC) identifies the best of the best in children's books, recordings, and digital media.
NSTA (National Science Teaching Association) Outstanding Science Trade Book	Science trade books published for students in kindergarten through 12th grade. Books featured on the list include captivating stories, compelling characters, and beautiful illustrations.
Publishers Weekly Best Book	Publishers Weekly is a weekly trade magazine that is a go-to resource for librarians, publishers, and booksellers to find reviews on different books. The review editors select the best of the best to read and purchase.
Pura Belpré Illustrator Honor Book	Presented annually to a Latino/Latina writer and illustrator whose work best portrays, affirms, and celebrates the Latino cultural experience in an outstanding work of literature for children and youth. Honor Books are for those that are worthy of attention.
Robert F. Sibert Honor Book	Awarded annually to the author(s) and illustrator(s) of the most distinguished informational book published in the United States
School library journal	Starred review A journal used by librarians and school personnel to examine over 6000 annual reviews of books and resources. The starred reviews signify a book that has merits and are highly considered by professionals.
School Library Journal Best Book	Editors and reviewer committee members select exemplary titles as the best books for children and teens published throughout the year.
Volunteer State Book Award (Tennessee)	Award voted on by the students in the state of Tennessee to the book that was their favorite piece of literature. A committee of librarians from the Tennessee Association of School Librarians nominates a list of 20 books in each age category to win the VSBA. Students throughout the state of Tennessee have an opportunity to read those throughout the year and vote on their favorite piece of literature.

Key to understanding Section II

The two terms below explain committee recommendations used regarding the texts.

Considerations: These are items the classroom teacher (and/or additional building-level staff) should consider when planning the module that uses the text being referenced.

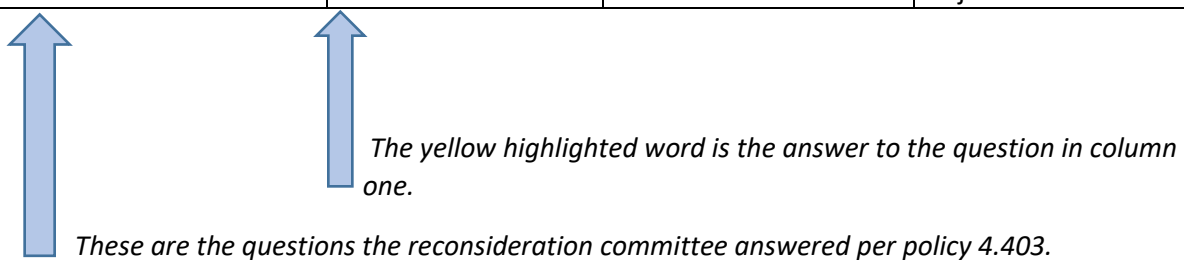
Required adjustments: These are items that all classroom teachers are expected to follow and implement in their classrooms. These are to be implemented without exception.



BOOK TITLE: Journey of a Pioneer ← The title of the text being referenced.

Does the text...

...support the curriculum?	Yes	No	Yes, use with recommended adjustments
...have strength and value?	Yes	No	Yes, use with recommended adjustments
...have objectionable content?	Yes	No	Potentially, use with adjustments



Conclusion of the Committee:

The text is recommended to be used. ← This is the final recommendation.

The text is recommended to be removed from use.

The text is recommended to use with the following instructional adjustments

KINDERGARTEN Book Outcomes

QUARTER ONE – The Five Senses

Rap-a-Tap-Tap

QUARTER FOUR – The Continents

Why Mosquitos Buzz in People’s Ears: A West African Tale

BOOK TITLE: Rap a Tap Tap

Does the text...

...support the curriculum?	Yes	No	Yes, use with recommended adjustments
...have strength and value?	Yes	No	Yes, use with recommended adjustments
...have objectionable content?	Yes	No	Potentially, use with adjustments

Conclusion of the Committee:

- X The text is recommended to be used.
- The text is recommended to be removed from use.
- The text is recommended to use with the following instructional adjustments

BOOK TITLE: Rap a Tap Tap

Concern(s) expressed by complainant(s):

- The book is not bad on its own. However, when paired with the teacher’s manual it puts the focus on skin color and racial oppression. The teacher’s manual even states that the “blended sounds may be too difficult for students to hear” but the real emphasis on learning is regarding the “historic setting”. This is English Language Arts, not social studies and it is for 5- and 6-year-old children, not adolescents that can better understand those concepts.
- Complainants stated during the hearing that the text “introduces skin color differences” and shows a “specific agenda in the curriculum”. There is concern about the “age appropriateness” and the “introduction of social emotional learning”. There is concern that the Teacher Edition references the Harlem Renaissance and that this age is too early for this introduction. Additionally, there is concern there is “extremely negative content, graphic imagery and dark images” in the book. It was stated that “this is CRT”.

Conclusion of the Committee:

The committee concludes this is an appropriate selection to support the learning goals and standards of the module it is included in. While the teacher’s edition does make note of the challenge for kindergarten students it does place emphasis on the larger learning goals of the module which is directly connected to the curriculum in its entirety. It is important to note that the answers provided in the Teacher Edition are simply suggestions or examples of what a students may offer in answering the question. The emphasis of the text is related to the sounds and not the specific historical references included. The committee does not share the concerns of the complainants that the figurative language related to open and closed doors is inappropriate.

Noteworthy accomplishments:

- CCBS (Cooperative Children’s Book Center) Choices, 2003
- Coretta Scott King Book Awards, 2003
- Notable Children’s Books, 2003

BOOK TITLE: Why Mosquitos Buzz in People’s Ears: A West African Tale

Does the text...

...support the curriculum?	Yes	No	Yes, use with recommended adjustments
...have strength and value?	Yes	No	Yes, use with recommended adjustments
...have objectionable content?	Yes	No	Potentially, use with adjustments

Conclusion of the Committee:

- X The text is recommended to be used.
- The text is recommended to be removed from use.
- The text is recommended to use with the following instructional adjustments

Considerations: The teacher should consider using the word “injured” or “hurt” rather than “killed” throughout the text. If the choice is made to do this, there will be no impact on the instruction.

BOOK TITLE: Why Mosquitos Buzz in People's Ears: A West African Tale

Concern(s) expressed by complainant(s):

- Age recommended for 3rd grade. The monkey jumps on a tree killing a baby owl. The chain of events to death is dark for this age, and then to provide a picture of an owl holding its dead "child." Other pictures or options could be more age appropriate.
- This is dark material for kindergarten. All the animals look mad and angry throughout the book. The monkey jumps on a tree branch that breaks and kills a baby owlet. The Mom Owl is so sad that she cannot hoot and so the sun will not rise. There is an illustration of her holding the dead baby owlet. Chain of event concept can be better illustrated with less morbid events.
- Complainants stated during the hearing that the text is something "our kids will not understand" and that "all the pictures look angry". It was expressed that the book is "dark, sad, and depressing." It was stated that "this is just a weird book to highlight the Continents".

Conclusion of the Committee:

The committee concludes that the text supports the curriculum well and is aligned to the theme of the module which is Continents. The committee notes exposure to unique art is of benefit to students.

Noteworthy accomplishments:

- Brooklyn Art Books for Children Award, 1977
- Booklist starred review
- Caldecott Medal, 1976
- Overwhelmingly positive online reviews from readers

FIRST GRADE Book Outcomes

QUARTER TWO – Creature Features

Sea Horse: The Shyest Fish in the Sea (text and video)
What Do You Do With a Tail Like This?

QUARTER THREE – Powerful Forces

Brave Irene
Feelings

QUARTER FOUR – Cinderella Stories

The Rough-Face Girl

BOOK TITLE: Sea Horse: The Shyest Fish in the Sea (text and video)

Does the text...

...support the curriculum?	Yes	No	Yes, use with recommended adjustments
...have strength and value?	Yes	No	Yes, use with recommended adjustments
...have objectionable content?	Yes	No	Potentially, use with adjustments

Conclusion of the Committee:

- The text is recommended to be used.
- The text is recommended to be removed from use.
- The text is recommended to use with the following instructional adjustments

Required adjustments: As the book is read aloud, pages 12 and 13 should not be displayed to students.

Considerations: While the committee does not share the perspective that the video has any connection to gender fluidity as has been shared, teachers may consider watching the video without narration and simply explain the details of the video. Instruction will not be impacted by this adjustment.

BOOK TITLE: Sea Horse: The Shyest Fish in the Sea (text and video)

Concern(s) expressed by complainant(s):

- Text: Mating seahorses with pictures of positions, and discussion of the male carrying the eggs.
- Text: Describes how they have sex, how long they have sex, only male fish get pregnant, bending squeezing and pushing
- Video: Repeated instruction on mating ritual and process, male sea horse giving birth
- Video: Quotes of concern: "a mating pair of orange pygmy seahorses", "scientists watched the male and female sea horses performing their daily courtship dance", "they saw the baby seahorses pop out of their father's brood pouch", and the last line of the video, "We humans tend to think of who we are as mostly fixed, but in the ocean, identity can be a fluid and mysterious thing."
- Complainants stated during the hearing that there is "social conditioning" in the book, that there are concerns about the book and video "attempting to normalize that males can get pregnant" and the "suggestion that gender is fluid is too early" to be taught in first grade. It was stated that the book paired with the video is "indicative of an agenda".

Conclusion of the Committee:

The committee concludes there is not a graphic explanation of seahorse sex. The committee considers the book a very strong informational text—it is scientifically accurate and shares many facts throughout the text. While the committee agrees that reproduction is discussed, we do not share the concerns stated by complainants. The student audience does not have the understanding or experience to find the text provocative as described by complainants. The committee concludes it is first grade appropriate and meets the life cycle standards in science therefore having a cross-curricular benefit to students. Lastly, the committee does not find the video at all provocative. The committee does not share the concern in the final bullet above as they do not see the video connecting in any manner to human gender fluidity as referenced by complainants.

Noteworthy accomplishments:

- Booklist starred review
- Library School Journal starred review
- Overwhelmingly positive online reviews from readers

BOOK TITLE: What Do You Do with a Tail Like This?

Does the text...

...support the curriculum?	Yes	No	Yes, use with recommended adjustments
...have strength and value?	Yes	No	Yes, use with recommended adjustments
...have objectionable content?	Yes	No	Potentially, use with adjustments

Conclusion of the Committee:

- The text is recommended to be used.
- The text is recommended to be removed from use.
- The text is recommended to use with the following instructional adjustments

Considerations: The teacher should pay special attention to any students who may demonstrate fear or anxiety around the pictures in the text and should handle accordingly with support staff or school counselor.

BOOK TITLE: What Do You Do with a Tail Like This?

Concern(s) expressed by complainant(s):

- Text speaks of horned lizard squirting blood out of its eyes, poisonous animals, animals that can spit venom, animals with sharp teeth that bite humans, animals that kill humans.

Conclusion of the Committee:

The committee concludes the text is informative and thorough with both engaging narrative and illustrations.

Noteworthy accomplishments:

- Caldecott Honor book
- Overwhelmingly positive online reviews from readers

BOOK TITLE: Brave Irene

Does the text...

...support the curriculum?	Yes	No	Yes, use with recommended adjustments
...have strength and value?	Yes	No	Yes, use with recommended adjustments
...have objectionable content?	Yes	No	Potentially, use with adjustments

Conclusion of the Committee:

- X The text is recommended to be used.
- The text is recommended to be removed from use.
- The text is recommended to use with the following instructional adjustments

BOOK TITLE: Brave Irene

Concern(s) expressed by complainant(s):

- A child stuck in the snow, sinks below the snow, and contemplates suicide?! “Why not freeze to death, she thought and let all these troubles end. Why not? She was already buried.” How concerning in a time that mental health in children and suicide is at an all-time high.
- Scary situation for a small child to be in, thoughts of death.
- Complainants stated during the hearing that there is an abundance of “negative emotions” in the text, that “feelings are not the school’s to teach”, and “that it is dark”.

Conclusion of the Committee:

It is critical for the above stated lines to be read in context as the book is read in its entirety. The committee agrees that the character does get upset but recognizes the value in her rising and persevering. The committee reads the text and reaches a different conclusion as it relates to the contemplation of suicide. The character contemplates the mortal risk to which she's exposed, and then immediately draws upon positive thoughts of her mother which inspire her to overcome her circumstances. The committee does not share the concerns of the complainants as it relates to these parts of the story.

Noteworthy accomplishments:

- Booklist starred review
- Caldecott Honor author
- NYT Book Review Best Illustrated Book of the Year
- Newbery Award
- Overwhelmingly positive online reviews from readers

BOOK TITLE: Feelings

Does the text...

...support the curriculum?	Yes	No	Yes, use with recommended adjustments
...have strength and value?	Yes	No	Yes, use with recommended adjustments
...have objectionable content?	Yes	No	Potentially, use with adjustments

Conclusion of the Committee:

- The text is recommended to be used.
- The text is recommended to be removed from use.
- The text is recommended to use with the following instructional adjustments

Required adjustments: During the “shades of meaning” exercise in Lesson 12, the teacher should use the word “happy” or other “positive” emotions.

Considerations: It is important to consistently create a balance with “positive” emotions when reading the text. The teacher should pay close attention to individuals in the classroom as the topics are moved through in the text. Students who are needing additional support in reading about and discussing feelings should be supported in whatever manner the professionals in the school building deem appropriate.

BOOK TITLE: Feelings

Concern(s) expressed by complainant(s):

- Page 8-9: Full of anger, hate, and other negative emotions--- bullying / mean behavior. Dark content, Extreme jealousy, Unfiltered anger, Death of a pet, Insecurity, Name calling
- It is a 32-page book, and 22 pages have negative emotions on them. ---Without proper instruction by the teacher, page 9 has hateful text that kids will not understand nor truly know how to process
- Pages 16-17: without proper handling by the teacher can upset kids. Very angry outburst. This should be situational content, not a day-to-day read. Let parents introduce death. Introducing insecurity to an age not quite aware of that. Also, shows name-calling of other kids. Without proper handling by the teacher, how are kids to learn this is NOT ok?
- Page 19: describes a scary situation. Use of words like petrified, afraid, paralyzed with fear, frightened. Then the story ends abruptly with no resolution. It brings fear in and then stops. The “feeling” of jealousy could have been portrayed better than having a little girl want to “choke “and “hating” another girl.
- Page 19: “the dragons’ gigantic mouth opened. Thousands of teeth shone in the dark. The smell of eaten children filled the boy’s nostrils” "I would like to choke Alicia. I hate Alicia.”
- Complainants stated during the hearing that “this is a really well-done book”, that the “schools do a good job bringing in counselors”, that it is “too young to teach children these words”, that the story has caused nightmares and might continue to increase anxiety” and “that much of the book is left “unresolved”.

Conclusion of the Committee:

The committee recognizes there is a focus on what a reader may perceive as “negative” feelings or “bad” feelings throughout the text and in several of the lessons in the Teacher Edition. The committee shared several of the concerns presented by the complainants. The committee recognizes the need to ensure there is a balance of focus on positivity and gratitude when the text is being read. While this focus is a very natural culture of a first-grade classroom, the committee makes note of the need for teacher intentionality when reading the book. It has been reported from classroom teachers that appropriate expression of emotions increased following the reading of this text in the classroom.

BOOK TITLE: The Rough-Face Girl

Does the text...

...support the curriculum?	Yes	No	Yes, use with recommended adjustments
...have strength and value?	Yes	No	Yes, use with recommended adjustments
...have objectionable content?	Yes	No	Potentially, use with adjustments

Conclusion of the Committee:

- X The text is recommended to be used.
- The text is recommended to be removed from use.
- The text is recommended to use with the following instructional adjustments

BOOK TITLE: The Rough-Face Girl

Concern(s) expressed by complainant(s):

- This is basically a Cinderella story. It is about an Algonquin Indian girl who has two mean sisters. She was made to sit by and tend the fire. Sparks fell on her, burning her hands, arms, face, and hair which caused her to have a "rough face". In the book there is an "invisible being", that only she can see. He tells her to go bathe in the lake. The book shows an illustrated picture of her in the lake bathing topless with her hair covering her chest. She marries the invisible being.
- Complainants stated during the hearing that the imagery is "dark and scary", that the inclusion of the "invisible beings" causes concern, that there is an "inappropriate, topless girl" in the book, that the module study about Cinderella stories "will not be engaging to boys".

Conclusion of the Committee:

The focus of this module in Wit and Wisdom is Cinderella stories. Based on this, the committee determines the book brings value to the module. The committee notes there is value to teaching a variety of cultures and this book centers the Cinderella story on a Native American story. The "topless" picture is a picture of the female character whose chest is thoroughly covered by her hair. The committee does not share the concerns presented by the complainants.

Noteworthy accomplishments:

- Bulletin of the Center for Children's Books positive reviews
- Kirkus positive reviews
- Publisher's Weekly positive reviews
- School Library Journal positive reviews
- Overwhelmingly positive online reviews from readers

SECOND GRADE Book Outcomes

QUARTER TWO – The American West

The Buffalo Are Back

Journey of a Pioneer

Plains Indians

The Story of Johnny Appleseed

Johnny Appleseed

QUARTER THREE – Civil Rights Heroes

Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation

The Story of Ruby Bridges

Ruby Bridges Goes to School: My True Story

Martin Luther King, Jr., and the March on Washington

When Peace Met Power

BOOK TITLE: The Buffalo are Back

Does the text...

...support the curriculum?	Yes	No	Yes, use with recommended adjustments
...have strength and value?	Yes	No	Yes, use with recommended adjustments
...have objectionable content?	Yes	No	Potentially, use with adjustments

Conclusion of the Committee:

- X The text is recommended to be used.
- The text is recommended to be removed from use.
- The text is recommended to use with the following instructional adjustments

BOOK TITLE: The Buffalo are Back

Concern(s) expressed by complainant(s):

- This book is historically inaccurate. Books within school are utilized for historical or valuable lessons. This is neither if it is not accurate and misleading noting the government was intent on killing buffalo and Indians for a railroad.
- Page 6: But it was settlers from the East and the American government that killed almost all the buffalo herds.
- Page 8: But there was trouble on the plains. The government broke its treaties with the Indians. So, the Indians fought back and won several battles against the United States Army. Then the government saw another way to defeat the Indians. Soldiers and settlers were encouraged to shoot every buffalo they saw or drive whole herds over cliffs. Without the buffalo for food, shelter, and clothing, the Indians could not survive on the plains.
- Not historically accurate, divisive, and dark. There are also negative comments about the government and hating the Native Americans and killing all the buffalo. The true history is that the railroad was being built and therefore a lot of the buffalo were pushed out and died. This story implies that the government hated Native Americans and killed the buffalo, so they had nothing to eat. The book refers to Tall Grass Prairie Preserve and even the story they give on their website is drastically different than what is presented in this book. I also am not naive that there were some not good things the government did do during this time; however, it is not age appropriate to discuss with 7- and 8-year-old children about war and breaking treaties.
- Complainants stated during the hearing that the book is “loosely based on history”, that there are “errors on both sides”, that the book is “anti-government” and “paints the American government in a negative light”.

Conclusion of the Committee:

After discussion with professionals specializing in historical events the committee concludes the book is appropriate for use. The book is not intended to provide an in-depth understanding of all the issues noted in the text. It is important to note the information and extension of student learning occurs throughout the entire module in an incremental, spiraled fashion. This book is foundational to that learning experience.

Noteworthy accomplishments:

- IRA (International Reading Association) Teacher Choice
- NSTA (National Science Teaching Association) Outstanding Science Trade Book
- Overwhelmingly positive online reviews from readers

BOOK TITLE: Journey of a Pioneer

Does the text...

...support the curriculum?	Yes	No	Yes, use with recommended adjustments
...have strength and value?	Yes	No	Yes, use with recommended adjustments
...have objectionable content?	Yes	No	Potentially, use with adjustments

Conclusion of the Committee:

- X The text is recommended to be used.
- The text is recommended to be removed from use.
- The text is recommended to use with the following instructional adjustments

BOOK TITLE: The Journey of a Pioneer

Concern(s) expressed by complainant(s):

- Page 23: Indians aren't as scary as I thought they would be.
- Complainants stated during the hearing that there is an "inappropriate video about the Oregon Trail", that there is concern over the word "tragedy" being a vocabulary word".

Conclusion of the Committee:

The committee concludes this book is acceptable and meaningful to the module work. It is essential to note the text is written from the point of view of a child. It is a diary and is therefore inherently presents a more innocent and somewhat naïve opinion of a child. While the committee recognizes the above statement may be perceived as a stereotype or prejudicial statement, the committee does not share that perspective when the book is read in full. It is important for the teachers to make note of the Teacher Edition regarding the appropriate place for the video to end. The committee finds benefit to the lesson of the book that appears to be that prejudice or preconceived thought can be overcome.

Noteworthy accomplishments:

– Overwhelmingly positive online reviews from readers

BOOK TITLE: Plains Indians

Does the text...

...support the curriculum?	Yes	No	Yes, use with recommended adjustments
...have strength and value?	Yes	No	Yes, use with recommended adjustments
...have objectionable content?	Yes	No	Potentially, use with adjustments

Conclusion of the Committee:

- X The text is recommended to be used.
- The text is recommended to be removed from use.
- The text is recommended to use with the following instructional adjustments

BOOK TITLE: Plains Indians

Concern(s) expressed by complainant(s):

- Paints white people in a negative light
- There is an illustration depicting skinned bison
- Complainants stated during the hearing that the “content is too hard for children”, that “White Americans were mean to Native Americans”, that reading the book had a personal impact on my son who began noticing his skin color and talking about differences” and presented concern about students being read aloud to during the course of the module.

Conclusion of the Committee:

The committee concludes that the author appears to have given much consideration to not being inflammatory in the text. For example: the authors use of the term "non-Indians" gives a sense of discretion and sensitivity rather than "white man" or "white people". It is important to note the graphic concerns presented by the complainants cannot be identified in the text by the committee.

Noteworthy accomplishments:

Overwhelmingly positive online reviews from readers

BOOK TITLE: The Story of Johnny Appleseed

Does the text...

...support the curriculum?	Yes	No	Yes, use with recommended adjustments
...have strength and value?	Yes	No	Yes, use with recommended adjustments
...have objectionable content?	Yes	No	Potentially, use with adjustments

Conclusion of the Committee:

- X The text is recommended to be used.
- The text is recommended to be removed from use.
- The text is recommended to use with the following instructional adjustments

BOOK TITLE: The Story of Johnny Appleseed

Concern(s) expressed by complainant(s):

- The story for the most part is wonderful and a great lesson, however, in the middle of the book, for no reason and no context, there are two pages of divisiveness where it talks about Native Americans hating white men. After those two pages, it goes back to the main part of the story. It just does not fit and is racially divisive.
- "Although the Indians were not friends to any white men who chased them from their homes, Johnny was their friend." "Johnny did not like people to fight. He tried to make peace between the settlers and the Indians, for he believed that all men should live together as brothers." (This goes along with an illustration of angry looking white men and angry looking Native Americans glaring at each other with Johnny in the middle.)
- Complainants stated during the hearing that there is concern that Johnny becomes ill in the story, there is a "negative outlook on White settlers", that "without context it paints settlers in a negative light" and that it "perpetuates angst".

Conclusion of the Committee:

The committee concludes it is essential to take all text and illustrations in context rather than in isolation. In context, the text reads "although the Indians were not friendly to any white men who chased them from their homes, Johnny was their friend." To remove the pictures referenced as concerning by the complainants would remove the Native American perspective from the text. The picture connected to the text "Johnny did not like people to fight..." demonstrates that Johnny valued peace and for others to not fight. The illustrations and text support one another to demonstrate that relationships were a key to Johnny's life and appeared to greatly influence others he met. Additionally, the illustrations throughout the book demonstrate the plot changes that occur in the written word. It is important to note that illustrations often serve as the text to reluctant readers making a book such as this of great value to those learners.

Noteworthy accomplishments:

- Overwhelmingly positive online reviews from readers

BOOK TITLE: Johnny Appleseed

Does the text...

...support the curriculum?	Yes	No	Yes, use with recommended adjustments
...have strength and value?	Yes	No	Yes, use with recommended adjustments
...have objectionable content?	Yes	No	Potentially, use with adjustments

Conclusion of the Committee:

- X The text is recommended to be used.
- The text is recommended to be removed from use.
- The text is recommended to use with the following instructional adjustments

BOOK TITLE: Johnny Appleseed

Concern(s) expressed by complainant(s):

- The story is sad and dark.
- Complainants stated during the hearing that the “story is dark”. It was also shared that “on its own, its okay but it is a puzzle piece”. Additionally, it was shared that the story is “biased, anti-White, anti-American” and there is concern that it is “soft-indoctrination”.

Conclusion of the Committee:

The committee concludes this book is entertaining, positive, and enjoyable to read.

Noteworthy accomplishments:

- Overwhelmingly positive online reviews from readers

BOOK TITLE: Separate is Never Equal: Sylvia Mendez and Her Family’s Fight for Desegregation

Does the text...

...support the curriculum?	Yes	No	Yes, use with recommended adjustments
...have strength and value?	Yes	No	Yes, use with recommended adjustments
...have objectionable content?	Yes	No	Potentially, use with adjustments

Conclusion of the Committee:

- The text is recommended to be used.
- The text is recommended to be removed from use.
- The text is recommended to use with the following instructional adjustments

Required adjustments: Pages 25-27 should not be read in the classroom. This adjustment can occur without having implications for the story being told or the lessons associated with the text.

BOOK TITLE: Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation

Concern(s) expressed by complainant(s):

- Publisher recommends ages 6-9. Characterizes white children and adults as mean, and Mexican children as victims of oppression. The material is hyper-focused on racial differences. The racist behavior reduces children to their race, stating Mexicans are “inferior to whites in personal hygiene,” and a racist student states, “White students are superior to Mexicans.” This sentence thus is in violation of the recent bill passed
- Page 2: She was looking for her locker when a young white boy pointed at her and yelled, “Go back to the Mexican school! You don’t belong here!”
- Page 10: Sylvia looked at her cousins. They had light skin and long auburn hair, and their last name was Vidaurri-their father was Mexican, but of French descent. Then she looked at her brothers, and at her own hands and bare arms. She wondered, is it because we have brown skin and thick black hair, and our last name is Mendez?
- Pages 14-15: The Mexican children are portrayed like animals behind bars, as inferior as dogs or cows, and the white people are portrayed as evil, superior oppressors
- Pages 26-27: "Children at the Mexican school are inferior to whites in personal hygiene ... and in their scholastic ability...[Mexican children are] inferior in their economic outlook, in their clothing, and in their ability to take part in the activities of the school...white students are superior to Mexicans..." Shockingly, these statements are not denounced as false in the pages that follow, portraying one race as superior to another race, which is a concept prohibited by Tennessee law
- Page 27: “Do you believe that white students are superior to Mexicans in the respects that you have mentioned?” “Yes.” “ And is that one of the reasons they are being segregated?” “Yes.”
- Promotes division between or resentment of a race, and ascribing character traits to a race is prohibited
- Characterizes white children and adults as mean, and Mexican children as victims of oppression. Hyper-focused on racial differences. Images are degrading. Text starts and perpetuates stereotypes about Mexicans. Shows racist behavior, reducing children down to their race. It says Mexicans are "inferior to whites in personal hygiene," scholastic ability, etc. Racist character in story says, "White students are superior to Mexicans.
- Complainants stated during the hearing that there is “a hyperfocus on racial differences”, the text “reduces kids down to their race”, that the book includes “mean, degrading images and shows racist behaviors”, that the glossary of legal terms is of concern, that the book is “full of division and hate”, that the book is “against the CRT law”, that we need “to focus on how far we have come” and that it “teaches kids to feel shame”.

Conclusion of the Committee:

While the committee recognizes the factual elements listed above, the committee recognizes immense value in the text and the story being represented. The text enhances the module by including stories and experience beyond those of African American and White people during the Civil Rights movement. The committee shares the concerns of the complainants about the explicit nature of the testimony given during the trial on pages 25-27. With the required adjustment stated above, the committee concludes the book can be taught effectively and in a manner that benefits students. It has been reported from a classroom teacher that the book offered students new perspectives and she observed great enthusiasm from her students. She noted there was a remarkably elevated level of engagement from her Spanish speaking students during the reading of the text. Additionally, she found the text to offer great instructional value in comparing the response to racism—the nonviolent response versus the active response.

Noteworthy accomplishments:

- Pura Belpré Illustrator Honor Book
- Robert F. Sibert Honor Book
- Overwhelmingly positive online reviews from readers

BOOK TITLE: The Story of Ruby Bridges

Does the text...

...support the curriculum?	Yes	No	Yes, use with recommended adjustments
...have strength and value?	Yes	No	Yes, use with recommended adjustments
...have objectionable content?	Yes	No	Potentially, use with adjustments

Conclusion of the Committee:

- X The text is recommended to be used.
- The text is recommended to be removed from use.
- The text is recommended to use with the following instructional adjustments

BOOK TITLE: The Story of Ruby Bridges

Concern(s) expressed by complainant(s):

- Page 14, 19
- Not only did I review this multiple times this year with my son, I have pictures of my son crying when school was virtual, in adamant opposition to review this material, for a book that might be recommended at a high school level: this book demonstrates highly inflammatory racist remarks on images that are not age appropriate. Demonstrates division along racial lines. The author reduces people to their race. Further creates oppression for people of color, while demonizing whites. Uses the N-word. Which I promise you my 7-year-old had never heard prior to public school introduction. The emphatic time spent on this material and the amount of repetition, in addition to the critical race like theory implication within this book (and extensive time with the academic months) is in direct opposition to the recent bills passed and referenced below. In addition to not appropriate for this age.
- Divisive, shows racism
- Themes of segregation and racism are not appropriate for this age group or grade level in which 7–8-year-olds do not yet have the maturity or capacity to think critically. Imagery is highly inflammatory and divisive, and characterizes white people as mean, hateful, and oppressive. It instills fear, paranoia, shame, and resentment for children of color, and instills shame in white children. "Angry white people gathered." "People wanted to hurt her." "The state police did not help Ruby." "The crowd seemed ready to kill her."
- Complainants stated during the hearing that the "topic of segregation is not age appropriate", the modules "plants the seeds of hate", that there is "not a focus on how we have progressed", that the "imagery is inflammatory and divisive", that the book "characterizes whites as mean when 100% of white people weren't like that", that the book is "negative, hateful, divisive", that the module "does not feel like we are teaching –feels like we are driving a point", that "Ruby Bridges is a profile in courage", that teaching the book is "teaching an agenda" and that "middle school and high school are the time to teach this, and that "shame brings on anxiety and depression that leads to suicide."

Conclusion of the Committee:

The committee does not share the concerns of the complainants. The committee reached the conclusion that the lessons do not create opportunities for divisiveness at any point. The lessons within the entire module center deeply on the experiences in the text that are historically accurate representations of the events in the nation's history. It has been reported by teachers that students do not have the background knowledge that adults bring to the reading of the text; therefore, they read the subject matter with "innocence" and "for what it is". Teachers also discuss the topics are taught at the age-appropriate level rather than anything more mature or nuanced in a manner it may be taught in much later grades. Additionally, teachers report that teaching a text such as this develops empathy and sensitivity to differences which is essential as our schools are made up of many different students learning alongside one another. Finally, the reading of this text (and others in the module) is building the background knowledge that will be of assistance in future grades where more nuanced learning of the Civil Rights movement takes place.

Noteworthy accomplishments:

- Award winning illustrator
- Pulitzer Prize-winning author
- Overwhelmingly positive online reviews from readers

BOOK TITLE: Ruby Bridges Goes to School: My True Story

Does the text...

...support the curriculum?	Yes	No	Yes, use with recommended adjustments
...have strength and value?	Yes	No	Yes, use with recommended adjustments
...have objectionable content?	Yes	No	Potentially, use with adjustments

Conclusion of the Committee:

- X The text is recommended to be used.
- The text is recommended to be removed from use.
- The text is recommended to use with the following instructional adjustments

BOOK TITLE: Ruby Bridges Goes to School: My True Story

Concern(s) expressed by complainant(s):

- Page 1: A long time ago, some people thought that black people and white people should not be friends. In some places, black people were not allowed to live in the same neighborhoods as white people.
- Page 2: Photograph of white boy with a sign that reads, "We won't go to school with Negroes"
- Highly inflammatory racist remarks on images that are not age appropriate. Shows division along racial lines. The author's narrative is reducing people down to their race. Shows the oppression of people of color and demonizes whites. Causes shame for young impressionable white children to read this dark history without the maturity or knowledge of US History and World History.
- Racist remarks, N-word
- Complainants stated during the hearing that the book is "inappropriate for 2nd graders", that "the lesson is on racial slurs", there are "highly inflammatory remarks", that in teaching the book WCS is "planting seeds of hate". It was stated "if you are white, you feel shame. If you are black, you feel victimized".

Conclusion of the Committee:

The committee does not share the concerns of the complainants. The committee reached the conclusion that the lessons do not create opportunities for divisiveness at any point. The lessons center deeply on the experiences in the text that are historically accurate representations of the events in the nation's history. The committee acknowledges the use of the N-word. While the committee recognizes the intentional use of the iconic Norman Rockwell painting *The Problem We All Live With* where this word is hazy in the background, the committee understands that administrative changes have been made by Williamson County Schools Teaching, Learning and Assessment department. These changes include the slightly cropped use of the painting, guidance on not explicitly pointing out the word and how to address the topic should a conversation begin. Additionally, guidance on the word "Negro" has been provided, including the difference between the two words and the fact that "Negro" is not a racial slur, but rather an antiquated word that is no longer acceptably used.

Noteworthy accomplishments:

- Overwhelmingly positive online reviews from readers

BOOK TITLE: Martin Luther King, Jr., and the March on Washington

Does the text...

...support the curriculum?	Yes	No	Yes, use with recommended adjustments
...have strength and value?	Yes	No	Yes, use with recommended adjustments
...have objectionable content?	Yes	No	Potentially, use with adjustments

Conclusion of the Committee:

- X The text is recommended to be used.
- The text is recommended to be removed from use.
- The text is recommended to use with the following instructional adjustments

BOOK TITLE: Martin Luther King, Jr., and the March on Washington

Concern(s) expressed by complainant(s):

- Photographs of political violence
- Complainants stated during the hearing that the text omits part of the speech—specifically portion related to “the content of character”. It was stated that “the photographs are concerning”.

Conclusion of the Committee:

The committee does find that there is one photograph in the book that some may take issue with. The photograph is of firefighters shooting a water hose at the backs of individuals sitting on the ground. This is an accurate representation of the events occurring at the time. The committee notes the educational value of using both primary and secondary sources to enhance student learning and this text offers both. The book focuses on the nonviolent movement of the Civil Rights movement. The committee notes that the teaching of the nonviolent movement cannot occur without an understanding of what was being protested. The committee finds there is value in the use of this book in this module to support student mastery of the standards and developing foundational knowledge that will be built upon in history classes through 12th grade.

Noteworthy accomplishments:

- Overwhelmingly positive online reviews from readers

BOOK TITLE: When Peace Met Power

Does the text...

...support the curriculum?	Yes	No	Yes, use with recommended adjustments
...have strength and value?	Yes	No	Yes, use with recommended adjustments
...have objectionable content?	Yes	No	Potentially, use with adjustments

Conclusion of the Committee:

- X The text is recommended to be used.
- The text is recommended to be removed from use.
- The text is recommended to use with the following instructional adjustments

BOOK TITLE: When Peace Met Power

Concern(s) expressed by complainant(s):

- Negative view of firefighters and police
- Complainants stated during the hearing that the text “portrays police and firefighters in a negative light”. It was shared this is a concern because “boys idolize police officers and firefighters”. It was stated “this is racism on paper”.

Conclusion of the Committee:

The committee concludes that the purpose of this text is to represent a specific time, place, and one individual. It represents a perspective of the non-violent Civil Rights movement. This perspective cannot be adequately represented without talking about the historical incidents that were occurring; this includes the physical violence that was taking place in society at that time.

THIRD GRADE Book Outcomes

QUARTER ONE – The Sea

Amos & Boris
Shark Attack!

QUARTER TWO – Outer Space

Starry Messenger

QUARTER THREE – A New Home

Coming to America

BOOK TITLE: Amos and Boris

Does the text...

...support the curriculum?	Yes	No	Yes, use with recommended adjustments
...have strength and value?	Yes	No	Yes, use with recommended adjustments
...have objectionable content?	Yes	No	Potentially, use with adjustments

Conclusion of the Committee:

- X The text is recommended to be used.
- The text is recommended to be removed from use.
- The text is recommended to use with the following instructional adjustments

BOOK TITLE: Amos and Boris

Concern(s) expressed by complainant(s):

- Noting suicide and rage, the story focuses on a mouse that is contemplating suicide. He gets thrown off the whale accidentally. Sentences such as “crazy with rage, Amos screamed and punched” “And just as he was preparing to die”
- Towards the beginning of the story the mouse contemplates suicide. In the middle, the mouse gets angry that the whale accidentally throws him off, so the book states, "Crazy with rage, Amos screamed and punched at Boris until he remembered he owed his life to the whale and quietly climbed on his back." Finally, the whale gets beached and knows he cannot live without water so the book states, " He was sure he would die. And just as he was preparing to die, Amos came racing back..."
- Complainants stated during the hearing that the text discusses “suicide and giving up on life”, that it “normalizes suicide and doesn’t address it”, that is “dark and depressing content”, and “teachers have no business speaking to students like this”. There is concern there is “extreme emotion discussed” including “rage”. It “seeks to desensitize and indoctrinate”. It was stated that the text sends “a mixed message.”

Conclusion of the Committee:

The committee concludes there is significant value of context when considering the above expressed concerns. Reading the book in its entirety is essential. The start-to-finish element of the story telling is critical. There is value of life and the benefit of meaningful relationships demonstrated throughout the text. The committee does not share the perspective that the book includes references to suicide either implicitly or explicitly. Both the mouse and whale characters contemplate mortality as a part of the text. There is a processing of emotions occurring throughout the storyline rather than a fixation of a specific emotion. The book reiterates the value of life along with a message of enduring friendship.

Noteworthy accomplishments:

- Award-winning author - Caldecott, Newbery Honors
- New York Times Book Review Best Illustrated Book of the Year
- Notable Children's Book of the Year
- Outstanding Book of the Year
- School Library Journal starred review
- Kirkus starred reviews
- Overwhelmingly positive online reviews from readers

BOOK TITLE: Shark Attack!

Does the text...

...support the curriculum?	Yes	No	Yes, use with recommended adjustments
...have strength and value?	Yes	No	Yes, use with recommended adjustments
...have objectionable content?	Yes	No	Potentially, use with adjustments

Conclusion of the Committee:

- The text is recommended to be used.
- The text is recommended to be removed from use.
- The text is recommended to use with the following instructional adjustments

Considerations: Teachers should consider alerting parents to the potentially concerning photographs. Teachers should pay close attention to specific students who may be sensitive to such imagery. The visuals can be handled with sensitivity when deemed necessary.

BOOK TITLE: Shark Attack!

Concern(s) expressed by complainant(s):

- Several illustrations of people being attacked by sharks. The real-life stories that go with it are kind of scary.
- Complainants stated during the hearing that the text is “graphic, dark, depressive”, that “my child should not be scared”, and that there is “fear” and that it is “unnecessarily scary and traumatic”. It was stated “children are afraid to get in the water”.

Conclusion of the Committee:

While the committee recognizes that some may find the illustrations to be overly gory, they do not share the concerns. It is reported the engagement level of students has been quite high--especially as it relates to reluctant-readers. It is a book that can connect with students who do not interact well with narrative/prose writing. The committee finds there is nothing inherently inaccurate or wrong with anything shown or cited in the text.

BOOK TITLE: Starry Messenger

Does the text...

...support the curriculum?	Yes	No	Yes, use with recommended adjustments
...have strength and value?	Yes	No	Yes, use with recommended adjustments
...have objectionable content?	Yes	No	Potentially, use with adjustments

Conclusion of the Committee:

- The text is recommended to be used.
- The text is recommended to be removed from use.
- The text is recommended to use with the following instructional adjustments

Considerations: Teachers should be mindful of the illustrations in the text. While there is not specific focus on the illustrations, it is important to note some students may find them disturbing. The teacher should be cognizant of this in the classroom and be prepared to address with individual students or with the group as necessary.

BOOK TITLE: Starry Messenger

Concern(s) expressed by complainant(s):

- Page 24: Galileo was afraid. He knew that people had suffered terrible torture and punishment for not following tradition. It could happen to him."
- Overall, the issue is the focus on ONLY the negative aspect of the Catholic Church. "...the Church locked Galileo in his house for the rest of his life, but his ideas lived on."
- The question is BALANCE ...Where is the HERO of the church? to contrast with their mistakes? There are so many opportunities to teach children the truth of our history as a nation. The Church has a huge and lasting influence on American culture. Both good and bad should be represented. The Christian church is responsible for the genesis of Hospitals, orphanages, Social Work, Charity, to name a few.
- Where are the books leading our curriculum focusing on the accurate contract of the church and its influence?
- Complainants stated during the hearing that the text is "dark and scary", it is "anti-tradition and the Church", it "makes kids question tradition", and it has a "depressing narrative". It was stated that it is "well beyond their [students] ability to comprehend except to be anti-Church" and that the "graphics are dark". It was stated the book is "attacking religion" and "pushes atheism".

Conclusion of the Committee:

The committee concludes that the purpose of this book is not to make a statement about the Church. It is a text about Galileo, his scientific work, and it demonstrates that ideas and thoughts in the field of Science are ever-changing. Additionally, it demonstrates that the wrongs are made right by the Church. It is the conclusion of the committee that the text portrays the Church as being redemptive although this is not the primary purpose of the text. It is impossible to tell the story of Galileo without referencing history and the occurrences of the time. Complainants reference the book making a statement about the Church in our nation—this book does not make a statement about the Church in America. Complainants reference the goriness and inappropriate nature of the illustrations. The illustrations correspond to the time-period and are historically and culturally accurate when placed alongside the text being read. Teachers do not make explicit connection of the text to the illustrations in the book.

Noteworthy accomplishments:

- Booklist starred reviews
- Caldecott Honor book
- Kirkus starred reviews
- Notable Children’s Books award
- School Library Journal starred reviews
- Overwhelmingly positive online reviews from readers

BOOK TITLE: Coming to America

Does the text...

...support the curriculum?	Yes	No	Yes, use with recommended adjustments
...have strength and value?	Yes	No	Yes, use with recommended adjustments
...have objectionable content?	Yes	No	Potentially, use with adjustments

Conclusion of the Committee:

- X The text is recommended to be used.
- The text is recommended to be removed from use.
- The text is recommended to use with the following instructional adjustments

BOOK TITLE: Coming to America

Concern(s) expressed by complainant(s):

- Overall, much of this book is fine and does share some factual information. However, very little historical context is given which makes portions confusing because children are not given a full historical overview of what was happening at the time.
- Unfortunately, it does not have page numbers, but here are some quotes: 1) "The Indians were pushed off their land and were often treated badly or killed." 2) "In 1921, the United States government passed more laws limiting the number of people who could enter the country. These laws were unfair and later changed." 3) "Sadly, new arrivals are often poorly treated by other Americans just because they look or act differently." There is also a section at the end of the book about "Immigration Today" that only justifies illegal immigration due to the hardships many illegal immigrants face, without noting any of the challenges associated with illegal immigration in our country
- My main concern is that children are reading about difficult subjects such as slavery and Indian conflicts without having been taught any actual U.S. history. This is very confusing for young children and the curriculum needs to better address history before discussing some of these subjects.
- Complainants stated during the hearing that the text has "dark, sad imagery" and that "these are good books—just not age appropriate". It was stated that the text "starts innocently then turns very dark" and there is "very little historical context", that it is "anti-American", and that it demonstrates that "Americans are evil and bad people".

Conclusion of the Committee:

While the committee did not find that the book presented history in an inadequate manner, it is recognized that some may. The book is not intended to be a sole representation of the topics listed above—it is intended to be a part of the instruction related to topics that are taught previously and will be taught again in later grades. The committee concludes the book provides value in that process.

Noteworthy accomplishments:

- Overwhelmingly positive online reviews from readers

FOURTH GRADE Book Outcomes

QUARTER ONE- A Great Heart

Love that Dog

QUARTER TWO – Extreme Settings

Hatchet

QUARTER THREE – The Redcoats are Coming

George v. George: The American Revolution as Seen from Both Sides

QUARTER FOUR – Myth Making

Walk Two Moons

Understanding Greek Myths

Pushing Up the Sky: Native American Plays for Children

Gifts from the Gods: Ancient Words & Wisdom from Greek & Roman Mythology

BOOK TITLE: Love that Dog

Does the text...

...support the curriculum?	Yes	No	Yes, use with recommended adjustments
...have strength and value?	Yes	No	Yes, use with recommended adjustments
...have objectionable content?	Yes	No	Potentially, use with adjustments

Conclusion of the Committee:

- The text is recommended to be used.
- The text is recommended to be removed from use.
- The text is recommended to use with the following instructional adjustments

Required adjustments: The teacher should ensure the counselor is put on notice when the book is being read. Make special note of the topic or a summary of the topics –this should be included on the *Wit and Wisdom Parent Tip Sheet* that goes home at the beginning of the module.

BOOK TITLE: Love that Dog

Concern(s) expressed by complainant(s):

- Death, childhood insecurity
- The poems at the rear of this book themselves are fine, But the content of the book itself is very concerning. I had my 13-year-old read it made him Anxious and confused. It is a book based on a child’s writing and response to poems in class. It is like broken English. His poem is about his dog dying, and how he relates all the rest of the poems he is required to read to his own poem. He never wants his name mention on his work. This is repeated a lot in the book.
- Pages 25-28: Child goes to animal shelter and is aware that some of the dogs will be euthanized
- Pages 68-72: Child witness dog get hit and killed by car.
- Complainants stated during the hearing the books being used “asks teachers to play therapists and this put pressure on teachers”. It was stated “it is an emotionally charged book” and “bad grammar is used”. It was stated “teachers should not have to navigate emotional issues” and it is a “dark, depressing story”.

Conclusion of the Committee:

The committee concludes there is value in the text and lessons associated with it. The text teaches empathy to those who may not have pets and may enhance it for those who do. The eventual outcome is that the main character is proud—the progression of the child's story was evidence of pride and confidence being developed. It is a clear story of educational resilience and has an extremely satisfying resolution. Additionally, the unusual, challenging format of the text is indicative of the rigor that is beneficial to students. This includes the source material of the previously published and recognizable poetry included in the book. While the committee understands the sensitivity of the topics included in the text, it concludes the professionalism and responsiveness of teachers and counselors in the classroom will ensure a positive experience with this text.

Noteworthy accomplishments:

- Amazon.com Editors’ Pick
- Book Sense Pick
- Carnegie Medal Finalist
- Newbery Medal-winning author
- New York Public Library's “One Hundred Titles for Reading and Sharing”
- Publishers Weekly Best Book
- School Library Journal Best Book
- Volunteer State Book Award (Tennessee)
- Overwhelmingly positive online reviews from readers

BOOK TITLE: Hatchet

Does the text...

...support the curriculum?	Yes	No	Yes, use with recommended adjustments
...have strength and value?	Yes	No	Yes, use with recommended adjustments
...have objectionable content?	Yes	No	Potentially, use with adjustments

Conclusion of the Committee:

- The text is recommended to be used.
- The text is recommended to be removed from use.
- The text is recommended to use with the following instructional adjustments

Required adjustments: It is expected that all teachers follow the specific guidance provided from the WCS Teaching, Learning and Assessment department in year one and two of implementation. The *Wit and Wisdom Parent Tip Sheet* should include talking points/conversation starters regarding the topics in the book that may create challenges to students. The tip sheet should be sent both via hard copy and email by the teacher. The teacher should ensure counselors are fully aware of the module topics. Counselors should have a specific understanding of topics involved and the timing of each class reading the book.

Considerations: Consider having the counselor be available to conduct lessons in classrooms around timing of book—the "big problem, little problem" lesson would be an appropriate example. Additionally, counselors and administrators should consider holding parent meetings to discuss topics and strategies related to mental health.

BOOK TITLE: Hatchet

Concern(s) expressed by complainant(s):

- Page 64: The story starts with a 13-year-old boy who is dealing with his parents' divorce. He is holding on to the secret that he caught his mother having an affair.
- Page 116: The boy gets on a plane with a pilot who dies in front of him and the plane crashes. He attempts suicide.
- The main character Brian is going to see his dad, and his plane crashes. his parents' recent divorce weighs heavily on him, as does "The Secret" that his mother is having an affair. He must live with this secret. In his despair of being stranded and not being found, Brian also tries to commit suicide with the hatchet his mom had given him for a gift.
- Complainants stated during the hearing that the book has "59 references to death or dying and no mention of being saved or rescued", there is concern about mature topics discussed (suicide, infidelity, death), and that "there are positive lessons that can be learned but not at 9 years old". It was stated "we should be having tough conversations but not in schools" and that the book is "very graphic".

Conclusion of the Committee:

The committee concludes with the implementation of the current strategies provided to teachers by the Teaching, Learning and Assessment department as well as those required adjustment listed above, the book has educational value. While the committee recognizes the topics presented as concerns are sensitive to some, those topics are not deeply focused on in the classroom study of the text. The committee trusts the educator consideration that will be given throughout the module—like the level used in the decades the book has been taught in Williamson County Schools and across the nation. To address concerns voiced by our community and teachers, several district wide adjustments have been in place since the 2020 -21 school year. An enhanced *Family Tip Sheet* was created with additional information which indicates that, while the point of the novel is how a character overcomes great obstacles, the text has what some people may consider sensitive topics. The terms in the enhanced Family Tip Sheet include self-harm as well as a statement that says, 'mom shares a kiss with another man.' It is the district's expectation that all Family Tip Sheets are sent home prior to the start of the module. Additional guidance to the teachers reminded them to read the text prior to instruction. This way, they are best prepared to anticipate student questions, their answers, and how to steer the conversations back to the important parts of the books if students go off topic. Teachers have been asked to read chapters 1 - 7 aloud, passing out the books beginning with chapter 8. By holding onto the book up until this point, the teacher can control the pacing of the lesson and controls the discussion of when the pilot dies, as well as the main character seeing his mother kiss another man.

Noteworthy accomplishments:

- Dorothy Canfield Fisher Children's Book Award
- Newbery Medal book

BOOK TITLE: George v. George: The American Revolution as Seen from Both Sides

Does the text...

...support the curriculum?	Yes	No	Yes, use with recommended adjustments
...have strength and value?	Yes	No	Yes, use with recommended adjustments
...have objectionable content?	Yes	No	Potentially, use with adjustments

Conclusion of the Committee:

- The text is recommended to be used.
- The text is recommended to be removed from use.
- The text is recommended to use with the following instructional adjustments

Considerations: When planning for the lessons related to this text, pay close attention to words that may be inflammatory when read aloud. Plan for replacement words as warranted.

BOOK TITLE: George v. George: The American Revolution as Seen from Both Sides

Concern(s) expressed by complainant(s):

- Page 19: Hanging- described and picture of straw dummy being hung (*Number denotes page number of weblink--not paperback*)
- Page 22: “getting drunk, chasing women”
- Page 30: “Each side told a different tale about Lexington and Concord. Rebel newspapers reported that bloodthirsty redcoats burned houses, drove naked women into the streets, and butchered old men and infants. The King was told that rebel savages broke the rules of war by ambushing his army. Then they scalped fallen British infantry and cut off their ears.”
- Page 36: must fight or kill themselves
- Page 37: flippant comments about being hanged
- Page 48: burned villages and towns, looted, or seized people's houses, rape, murder, set fire to crops and timberland, locked prisoners in filthy ships where they died like flies, starvation, heat, cold, and disease, tortured and killed whole families, scalped the dead, cannibalism, collected scalps, wearing leggings made from the skin of the dead - the pictures on this page are concerning as well
- The pictures are concerning as well (ex. a young child alive and in a house where a soldier can see him/her and is about to set the house on fire)
- Complainants stated during the hearing that the “photo of George looks angry”, there are “errors in facts and research”, the book has “poor quality of writing, it has basic grammar, unclear references”, it is “reading semi-literate flawed prose”. It was stated “it has inappropriate content” and there is “no context for students to draw from” and “key elements of the Declaration were left out”. It was stated it is “not factual, not fully representative and that “students need to know the full truth”.

Conclusion of the Committee:

It is important to note that this book is not read in its entirety. With analysis of the pages that are read and the way the text is used for instruction, the committee concludes the use of the book supports the learning targets and standards it intends to.

Noteworthy accomplishments:

- Award winning author
- School Library Journal starred reviews
- Overwhelmingly positive online reviews from readers

BOOK TITLE: Walk Two Moons

Does the text...

...support the curriculum?	Yes	No	Yes, use with recommended adjustments
...have strength and value?	Yes	No	Yes, use with recommended adjustments
...have objectionable content?	Yes	No	Potentially, use with adjustments

Conclusion of the Committee:

- The text is recommended to be used.
- The text is recommended to be removed from use.
- The text is recommended to use with the following instructional adjustments

Required adjustments: The committee makes the recommendation for this book to be removed from use in the classroom. Replacement text and lessons will be provided for teachers by the WCS Teaching, Learning and Assessment department.

BOOK TITLE: Walk Two Moons

Concern(s) expressed by complainant(s):

- The story is graphic and depressing written from a woman who lost her mother to process her grief (4th graders are not at the capacity to understand where the story came from, to also deal with the adult depth within this story), and overall the amount of quotes below indicate the story as whole should be removed. “Ms. Partridge with her dress above her knees, seeing up her skirt”, Ch. 12 “smoking pipe”, Ch.15 snake bite (gory details, snake bite is relevant but the details aren’t necessary. Ch. 17 brownies, “I’m fat”. Ch. 18 ways 3 sons died (tractor/skiing/river). Ch. 19 “hacking up her husband”, the drawing in the margin/hanging. Ch. 22 Rabbit heart stopped, looking for blood stains and hair/chopped up body parts/body parts in freezer, Ch. 23 entire chapter/still birth-relevant maybe...she had a baby too early and it died; however keep it simple. Ch. 24 egg man. Ch. 26 brain tumor/drew phoebe with rope around her neck/hanging in tree. Ch. 27 Ms. Cadaver killed mother and chopped her up. Ch. 33 symbols/tree- “sex”-mentioned several times. Ch. 35 Fears of crashing, having an accident. Ch. 36 at the dorm door “slit our throats”, Ch. 41 egg man. Ch. 41 details of Gram dying at the hospital. Ch. 42 bus wreck details, flipping, etc.
- Page 10: A thick, gnarled cane with a handle carved in the shape of a cobra's head lay across her knees Her purple dress had slipped up over her bony knees, which were spread apart, and, I hate to say it, you could see right up her skirt. *(Number denotes page number of weblink--not paperback)*
- Page 76: Later, when I was doing my homework, I found myself doodling in the margin of my English book. I had drawn a figure of a woman with wild hair and evil eyes and a rope around her neck. I drew a tree, fastened the rope to it, and hung her. *(Number denotes page number of weblink--not paperback)*
- Page 98: When the doctor carried the baby out of the room, I asked to see it. It had a pale, bluish tinge and there were marks on its neck where the umbilical cord had strangled it. 'It might have been dead for hours,' the doctor told my father. 'I just can't say exactly. *(Number denotes page number of weblink--not paperback)*
- Page 99: The fear of losing a parent is transferred to the reader by “...if your mother left, it would be something that mattered in the whole course of your lifetime.” *(Number denotes page number of weblink--not paperback)*
- Page 111: In my book was a picture of a tree. I drew a round head with curly hair, put a rope around the neck, and attached it to that tree. *(Number denotes page number of weblink--not paperback)*
- Page 118: My mother, my father and I all seemed fine and happy at our house until the baby died. Could you say that the baby died, since it had never breathed? Did its birth and death occur at the same moment? Could you die before you were born? *(Number denotes page number of weblink--not paperback)*
- Page 167: there is an unnecessary slap at historical monuments when the narrator sees Mr. Rushmore. As she views the Rushmore monument to presidents, totally missing that it is to honor those who have been presidents, she says, “I’ve got nothing against the president, but you’d think the Sioux would be mighty sad to have those white faces carved into their sacred

hill. I bet my mother was upset. I wondered why whoever carved them couldn't have put a couple Indians up there too." (*Number denotes page number of weblink--not paperback*)

- Page 172: I started wondering if Gram's snake bite had anything to do with her stroke, and then I wondered if Gramps felt guilty for whizzing off the highway and stopping at that river. If we hadn't gone to that river, Gram would never have been bitten by that snake. And then I started thinking about my mother's stillborn baby and maybe if I hadn't climbed that tree and if my mother hadn't carried me, maybe the baby would have lived and my mother never would have gone away, and everything would still be as it used to be. (*Number denotes page number of weblink--not paperback*)
- *Walk Two Moons* may be appropriate for an older student but it's too upsetting for a nine or 10-year-old. The author admits in the end note that she wrote it after the death of her own mother and used it to assuage her grief. That is evident in the narration of this child whose mother deserts her and, we learn later, dies, whose friend's mother also deserts her and returns with an illegitimate child, whose grandmother becomes increasingly sicker and dies on a trip searching for the narrator's mother!! So sad that even I as an adult was affected emotionally! (*Number denotes page number of weblink--not paperback*)
- Complainants stated during the hearing that the book was age inappropriate for several reasons including "stick figures hanging, cursing and miscarriage, hysterectomy/stillborn and screaming during labor". It was stated we should "continue to let children have their innocence". It was stated "we are not sending kids to learn about social justice" and the topics "need to be taught in the home". It was stated there are three separate warnings about the emotional content of the text.

Conclusion of the Committee:

The committee has reached the conclusion that *Walk Two Moons* should not be taught in the fourth grade in the fourth quarter in WCS classrooms. It is essential to note this is not a value judgement of the book or its connection to the curriculum. The committee makes note the book has great merit. The determination was taken very seriously by the committee after much consideration of a variety of factors. The repetitive nature of the emotionally weighted topics throughout the book, the emotional resonance of the text being extremely high, and overall concern with the timing being the end of the school year all give the committee great concern. These factors greatly influence the manner in which the book should be taught. There is concern that the instruction cannot be met with the justice it deserves to ensure a positive, thorough learning experience for students. The committee spent considerable time considering adjustments that could be made to the text but found that any recommendation suggested, would influence the value and integrity of the book. It is important to note that this recommendation is not a statement of WCS teachers being able to teach this book adequately and in a manner that would be of benefit to students. Certainly, they have demonstrated with prior instructional experiences with this book that they can. It is a combination of multiple factors that led the committee to this conclusion.

Noteworthy accomplishments:

- Newbery Medal, 1995
- Overwhelmingly positive online reviews from readers

BOOK TITLE: Understanding Greek Myths

Does the text...

...support the curriculum?	Yes	No	Yes, use with recommended adjustments
...have strength and value?	Yes	No	Yes, use with recommended adjustments
...have objectionable content?	Yes	No	Potentially, use with adjustments

Conclusion of the Committee:

- X The text is recommended to be used.
- The text is recommended to be removed from use.
- The text is recommended to use with the following instructional adjustments

BOOK TITLE: Understanding Greek Myths

Concern(s) expressed by complainant(s):

- This book explicitly details cannibalism (eating children).
- Complainants stated during the hearing that the “photographs are distracting to students”. There were stated concerns about “cannibalism, sex, breasts and beheading”.

Conclusion of the Committee:

It is important to note that the use of this text is as a reference text rather than being read in full. The book is referenced in lessons 1-8 and 12 and 13. The committee finds the book to be highly informative. The cannibalism reference is related specifically to "cannibalism in myths!" in a small box within the main text. There is not a focus in the lesson on cannibalism. The committee does not share the concerns presented by the complainants.

Noteworthy accomplishments:

- Newbery Medal, 1995
- Largely positive online reviews from readers

BOOK TITLE: Pushing Up the Sky: Native American Plays for Children

Does the text...

...support the curriculum?	Yes	No	Yes, use with recommended adjustments
...have strength and value?	Yes	No	Yes, use with recommended adjustments
...have objectionable content?	Yes	No	Potentially, use with adjustments

Conclusion of the Committee:

- X The text is recommended to be used.
- The text is recommended to be removed from use.
- The text is recommended to use with the following instructional adjustments

BOOK TITLE: Pushing Up the Sky: Native American Plays for Children

Concern(s) expressed by complainant(s):

- Native American Parables (i.e., The reason for seasons, how the possum got its tail and plays dead, the origin of the mosquito etc.)
- Includes "The Cannibal Monster"- which is scary and turns into the explanation of mosquitoes.

Conclusion of the Committee:

The theme of this module is *Myth Making*. This text is a cultural representation of a particular tale about community. The committee did not reach the same conclusion of the complainants that it is a story specifically about cannibalism. It is important to note the book is used as a reference and is not read in its entirety.

Noteworthy accomplishments:

- Booklist starred reviews
- School Library Journal starred reviews
- Overwhelmingly positive online reviews from readers

BOOK TITLE: Gifts from the Gods: Ancient Words and Wisdom from Greek and Roman Mythology

Does the text...

...support the curriculum?	Yes	No	Yes, use with recommended adjustments
...have strength and value?	Yes	No	Yes, use with recommended adjustments
...have objectionable content?	Yes	No	Potentially, use with adjustments

Conclusion of the Committee:

- X The text is recommended to be used.
- The text is recommended to be removed from use.
- The text is recommended to use with the following instructional adjustments

BOOK TITLE: Gifts from the Gods: Ancient Words and Wisdom from Greek and Roman Mythology

Concern(s) expressed by complainant(s):

- Graphic and scary pictures and stories
- Page 28: Illustration they have blood dripping from eyes, snakes for hair, very dark-story is also somewhat scary
- Page 34: Illustration of a demon
- Page 37: illustration of the goddess Venus naked coming out of the ocean
- Page 50: Scary illustration
- Page 76: Story of Tantalus and how he cooks up, serves, and eats his son.
- Complainants stated during the hearing there are “scary, mean faces and pictures”, the books “sets up doubts related to faith and religion”, and there is reference to “cooking up and slicing of children”.

Conclusion of the Committee:

The theme of this module is *Myth Making*. The end of module task is "what can we learn from reading myths and stories?" For students to be successful in this task, myths must be read because students must use text-based evidence. Pages 28 and 34 are not used in the classroom. It is important to note the book is used as a resource and not read in its entirety.

Noteworthy accomplishments:

- Award winning author and illustrator
- School Library Journal starred reviews
- Publishers Weekly starred reviews
- Overwhelmingly positive online reviews from readers

FIFTH GRADE Book Outcomes

QUARTER ONE – Cultures in Conflict

Thunder Rolling in the Mountains

QUARTER THREE – A War Between Us

The River Between Us

QUARTER FOUR – Breaking Barriers

We are the Ship: The Story of Negro League Baseball

BOOK TITLE: Thunder Rolling in the Mountains

Does the text...

...support the curriculum?	Yes	No	Yes, use with recommended adjustments
...have strength and value?	Yes	No	Yes, use with recommended adjustments
...have objectionable content?	Yes	No	Potentially, use with adjustments

Conclusion of the Committee:

- X The text is recommended to be used.
- The text is recommended to be removed from use.
- The text is recommended to use with the following instructional adjustments

BOOK TITLE: Thunder Rolling in the Mountains

Concern(s) expressed by complainant(s):

- This book was overall dark and dismal. The entire book is filled with war, killing and blood and graphic images. Throughout the book, it painted white people as "bad" or "evil" or "couldn't be trusted".
- Violent, graphic killing, dark and sad. This book was overall dark and dismal. The entire book is filled with war, killing and blood and graphic images. Throughout the book, it painted white people as "bad" or "evil" or "couldn't be trusted."
- Complainants stated during the hearing that the book has "graphic violence", the book "is all about the Native Americans—it seems one-sided", "it does not show conflict between tribes", there are "suicidal thoughts", and "graphic scenes of the battles."

Conclusion of the Committee:

The committee concludes that a significant amount of historical research is evident throughout the text. The book had a balanced vantage point—both "sides" are represented in the book. The book does not place value judgements or indicate that one side is in the right. The committee acknowledges that the book is inherently heavy content—the graphic detail is not excessive, however. It is important to note the point of view of the text is that of the Native American perspective. There is an elevated level of vocabulary in the book which contributes to the rigor of the text. It is reported that student engagement in the building has been high with this text.

Noteworthy accomplishments:

- Newbery Medal-winning author
- Overwhelmingly positive online reviews from readers

BOOK TITLE: The River Between Us

Does the text...

...support the curriculum?	Yes	No	Yes, use with recommended adjustments
...have strength and value?	Yes	No	Yes, use with recommended adjustments
...have objectionable content?	Yes	No	Potentially, use with adjustments

Conclusion of the Committee:

- The text is recommended to be used.
- The text is recommended to be removed from use.
- The text is recommended to use with the following instructional adjustments

Required adjustments: Teachers should utilize the adjustments that are required through the WCS Teaching, Learning, and Assessment department. All WCS Literacy coaches will receive professional learning opportunities that will be shared with the building teachers who will be teaching this novel. TLA has created guidance for those teaching this novel. The document provides specific adjustments to the text, omission of specific vocabulary words, offers specific instructional reminders to students, and describes in depth significant modifications to the teacher edition exercises. The removal of instructional activities offers additional time. This time will be used to extend student knowledge of how the Civil War impacted women and children.

BOOK TITLE: The River Between Us

Concern(s) expressed by complainant(s):

- The entire book has a context of extremely dark and age-inappropriate topics, filled with war, killing, blood, and graphic images. Topics include death visions, death, drunkenness, quadroons, out of marriage families between white men and black women, sensuality. Again, in violation of the recent bill passed of blaming or creating one race as at fault, this book painted white people as “bad” or “evil” or “couldn’t be trusted.”
- This book is well beyond the foundational age of a 10–11-year-old. Mature and graphic content. This book was overall dark and dismal. The entire book is filled with war, killing and blood and graphic images. Throughout the book, it painted white people as "bad" or "evil" or "couldn't be trusted."
- Complainants stated during the hearing that the book has mature topics discussed such as “placage and promiscuity”, the book “normalizes something that goes against our values” and “it is not the place of the school” to teach, the book “is not historically accurate”, there is a “description of death”.

Conclusion of the Committee:

In the spring of 2021, an internal committee was created to review this novel. This internal committee included diverse representation in race, position (including community members, educators and an historian), and experience in education. The group determined the novel was acceptable and created the adjustments to the instruction and teacher edition activities referenced in the required adjustments text box above. After in-depth conversation with the WCS Teaching, Learning, and Assessment department and in-depth review of the internal committee’s work on this text during the 2020-2021 school year, the reconsideration committee concludes that, with the required actions listed above, the text supports the learning targets and standards it intends to. The committee acknowledges that while there is specific mature content included in the book it is not highlighted in a manner that is inappropriate for student learning.

BOOK TITLE: We are the Ship: The Story of Negro League Baseball

Does the text...

...support the curriculum?	Yes	No	Yes, use with recommended adjustments
...have strength and value?	Yes	No	Yes, use with recommended adjustments
...have objectionable content?	Yes	No	Potentially, use with adjustments

Conclusion of the Committee:

- X The text is recommended to be used.
- The text is recommended to be removed from use.
- The text is recommended to use with the following instructional adjustments

BOOK TITLE: We are the Ship: The Story of Negro League Baseball

Concern(s) expressed by complainant(s):

- Although history may include these facts the use of a story verse education through history are two different approaches, history should directly teach the facts, a book or story has subjective implications which lead a reader to be swayed (like social or news media) in that context the discussion of “being hanged” and referencing the “N” word is inappropriate as a curriculum book as there are a PLETHORA of more appropriate choices.
- Complainants stated during the hearing that the book is “dark stuff”, it is “drawing on the negative of the past, not the progress”, concern about “the n-word” was shared, and that the content is “mature”.

Conclusion of the Committee:

The committee determines the book has significant historical research presented throughout the text. The theme of the module is *Breaking Barriers*, and this book makes a strong connection to that theme. The text offers significant stories, elements, and illustrations to create academic success for the end of module tasks for all students. The committee concludes this is an age-appropriate text and meets the learning standards it intends to. The N-word is referenced in the book in a chapter about exhibition games travelling through the South and personal experiences players had in these times. The word is not spelled out but rather used in the following manner “...N-I-G-... etc.” to share the story of a person who made a cake with this type of writing on it. A footnote is cited in the Endnotes of the book and directly references a book with profiles of top players in the Negro League. The committee finds value in the personal, historical perspective this offers to students and its connection to the module being studied.

Noteworthy accomplishments:

- Casey Award, 2008
- Coretta Scott King Author Award, 2009
- Sibert Medal winner, 2009
- Overwhelmingly positive online reviews from readers

Section III: Teacher Edition Review

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Teacher Edition Review

Teacher Edition Overview

The document presented by multiple complainants was directly related to the Teacher Editions used in the state of Florida not the state of Tennessee. The committee used state of Tennessee Teacher Editions for reviewing concerns. Based on the review conducted it was evident to the committee that the state of Florida and the state of Tennessee manuals are not the same.

The committee did the review to the best of their ability while working to ensure the concerns presented were reviewed adequately. This was completed despite not always having an exact match through the page or lesson referenced in the document submitted by complainants.

Teacher Edition Description

The Teacher Edition is the key resource (both in text and online) for teachers to use to prepare for the lessons they will be teaching. Each Teacher Edition is framed in the same manner and includes the following parts for each module:

- Module Summary
 - A short narrative summarizing the module. This summary anchors the teacher in the entirety of the unit of study.
- Essential Questions
 - This is the guiding question that frames the unit of study. The intention is to spark further questions and development of understanding.
- Suggested Student Understandings
 - The Understandings are typically five statements that students should grasp conceptually by the end of the module.
- Texts
 - Wit and Wisdom uses two types of texts—the Core texts and the Supplementary texts.
 - Core texts are either Informational or Literary and may include picture books, novels, short stories, scientific texts, drama, historical accounts
 - Supplementary texts vary greatly and may include but not limited to articles (informational), artwork, videos, websites, poetry, biographies, songs, photographs
- Module Learning Goals
 - The module learning goals are broken into five essential components for maximizing learning through the curriculum. These are the targets of the learning students will experience throughout the module.
 - Knowledge Goals
 - Actions related to this goal: Explain, gain information, recognize, understand
 - Reading Goals
 - Actions related to this goal: Determine, build knowledge of literary devices, identify, recognize, compare and contrast

- Writing Goals
 - Actions related to this goal: Write, produce works, write opinion works, write narrative text, organize text evidence to use in writing
 - Speaking and Listening Goals
 - Actions related to this goal: Engage in collaborative discussions, determine the main idea of visuals, speak with peers, gather information about a topic and ask/answer questions
 - Language Goals
 - Actions related to this goal: Determine meaning of new words, explain the functions of specific words and their functions, distinguish shades of meaning
- Module in Context
 - This section uses the specific goal areas above to intentionally connect all the previous or future learning that has or will happen in the grade level. An essential component of the curriculum is that it takes a layered approach to learning—building consistently and incorporating standards and topics in a reoccurring manner.
- Standards
 - These are the items that succinctly outline what students should know and be able to do because of the teaching and learning in the module
 - Examples include reading literature, reading informational text, writing, speaking, and listening, language
- Major Assessments
 - Each module has assessment of learning that students work toward throughout the entire module. These assessments are explicitly connected to learning standards.
 - Examples include writing multiple-paragraph essays, reading and answer text related questions, Socratic seminars, creating websites
- Module Map
 - The map offers the teacher succinct guidance for the lesson including the specific texts involved, the guiding questions, and learning goals for the lesson

Teacher Edition Key

It is essential to the review of the Teacher Editions to understand the symbolism and specific recommendations and requirements in the instruction. Below are specific areas the committee concluded there was confusion related to the concerns presented. To create understanding, the explanation for each part of the Teacher Edition is below.

Resources Used in the Teacher Edition	
Extension	Tools offered for how to vary learning tasks for those who already have well-developed skills, or to extend learning for students who seek an additional challenge.
Italic font	Used to give teacher <i>possible</i> student answers. While there are suggestions provided that may arise in the classroom, teachers are not expected to get those answers from students or to force or guide instruction to receive these answers from students
Parent Tip Sheet	An available resource for each unit that includes all texts being used (books, video, paintings), questions the class will be asking, questions parents can ask at home, books that can be read at home, places that can be visited to extend the learning beyond the classroom
Scaffold	Tools offered to teachers to assist all students (students with disabilities, English language learners, reluctant readers who may not be reading on grade level) in accessing grade level curriculum. These are specific tools that assist the teacher with differentiation or remediation
Teacher note	Specific instructional communication to teacher. May include suggestions to maintain pacing, strategically offer predictions of places students may struggle, offer background knowledge that may be needed to give additional guidance to students and places to get additional resources in the teacher edition

Teacher Edition Outcomes

The outcome for each concern presented by complainants are below. The organization of this section is by module and grade level. All concerns are in the order they would be found in the Teacher Editions.

Teacher Edition Outcomes Module 1

Grade:	Module:	Page or lesson number(s):	Concerns:	Committee Response:
K	1	198	<p>Create a Graffiti Wall Activity (teaching kids that Graffiti is something positive is wrong) Module 1 in its entirety is too advanced for Kindergarteners. This module is teaching the kids how to analyze text and how to find evidence in a text to back up information you learned from it. It has them creating a journal, evidence charts, annotating, citing text in their responses, using checklists to asses their writing (self evaluations) , and participating in Socratic seminars.</p> <p>It also has them analyzing paintings which seems not age appropriate either.</p> <p>It repeatedly uses the word "prompt" like they are in junior high getting ready to write an essay.</p> <p>Most activities are group focused (probably to foster a communist mentality of the group being more important than the self). They rarely do any work themselves. Some seem too advanced such as having the kids partner off and read a book and collect evidence from the text. *Aren't Kindergarteners barely learning to read?* They also create mini books in groups to show understanding of the concepts they are learning. Too much focus on group projects in my opinion.</p> <p>It also uses Equity Sticks and has a strange emphasis on non-verbal communication. For example when someone wants to talk they put their hand on their head and when someone else is talking the kids are supposed to point at their ears. They also do thumbs up or thumbs down instead of saying yes and no.</p> <p>I find it highly concerning that when "Rap a Tap Tap" is read the Great Depression, Race Issues, and the Harlem Renaissance are brought up during the lesson. Completely not age appropriate.</p> <p>Kindergarteners are not going to understand the historical complexities of this nor should they.</p>	<p>The committee does not find that the module is too advanced for kindergarteners. The committee concludes the rigor is acceptable and the tasks being taught are being taught with age-appropriate expectations. The word "prompt" is consistently used in WCS and throughout the country to reference writing prompts. Random selection of students in the classroom is an appropriate teaching strategy to ensure volunteers and non-volunteers are engaged in the classroom. Teachers use a variety of tools to accomplish this including but not limited to sticks with student names on them ("equity sticks"). Teachers are evaluated on the engagement of volunteers and non-volunteers in every lesson. This occurs in their TEAM evaluation framework created and supported by TDOE. Classroom teachers use a wide variety of instructional grouping (individual, partner, small group) throughout all lessons to support student engagement and increase instructional value. Many activities in the kindergarten classroom are group based to support student learning and community building in the classroom. It is not a strategy used to foster a communist mentality of the group being more important than self.</p>

Grade:	Module:	Page or lesson number(s):	Concerns:	Committee Response:
K	1	206	<p>Module 1 in its entirety is too advanced for Kindergarteners. This module is teaching the kids how to analyze text and how to find evidence in a text to back up information you learned from it. It has them creating a journal, evidence charts, annotating, citing text in their responses, using checklists to assess their writing (self evaluations) , and participating in Socratic seminars.</p> <p>It also has them analyzing paintings which seems not age appropriate either.</p> <p>It repeatedly uses the word "prompt" like they are in junior high getting ready to write an essay.</p> <p>Most activities are group focused (probably to foster a communist mentality of the group being more important than the self). They rarely do any work themselves. Some seem too advanced such as having the kids partner off and read a book and collect evidence from the text. *Aren't Kindergarteners barely learning to read?* They also create mini books in groups to show understanding of the concepts they are learning. Too much focus on group projects in my opinion.</p> <p>It also uses Equity Sticks and has a strange emphasis on non-verbal communication. For example when someone wants to talk they put their hand on their head and when someone else is talking the kids are supposed to point at their ears. They also do thumbs up or thumbs down instead of saying yes and no.</p> <p>I find it highly concerning that when "Rap a Tap Tap" is read the Great Depression, Race Issues, and the Harlem Renaissance are brought up during the lesson. Completely not age appropriate.</p> <p>Kindergarteners are not going to understand the historical complexities of this nor should they.</p>	<p>The committee does not find that the module is too advanced for kindergarteners. The committee concludes the rigor is acceptable and the tasks being taught are being taught with age-appropriate expectations. The word "prompt" is consistently used in WCS and throughout the country to reference writing prompts. Random selection of students in the classroom is an appropriate teaching strategy to ensure volunteers and non-volunteers are engaged in the classroom. Teachers use a variety of tools to accomplish this including but not limited to sticks with student names on them ("equity sticks"). Teachers are evaluated on the engagement of volunteers and non-volunteers in every lesson. This occurs in their TEAM evaluation framework created and supported by TDOE. Classroom teachers use a wide variety of instructional grouping (individual, partner, small group) throughout all lessons to support student engagement and increase instructional value. Many activities in the kindergarten classroom are group based to support student learning and community building in the classroom. It is not a strategy used to foster a communist mentality of the group being more important than self.</p>

Grade:	Module:	Page or lesson number(s):	Concerns:	Committee Response:
K	1	307	<p>Module 1 in its entirety is too advanced for Kindergarteners. This module is teaching the kids how to analyze text and how to find evidence in a text to back up information you learned from it. It has them creating a journal, evidence charts, annotating, citing text in their responses, using checklists to assess their writing (self evaluations) , and participating in Socratic seminars.</p> <p>It also has them analyzing paintings which seems not age appropriate either.</p> <p>It repeatedly uses the word "prompt" like they are in junior high getting ready to write an essay.</p> <p>Most activities are group focused (probably to foster a communist mentality of the group being more important than the self). They rarely do any work themselves. Some seem too advanced such as having the kids partner off and read a book and collect evidence from the text. *Aren't Kindergarteners barely learning to read?* They also create mini books in groups to show understanding of the concepts they are learning. Too much focus on group projects in my opinion.</p> <p>It also uses Equity Sticks and has a strange emphasis on non-verbal communication. For example when someone wants to talk they put their hand on their head and when someone else is talking the kids are supposed to point at their ears. They also do thumbs up or thumbs down instead of saying yes and no.</p> <p>I find it highly concerning that when "Rap a Tap Tap" is read the Great Depression, Race Issues, and the Harlem Renaissance are brought up during the lesson. Completely not age appropriate.</p> <p>Kindergarteners are not going to understand the historical complexities of this nor should they.</p>	<p>The committee does not find that the module is too advanced for kindergarteners. The committee concludes the rigor is acceptable and the tasks being taught are being taught with age-appropriate expectations. The word "prompt" is consistently used in WCS and throughout the country to reference writing prompts. Random selection of students in the classroom is an appropriate teaching strategy to ensure volunteers and non-volunteers are engaged in the classroom. Teachers use a variety of tools to accomplish this including but not limited to sticks with student names on them ("equity sticks"). Teachers are evaluated on the engagement of volunteers and non-volunteers in every lesson. This occurs in their TEAM evaluation framework created and supported by TDOE. Classroom teachers use a wide variety of instructional grouping (individual, partner, small group) throughout all lessons to support student engagement and increase instructional value. Many activities in the kindergarten classroom are group based to support student learning and community building in the classroom. It is not a strategy used to foster a communist mentality of the group being more important than self.</p>
K	1	322	Talking about race issues	The committee is unsure of the context of this concern.
2	1		It's all about changing seasons & Chamaeleon	The committee does not share the concern of the complainants.
3	1	299	teacher instructed to define "wicked" as bad or evil. the context in which the word is used should be defined to first graders as "mean". The word Evil is being over dramatic for this book.	The committee concludes the use of the word "evil" is acceptable at third grade. The concern notes it is first grade in the concern section but that does not correlate with the grade and module provided.
3	1	285	"I see the words "Blood" and "thirsty", so bloodthirsty might mean, "eager to drink blood." WTH	The committee does not understand the exact concern, however, concludes the use of the word "blood" and "thirsty" is acceptable.
3	1	326	There is a "take a stand" activity. Although not bad, there is no question that this is ACTIVISM 101.	The committee does not share the concern of the complainants and does not conclude that a "take a stand" activity is related to Activism 101.
3	1	307	CA	The committee does not understand this concern.
3	1	141	"Why the Ocean Matters) Climate change is mentioned "The treats to the ocean are SO extensive that more than 40% of the ocean has been severely affected and no area has been left untouched. Consequently, humanity is losing the food, jobs, and critical environmental services that a healthy ocean generates." (my thoughts- This starts climate change activism at age 8 telling poor children that we will possibly run of food and jobs, etc. Man=bad, unless we do something.	The committee does not share the concern of the complainants and does not conclude that mentioning climate change in the context of the lesson creates climate change activism.

Grade:	Module:	Page or lesson number(s):	Concerns:	Committee Response:
3	1	231	Jacques Cousteau states that the ocean is important to us and we need to protect it. (WE don't need to protect it. God made the earth- we care for it, not protect it. It doesn't need protecting. We protect children, we care for the earth by being respectful. Statements like this take away from the deity and power of an all powerful creator and slaps us with needing to protect HIS work. Biblically, it doesn't work that way.	The committee does not share the concern of the complainants.
4	1	333	The assignment is pushing for students to see the teacher as heroic in "Love My Dog. " While the teacher worked with Jack to learn to write poems, even though he didn't like to, isn't that her job?	The committee does not share the concern of the complainants.
4	1		<p>The text Love That Dog has stanzas that are the following: "And the other side in the cages get killed dead if nobody chooses them."</p> <p>The poem "Love that Dog" focuses on how much he loves his dog, but then turns around and talks about how it was hit by a car. Earlier in the next when he picked out his dog at the shelter, he talks about how all the other dogs will be killed if not picked. My concern is that if we are trying to avoid trauma in our kids, what if a child who had to bring their animal to the shelter read this? Or, what if a child's family pet just died? How is that child going to feel? Do we really want them dissecting this in the first 9 weeks of school?</p>	The committee does not share the concern of the complainants.

Teacher Edition Outcomes Module 2

Grade:	Module:	Page or lesson number(s):	Concerns:	Committee Response:
1	2	Lessons 15-20	repeated emphasis on mating process and male sea horses giving birth	The committee does not share the concern of the complainants.
1	2	Lessons 21-31	focus on scary and dangerous animals hurting and killing people	The committee does not share the concern of the complainants.
3	2	29, 53, 57, 59	One theme in the teacher manual is... Does what you say/think link to what someone else says? Emphasis on "group think" "group thought" not individual thought or to think for yourself. Not to think but what to think. Discourages creativity and diversity of thought. "my comments showed that I can recount what others say" repeated throughout as a repetitive writing/participation exercise. Question use of anti-church book Starry Messenger Galileo Galileo by Peter Sis as (one of two books) use for module focus.	The committee is unsure of the specific areas of concern in the Teacher Edition however, a general purpose of the lesson is to "examine explaining" and focuses on "Speaking and Listening Development and Process". The committee concludes is appropriate for students to understand the impact of their language on others. Additionally, the rubric uses six statements that begin with "I" leading the committee to the conclusion that "group think" or removal of individual thought is not the purpose of the lessons.
3	2	88	Lessons 1-12 Book Starry Messenger, Peter Sis - Concern re: pushing an agenda with a provided script for student response as well as a point of view detailed and outlined. Discourages individual thought. Unfounded conjecture throughout w a common bias. No cultural context or balanced perspective. Lesson 6 Negative focus with speculation that is not found in book or passage	In reviewing the lessons indicated in the concerns, the committee reaches a different conclusion than the complainants. The committee does not find biased conjecture, diffusion of individual thought, a specific agenda being pushed or that the lessons are anti-church. The committee notes the importance of recalling that the teacher manual does not require every word to be spoken aloud. There are suggestions that are simply suggestions that students may individually offer when expressing their own thoughts, opinions and responses using text citation.
3	2	90	Lessons 1-12 Book Starry Messenger, Peter Sis - Concern re: pushing an agenda with a provided script for student response as well as a point of view detailed and outlined. Discourages individual thought. Unfounded conjecture throughout w a common bias. No cultural context or balanced perspective. Lesson 6 Giving teacher a script for what students should be saying/thinking. Pushes an agenda and discourages individual thought. Unfounded rhetoric and inappropriate for 3rd grade (8yrs old)	In reviewing the lessons indicated in the concerns, the committee reaches a different conclusion than the complainants. The committee does not find biased conjecture, diffusion of individual thought, a specific agenda being pushed or that the lessons are anti-church. The committee notes the importance of recalling that the teacher manual does not require every word to be spoken aloud. There are suggestions that are simply suggestions that students may individually offer when expressing their own thoughts, opinions and responses using text citation.
3	2	101	Lessons 1-12 Book Starry Messenger, Peter Sis - Concern re: pushing an agenda with a provided script for student response as well as a point of view detailed and outlined. Discourages individual thought. Unfounded conjecture throughout w a common bias. No cultural context or balanced perspective. Lesson 7 Biased opinion in "teachers note" Negative ideas about church and its influence, biased and anti-church. Inappropriate rhetoric for 8 yr olds. None of which is supported by actual text in assigned book. References should remain contextual to book and neutral.	The committee notes the importance of recalling that the teacher manual does not require every word to be spoken aloud. There are suggestions that are simply suggestions that students may individually offer when expressing their own thoughts, opinions and responses using text citation. The committee does not find the teacher note being referenced in the specific lesson referenced.
3	2	139	Lesson 10 Teacher script gives cause-and-effect example as necessary doubting of tradition in order to achieve Galileo's success in new findings. This is conjecture - nothing in book Starry Messenger states this was Galileo's motivation. Can not build teaching regarding cause-and-effect on rhetoric. Should be stated in text students are reading.	The citation referenced is accurately stated on the document of concerns, however the committee reaches the conclusion that the use of the words "students may notice..." for the three different sections (Knowledge of the World, Knowledge of Ideas, Knowledge of Skills) makes clear to the teacher that these are possible answers to the questions that will be used in the Knowledge Journals. There is no expectation that these are the answers provided by students. Biased rhetoric is not observed by the committee.
3	2	156	Lesson 11 Entire page is bulleted points naming "Students may notice the following contributions to their Knowledge of the World:" included are "Galileo was arrested for teaching something against the pope" "Traditional beliefs are hard to let go of, even when they are proven untrue. People at time of Galileo 'did not doubt wonder' if traditional teachings about earth and sun were true and even when Galileo showed them what he saw through his telescope, they would not believe him." None of this is in the book. This is all biased rhetoric. Further this is designed to guide students into thinking certain thoughts. The true assignment is to notice what they read and garner from the assigned reading. This is designed to think something specific and biased. Students should be able to make their own observations for their "Knowledge of the World"	The citation referenced is accurately stated on the document of concerns, however the committee reaches the conclusion that the use of the words "students may notice..." for the three different sections (Knowledge of the World, Knowledge of Ideas, Knowledge of Skills) makes clear to the teacher that these are possible answers to the questions that will be used in the Knowledge Journals. There is no expectation that these are the answers provided by students. The committee does not reach the same conclusion that students are being guided to have on particular viewpoint throughout the module.

Grade:	Module:	Page or lesson number(s):	Concerns:	Committee Response:
3	2	172	Lesson 12 As a group the class is asked to set up 4 sections for their Knowledge Journals; Knowledge of the World, Knowledge of Ideas, Knowledge of Skills, and Reflections. Why are FACTS not included? "...the Knowledge Journal is where we place our most important learning." This is misguided. Evidence and Facts are important. So is cultural context and the balance of ideas. As well as balance of perspective. Children at 8yrs old should not be led through a series of biased conjecture limited in perspective. Taught lesson upon lesson where the teachers manual guides students into one particular viewpoint throughout a quarter and then places the most emphasis on these findings vs. actual history taught in context. The whole perspective and balance should be highlighted. Not simply the negative. There is more evidence of all the good the churches influence has had in history and that should be equally represented.	The committee concludes the use of the journals is for students to write their own reflection in the specific areas provided. The answers in each of the sections is specific to their own learning. The journal may be used to note their understanding, new learning, reflections on concepts, or questions. The committee does not find statements related to the historical influence of the church.
3	2	126	Lesson 9 Promoting the idea that "tradition" does not co-exist w "Science" Untrue. Another "possible student response" Unnecessary, students should be able to reflect and provide observations without a biased script.	The committee notes the provided suggestions are simply suggestions that students may individually offer when expressing their own thoughts, opinions, and responses using text citation. Students are encouraged to reflect and provide their own observations.
3	2	127	Again "students may respond" Promoting idea that science and tradition are opposites and we value Science above Tradition. This is conjecture. Further Galileo based many of his findings on previous Scientist and Astronomers, Science of his day. These were the ideas of the church. They are not anti-science. Putting a hyper-value on Science might give students a confusing view of faith, something you can not see but you believe as Truth.	The committee notes the provided suggestions are simply suggestions that students may individually offer when expressing their own thoughts, opinions, and responses using text citation. The committee does not share the perspective that there is value of Science over Tradition through the lesson.
3	2	130	Lesson 9 "Look for the following success criteria:" Success=Question Tradition Falsely promotes questioning all tradition. Tradition in this context is The Church. Religion and specifically Catholicism. Students should be encouraged to use text to support ideas. If that is done they have accomplished goal of assignment. This is the job of the teacher. Under heading "Next Steps" there is an item that references a concluding paragraph that the class writes collaboratively. Why are the students asked to collaborate on an idea that is identifying an "essential meaning" of the book? This leads to a group think mentality with no room for original or individual thought. Further the teacher manual has already force fed the line of thinking that the main idea in the book is bucking tradition and only then is success achieved. Further, Science is valued more than tradition a negative outlook on The Church and its beliefs, and inaccurate conjecture on historical context.	The exercise where students identify the meaning of the book is directly related to the learning standards. The committee reaches a different conclusion that the complainants regarding students working collaboratively. The committee concludes students working in pairs or in small groups does not create a group-think mentality or remove original or individual thoughts and, in fact, values collaborative student engagement when appropriate as determined by the teacher.
3	2	132	Lesson 9 Inaccurate definition of the word Influence (this is a content and vocabulary deep dive) as "Unfair use of power that can change events" Poor example of the word influence..." A celebrity's power over fashion" These are 8yr olds. They don't know or are not greatly exposed to celebrities.	The committee does not find the three definitions offered for the word "influence" as erroneous based on references beyond the Teacher Edition. Additionally, there are three examples provided: "a parent's influence over a child", "a celebrity's power over fashion", and "an advertisement's control over what we buy". The committee finds these to be relatable and age appropriate.
3	2	133	Lesson 9 The word is Believed. Why are they using the past tense of this word to define? Defined as "Held as true something that cannot be proven" Again this is inaccurate and also continues the theme that only what is seen or relegated to science is true. Anything else aka belief is false or should be questioned. Examples are then given in the present tense? "Can you believe his crazy story?"	The committee does not share the concern of the complainants. Defining the word in the past tense is an acceptable practice.
3	2	134	Lesson 9 Pure conjecture. (see manual for quote and picture)	The committee does not understand this statement.

Grade:	Module:	Page or lesson number(s):	Concerns:	Committee Response:
4	2	190-193	<p>regarding Hatchet, they request the students to delve deep in to the panic, fear, and feelings the main character has about the plane crash, the secret of his parents divorce, and why he's angry at his mom. They are constantly pushing how he needs to change, adapt, and how he overcomes many obstacles. While the learning points are great, the material to pull these literary concepts from could be greatly improved. .All Summer in a day and Hatchet are both dark books, that are asking children to identify with mean spiritedness, fear, panic, anger, and quite frankly, are just unnecessary to have them read. It asks the kids to find where the text becomes tricky and for them to reread and find missing information. When we are still teaching them literary concepts, why are we choosing texts that are tricky? They barely understand what these concepts are, let alone have the capability to pick them out when they are obscure. They also send home assignments that require them to read passages 3 times each night. What is the point of that? Isn't that truly just a waste of time. That's 12 times in a week.</p>	<p>The committee concludes that the rigor provided in the lesson is fourth grade appropriate. Additionally, the assignment referenced is sent home to be read is a fluency read—the intention of the exercise is to increase reader fluency which is an essential skill to reading comprehension.</p>

Teacher Edition Outcomes Module 3

Grade:	Module:	Page or lesson number(s):	Concerns:	Committee Response:
1	3	48	Lesson on WIND - reading about hurricanes and describing them as "deadly"	The committee does not share the concern of the complainants and concludes that it is acceptable to teach about the dangers of hurricanes.
1	3	48	Use of the phrase "equity sticks" is being used to familiarize kids with the word for future brain washing	The committee does not share the concern of the complainants and concludes that it is acceptable to use the research-based strategy of calling on volunteers and non-volunteers and utilizing sticks with student names on them ("equity sticks") is appropriate. Teachers are evaluated on the engagement of volunteers and non-volunteers in every lesson. This occurs in their TEAM evaluation framework created and supported by TDOE. The committee does not conclude that the use of the strategy is being used to familiarize kids with the word for future brainwashing.
1	3	64	Discussing hurricanes - teachers say "blows off roofs, destroys houses" Concerns of causing fears for kids.	The committee does not share the concern of the complainants and concludes that it is acceptable to teach about the dangers of hurricanes. Teachers are continuously cognizant of not inciting fear in their students and pay close attention to the emotional impact of any lesson. Additionally, the answers provided in the teacher editions are sample statements that could be used--not required to be used.
1	3	102	Assigns the story of a pet dying for 4 nights of reading practice. Death for 4 nights.	The committee recognizes the fluency exercise that is read for four nights to increase fluency is about a dying pet, the committee does not find this to be inappropriate based on the balance of positivity in the reading. There is reminiscing about the pet. The combination of both offers an opportunity to teach empathy to students. Additionally, there is a teacher note that reminds the teacher "to use their own judgement and understanding of students' needs to determine how to disperse this fluency practice."
1	3	105	Of all the stories that can be used to study adjectives, this one is used. Adjectives include: ashamed, embarrassed, guilty, afraid, humiliated and sorry.	The adjectives that are provided in the teacher editions are sample statements that could be used—not required to be used. It explicitly states, "for example". The student responses are added directly to the Feelings Word Anchor Chart the class is using to accomplish the learning goals.

Grade:	Module:	Page or lesson number(s):	Concerns:	Committee Response:
1	3	135	Depressing. They discuss in class and reading the story of a pet dying. This is also their fluency homework for every evening of the week. They are to read with the emotion sadness.	The committee recognizes the fluency exercise that is read for four nights to increase fluency is about a dying pet, the committee does not find this to be inappropriate based on the balance of positivity in the reading. There is reminiscing about the pet. The combination of both offers an opportunity to teach empathy to students. Additionally, there is a teacher note that reminds the teacher “to use their own judgement and understanding of students’ needs to determine how to disperse this fluency practice.”
1	3	147	Teacher instructing kids to read in a sad voice because they are reading the story about the pet dying	The committee does not share the concern of the complainants and concludes reading aloud with emotion is an acceptable educational practice and has the ability to increase comprehension for students and to develop their understanding of text based on context clues.
1	3	155-156	Teaching "Shades of meaning" for sad. As a first grader, the extensive attention to "feelings" for units 8-12 would be tough. Especially with all the focus on the negative emotions.	While the committee does not share the concern of the complainants in their entirety, the “shades of meaning” lesson has been recommended to include additional “positive” emotions. The Teacher Edition states explicitly “accept all answers as long as they can be supported with text evidence.”
1	3	113-114	Students are asked to focus on finding examples of sad and furious. Of all the adjectives available, the students are asked to look for the negative ones.	While the committee does not share the concern of the complainants in their entirety, it is recommended to include additional “positive” emotions throughout the lesson.
1	3	303-304	deep dive vocabulary - focusing on intensity of words unhappy to angry. Negative feelings	While the committee does not share the concern of the complainants in their entirety, it is recommended to include additional “positive” emotions throughout the lesson.
1	3	309	class is discussing what happens in this part of the book and acting out scenes - including the main character almost giving up and dying	There is not an expectation that students choose the scene related to death. Student choice is focused up here.
1	3	326	manual suggests filming kids acting out scenes from the book and letting another adult watch to provide feedback. This is ELA, not acting. And the teacher should be able to know if the kids grasp the content.	This is an extension activity—not a part of the standard lesson that is taught.
2	3		See attachment	The committee does not understand this concern.
2	3	3	Teacher explains that injustices and unfairness are not the same	The committee does not share the concern of the complainants.

Grade:	Module:	Page or lesson number(s):	Concerns:	Committee Response:
2	3	4	A class volunteer reminds the class of what injustice means. The students are to write what they have learned in regards to the Civil Rights Movement , and also 2 things that they want to learn more about it	The activity described is an appropriate teaching model used to assist students in accessing their background knowledge and develop their skills in reading text. Additionally, it is of benefit to the student learning because teachers can be more responsive to the requests of the students.
2	3	7	A photograph with a racial slur in the background is shown to class. In the novel, “Ruby Bridges Goes to School,” on pages 24 and 25, the teacher explains what a racial slur is and that it is still being used today as a hate speak. The children are to notice the power of language and how it causes pain. The Civil Rights Movement is brought to the front of this lesson.	While the teacher note does offer the teacher suggestions for how to address the racial slur in the background, it also notes that students may or may not notice this word. Teachers are not directed to highlight the use of the word used in the historic picture that is included in the text. It is not explicitly introduced nor highlighted by instruction. The committee does not conclude that the teacher note is incorrect or inappropriate, nor does it find the use of the picture inappropriate in the classroom. The essential question is “how can people respond to injustice”. To adequately understand this, students must have understanding of the injustice being discussed in the text.
2	3	7	Again, the children are then to have a discussion. Teacher’s manual tells the teacher not to have the children be representatives of their race gender or creed and suggests inviting outside speakers or experts to come to the class for expanded lessons . The children are then asked again to write three things they learned about the Civil Rights Movement and two questions about Civil Rights they want to learn more about. Then they are to give presentations about their perspectives. Teacher is to be honest with the feelings they have on the subjects and how it’s important to explore feelings and words and their impact on language. If children are hesitant, it is suggested they use journaling or submit an anonymous answer.	The committee does not understand the citation of this concern. Expanded or extended lessons do not occur in the common pacing in WCS classrooms.
2	3	8	If students are struggling to generate observations and questions, the teacher is supposed to help them focus on a certain aspect of the photograph and direct them to generate one question or observation about the little girl, one about the men in the photograph, and one about the setting. This focus will support students who feel overwhelmed by all that is going on in the photograph.	The committee concludes there appears to be confusion over which photograph is being used. The teacher edition references the cover photograph of the teacher edition—not the photo with the racial slur in it. The committee concludes the activity is appropriate.

Grade:	Module:	Page or lesson number(s):	Concerns:	Committee Response:
2	3	9	Teacher is to collaborate with students to develop a nonverbal signal for injustice such as putting their hand over their heart. Students should signal throughout the module as they hear examples of injustice.	The use of non-verbal cues or hand-signals is common in today's classroom. The use of "accountable talk" includes hand signals to be used to move the learning forward in a classroom. Students may use their hands to say "I agree" with the comment a peer makes, or they may use a hand signal to let the teacher know they need to use the restroom. The strategy is common and effective in many K-12 classrooms.
2	3	9	Children are told again that the struggle for equal rights still continues today and teachers are to share regional stories or current events of injustice with the class.	This is an extension activity—not a part of the standard lesson that is taught.
2	3	19	Wonder charts are introduced. Teachers are to ask various questions including: why was there a law to keep black and white people apart and why did Martin Luther King Jr. go to jail?	The wonder chart is completely blank when introduced to students and is developed by them. It is entirely based on student wondering and noticing. The committee concludes this activity is appropriate.
2	3	25	The word REFUSE is highlighted in the lesson. Children are asked to gather word evidence to support the meaning of refuse. Teacher's suggest "people were dragged out" to show they refused to leave. Children are then to draw stick figures with the word bubbles stating things that might be said at a protest or stating words that might be used in a argument if someone refused to do something.	The activity described is a vocabulary lesson. Drawing vocabulary words is a longstanding strategy used to help students process words. Doing so allows a student to experience the information visually, kinesthetically, and semantically. Additionally, when combined with the task of defining the words in their own language is a direct, immediate application of the learning which is also a common method used to teach vocabulary. The committee concludes this activity is appropriate.
2	3	32	A detailed list provided on why people marched to Washington to protest.	The committee concludes that the list provided is both text-based and historically accurate. The committee does not share the concern of the complainants.
2	3	43	Teacher reminds children that they learned about Emancipation Proclamation in module two.	The committee does not share the concern of the complainants. The committee concludes it is appropriate to remind students what they have previously learned in the school year.
2	3	43	Teachers are to provide background knowledge on slavery and its connection to the Civil War.	The committee does not share the concern of the complainants. The committee concludes it is appropriate to provide background knowledge about topics that will assist students in their learning.

Grade:	Module:	Page or lesson number(s):	Concerns:	Committee Response:
2	3	43	Teachers are to prompt students to remember their discussion on Emancipation Proclamation where they learned about John Henry, a former slave, in module two and reiterate that the Emancipation Proclamation is the name for the order that President Lincoln gave that prompted an end to slavery. Teachers are supposed to remind students that while President Lincoln helped, he certainly was not the only person who brought the end of slavery. In 1963, black and whites still are not treated equally, so it's still not just or fair.	This is an extension activity—not a part of the standard lesson that is taught.
2	3	44	Parts of a story line are explained (before and after) that even after Lincoln abolished slavery, things are still not just or fair.	These are text-dependent questions meaning students must go directly back to the text to show how they explain their answers. The committee concludes this is an acceptable exercise.
2	3	45	Teachers and children are to reread curriculum to find specifics on injustices. Children are instructed there's no need for them to have their own evidence organizer and that the class will use a class organizer instead of an individual one.	The activity presented is a pair work learning activity. It is an instructional option for the teacher to determine if a full group activity is needed as a scaffold to the instruction. The committee determines this is an appropriate decision for the teacher to make based on awareness of student need.
2	3	45	Children are instructed there's no need for them to have their own evidence organizer and that the class will use a class organizer instead of an individual one.	The activity presented is a pair work learning activity. It is an instructional option for the teacher to determine if a full group activity is needed as a scaffold to the instruction. The committee determines this is an appropriate decision for the teacher to make based on awareness of student need.
2	3	49	Teacher reminds students about their use of nonverbal gestures. Teachers are to demonstrate and have students repeat hand motions that represent integration and segregation (i.e., fingers and hands interlocked as integration and hands apart as segregation).	The use of non-verbal cues or hand-signals is common in today's classroom. The use of "accountable talk" includes hand signals to be used to move the learning forward in a classroom. Students may use their hands to say "I agree" with the comment a peer makes, or they may use a hand signal to let the teacher know they need to use the restroom. The strategy is common and effective in many K-12 classrooms.
2	3	55	A class discussion on what makes a good protest song.	The activity described in reinforcing the subject of main idea that is being focused on in the curriculum. It is the element of a specific protest song; the class is not focusing on protest songs in general. The song in this lesson becomes the text or written word the students are learning the subject of main idea through. The committee determines this is appropriately connected to the curriculum.

Grade:	Module:	Page or lesson number(s):	Concerns:	Committee Response:
2	3	56	Children are asked “what injustice does the image show?” It encourages students to look closely at this image and discuss how they know that it depicts something unfair.	The activity described is reinforcing the vocabulary word “injustice”. The committee determines this is instructionally appropriate.
2	3	61	March to Washington is photographed and children are to imagine themselves in the photograph.	The activity described is not a required activity nor is it intended for all learners. It is intended to be a tool in differentiation specifically for students who have not mastered the standard through the auditory discussion. The committee concludes this is appropriate and acceptable in the classroom and trusts the discretion of the teacher as warranted.
2	3	73	Teacher is to ask children about Jim Crow laws and what they do. Teacher discusses Bill Conner Stateans and how he was a person who forced people to follow segregation laws.	The committee does not understand the concern presented but the statement provided does not cause concern for the committee.
2	3	73	Teacher discusses Bill Conner Stateans and how he was a person who forced people to follow segregation laws.	The committee does not understand the concern presented but the statement provided does not cause concern for the committee.
2	3	98	Curriculum highlights that this text has high vocabulary demands for grade 2 and children are to reread “ <i>I Have a Dream</i> ” many times to fully understand it.	The committee acknowledges that there is a note specifically addressed to the teacher that encourages awareness about the high-level vocabulary. Increased rigor in vocabulary instruction is of benefit to students. The committee concludes this is appropriate in the classroom.
2	3	99	Teacher is to explain that an oasis is a place in the middle of the desert where there is water and plants can grow. Support students in noticing how King uses the word heat to describe injustice and oasis to describe freedom. The teacher is to ask, “what would an oasis of freedom feel like? How would it be different from the heat of injustice?” The teacher is to explain that an oasis of freedom would feel good; it would feel like getting water when you are really thirsty and that freedom feels good. Tat the heat of injustice would feel bad and when things are unfair, people feel bad.	The activity described is a scaffold activity. As stated explicitly in the Teacher Edition, it is intended to assist students who may be struggling with the sophisticated topic. The activity draws a parallel and enhances the learning around figurative language. The committee finds this appropriate in the classroom.
2	3	100	Curriculum confirms that this is a sophisticated concept for grade 2.	The curriculum does acknowledge that the concepts presented are sophisticated. The committee concludes this is accurate and of great benefit to Williamson County Schools.
2	3	113	Children are told that MLK Jr. wanted everyone to be treated the same, right down to being able to go to jail together as equals.	The committee does not share the concern of the complainants.

Grade:	Module:	Page or lesson number(s):	Concerns:	Committee Response:
2	3	117	Children are asked to imagine themselves being part of the March On Washington.	The committee does not share the concern of the complainants. Encouraging the learner to find themselves a part of the text is helpful to the development of reading comprehension and the development of empathy.
2	3	113	After looking at a picture, children are to recognize that the clouds are dark and they make them feel that they are in danger. The dark cloud appears to press down on the people and the people are all together. They are not separate; there is no individual. Being together gives the line power.	The committee does not share the concern of the complainants. The strategy used is reinforcing the photograph as text for all readers.
2	3	148	Teachers are to remind children to use their nonverbal signals.	The use of non-verbal cues or hand-signals is common in today's classroom. The use of "accountable talk" includes hand signals to be used to move the learning forward in a classroom. Students may use their hands to say "I agree" with the comment a peer makes, or they may use a hand signal to let the teacher know they need to use the restroom. The strategy is common and effective in many K-12 classrooms.
2	3	155	Teacher is to ask "what might a just world mean?"	The committee does not understand the concern presented but the statement provided does not cause concern for the committee.
2	3	157	Teacher reminds children what the Civil Rights Movement is.	The committee does not understand the concern presented but the statement provided does not cause concern for the committee. Discussing background knowledge with students is an acceptable education strategy used in the K-12 classroom.
2	3	157	Teachers reaffirm the point of being able to go to jail together.	The committee does not understand the concern presented but the statement provided does not cause concern for the committee. Discussing background knowledge with students is an acceptable education strategy used in the K-12 classroom.
2	3	158	Class discusses how the different texts provide similar points about the Civil Rights Movement. Then, students write in their Response Journal to tell how the two texts provide different points about civil rights.	The committee concluded the concern presented addresses the learning standards and goals for the lesson.
2	3	171	The use of the "Liberty and Freedom " poem, pointing out the sad part of the poem specifically.	The concern presented provides only one element of the activity. While there is a focus on the sad, there is a balanced portion that asks for a focus on the happiness as well. The committee concludes this is a helpful, balanced approach.

Grade:	Module:	Page or lesson number(s):	Concerns:	Committee Response:
2	3	197	<i>Wit & Wisdom</i> modules feature a number of craft models, including CSPER and SCAPE. In this module, SCAPE is used to support students in developing exploded moments, a type of narrative writing that often does not include a clear resolution. Teacher is informed that although this is an informational text, its structure lends itself to literary elements.	The committee does not share the concern of the complainants. “Exploded moments writing” is a type of writing and encourages students to write in a variety of styles. It is an effective tool in teaching the elements of story.
2	3	205	Comparison of a calm Ruby Bridges and vicious crowd.	The activity that is presented is based on drawing contrast using the anchor text. There is choice for the students to make throughout the activity. The committee determines the activity supports the learning goal.
2	3	227	Children are to put themselves in Ruby’s shoes to tell the story in the first person.	The committee does not share the concerns of the complainants. The development of empathy through reading is a common practice.
2	3	229	Curriculum reaffirms that these topics are difficult.	The teacher edition is not referring to the topics being difficult as stated in the concern. It is referring to the task.
2	3	239	The photo with a racial slur is reintroduced. This time the slur is removed. Teachers are to discuss as previously directed if children notice.	Students are watching a video and the historic photo is included in the video. The teacher is not expected to highlight the slur or the removal of the slur. The teacher note is intended to remind the teacher of how to proceed should the topic arise. It is not required to be addressed.
2	3	242	Teachers are advised to reuse poems and songs throughout the module.	The activity presented is considered an extended learning opportunity for students. It is not required. The committee concludes that timing would not allow this activity to be used.
2	3	248	Children make detailed lists about what they have learned about Ruby Bridges thus far.	The committee concludes that it is an appropriate strategy to have students determine and discuss what they have learned periodically throughout the lesson.
2	3	253	Children are instructed that emotional and personal writing makes you feel for the writer.	The committee determines that the craft question is appropriate and the answers that are provided in the teacher manual are simply possibilities that may be offered in the classroom rather than requirements. The instruction portion of the lesson emphasizes that “narrative writers use imagination to describe what people in the text may have been thinking or feel or feeling, those descriptions are based on events.”

Grade:	Module:	Page or lesson number(s):	Concerns:	Committee Response:
2	3	266	Students will reread the section that contains the EXPLODED moment in the text they are going to study more closely. Next, they will use the SCAPE strategy to pull out the factual information. Then, they will think deeply about the characters and what is happening to them. This will help them add information to help the reader better understand what it must have been like to be in that situation.	The activity that is presented is determined to be educationally sound. The lesson is a thorough instructional lesson about the craft of writing. The continued analysis of the text is essential to better understand explosive writing—a writing technique students are learning throughout the module. The analysis of characters is appropriately included in this lesson. The SCAPE (Setting, character, problem, action, ending) is a graphic tool to help students pull the historic or factual information from the text rather than simply focusing on an emotion or opinion.
2	3	268	Kids are once again asked to feel how Ruby would feel during this time in her life.	The activity presented adequately supports the learning target that is specifically focused on point of view—understanding how a character in the text feels support this. The committee concludes this is appropriate.
2	3	275	Children learn that different points of view can be experienced at the same time during the storyline.	The activity presented adequately supports the learning target that is specifically focused on point of view—understanding that several points of view can be presented in the text supports this. The committee concludes this is appropriate. Students learning to read with expression is an appropriate expectation related to this module.
2	3	275	Children are encouraged to roleplay during a confrontational time in the story between Ruby and Mrs. Henry. Children are to talk as if they are irritated.	The exercise is rooted in the students understanding the point of view of both characters in the text. Students are encouraged to think about both points of view and express those appropriately. Both are connected to the learning goals of the lesson.
2	3	280	Children are to contribute information they find specifically from the story, not anything that is not from the story line.	The expectation that students cite text evidence rather than share their own personal experiences is an appropriate learning expectation for this assignment.
2	3	285	Text states, “howling people” and “angry mob.”	The committee does not understand the concern presented but the statement provided does not cause concern for the committee.
2	3	289	Children are shown “how do I explode a moment?” in text.	The reference to “explode a moment” is directly related to the writing style previously taught. Students will be writing an exploded moment narrative and this question is highlighting the explicitly that is to come. The committee concludes this is appropriate.
2	3	302	In page 28 of The Story of Ruby Bridges, the teacher explains to students that this book has an “afterword.” Students are to listen closely as it is read aloud. On page 28, the teacher is to ask the children the following: “why did the two white boys eventually come back to the school with Ruby?”	The committee does not understand the concern presented but the statement provided does not cause concern for the committee. It is understood that the activity is a comprehension check of the afterword, and the committee concludes this is appropriate.

Grade:	Module:	Page or lesson number(s):	Concerns:	Committee Response:
2	3	314/326	The curriculum states this is a complex text that will be introduced via pictures initially the entire day, then they will go into reading of the text later.	The committee concludes it is appropriate for students to learn the reading strategy of looking at pictures and utilizing them to support comprehension.
2	3	327	The curriculum examines problems occurring to Mexicans in this timeline.	The committee does not understand the concern presented but the statement provided does not cause concern for the committee.
2	3	334-336	Inferior and superior is highlighted in vocabulary.	The concern presented is unclear to the committee. The lesson is a vocabulary lesson and the words presented are vocabulary words. The language represented historically accurate use of the words as it relates to the text. The committee does not share a concern about the teaching of the words inferior or superior.
2	3	351	Class is informed that the family still faces injustice even after the father served in the World War.	The committee is unsure of the specific concern presented. The story is the individual representation of the families' experiences and challenges.
2	3	354	Class is informed that the family fought so white people would stop thinking they were better than Mexican people.	The committee is unsure of the specific concern presented. The story is the individual representation of the families' experiences and challenges.
2	3	356	Teacher is to reaffirm that segregation makes one group feel bad and one group feel as if they are better than the other.	The assignment of concern is an individual assignment. The chart is completed with independent student answers. The statement of concern is one possible student answer that could be provided—it is not required.
2	3	356	The children are to write as if they were Sylvia, explaining what her thoughts and feelings would be like during this time.	Teaching empathy is a foundational skill being taught at this grade level. The committee determines this is an appropriate task.
2	3	363	Children are to unpack Spanish text to distill the essential meaning of the book. It highlights that "when you fight for injustice, others will follow."	The concern that is presented does not state the quote accurately. The actual quote is "when you fight for justice, others will follow." The committee does not have concerns related to this statement.
2	3	365	Teacher is to point out that Sylvia's aunt didn't fight.	The committee does not arrive at the same conclusion related to this concern. The only reference to Sylvia's aunt is related to a possible student answer to the question the teacher asks.
2	3	365	Teachers is to emphasize the role of legal action in responding to injustice.	The committee determines that statement of concern is one possible response to injustice. The committee concludes this is an accurate statement.
2	3	366	The children are to, again, write as if they are Sylvia.	Writing in the first person and establishing a clear understanding of a point of view is in direct alignment to the learning targets of this module. The committee does not share the concern of the complainants.
2	3	377	The teacher is to connect all lessons about Sylvia, Ruby, and Martin Luther King Jr. comparing the similarities and the differences in how they fight injustice.	The activity presented is an appropriate activity as the module is ending. It is a common strategy to culminate a learning unit by synthesizing all topics studied. The committee does not share the concern of the complainants about this activity.

Grade:	Module:	Page or lesson number(s):	Concerns:	Committee Response:
2	3	382	Teacher is to ask children if they speak two languages.	The committee does not share the concern of the complainants in a teacher asking students if they speak two languages. Engaging students by personalizing their learning is an appropriate educational strategy.
2	3	391	The children write another exploded moment narrative as either Sylvia or Ruby.	The activity that is provided is an activity that is preparing for the end of module task. Students are expected to write from the point of view of one of the women studied. The committee concludes this is an appropriate activity.
2	3	400	Teachers explain to children that nonviolence wasn't an easy idea, especially for southern blacks. They met hate every day, including from the all-white police force. They expected unfair arrests, beatings, or worse from police.	The quote that is presented in the concerns is a quote from the text. The quote is expressed in the past tense and is stating the historic experience of that time period.
2	3	407	Children are to enact a mock interview interviewing Ruby Bridges.	The activity presented is in preparation for the end of module task. Engaging in preparation activities is of benefit to students as a tool to establish mastery of the standards. The committee concludes this is educationally beneficial.
2	3	409	The children are asked "how can 'children' respond to injustice?"	The module is about injustice. The activity presented is a knowledge synthesizing activity. This is the application of knowledge portion of the unit. The committee concludes this is an appropriate activity.
2	3	410	Children write another narrative writing piece.	The committee concludes that writing more than one writing piece is an appropriate expectation.
2	3	413	Children are asked "how does the poem 'Dream ' build your knowledge on the Civil Rights Movement?"	The question that is stated as a concern is a question related directly to the text which is the poem. The committee does not share this concern with complainants.
2	3	414	Children are asked "how can responding to injustice impact the world?"	The question that is presented begins the Socratic seminar that students will participate in. The question is a direct link back to the Response and Impact chart that has been used the entire module. The committee concludes this is a sound instructional practice.
2	3	415	Teacher asks if the children's narratives include at least one thought, one feeling, and one action?" Students are to reflect silently.	The concern presented is not shared by the committee. The strategy being used is a teacher-provided opportunity for student reflection—a commonly used pre-writing strategy used K-12 that is of great benefit to students.
2	3	418	Direct Vocabulary Assessment given. This assessment seems juvenile especially after expecting children to have worked at such high standards during this module.	The activity presented is an accepted strategy for assessing oral/listening comprehension and vocabulary application. The committee does not share the concern presented.
2	3	423	Children are asked what three things they have learned about the Civil Rights Movement, and what two questions about Civil Rights do they want to learn more about?"	The activity described is an appropriate teaching model used to assist students in accessing their background knowledge and develop their skills in reading text. Additionally, it is of benefit to the student learning because teachers can be more responsive to the requests of the students.

Grade:	Module:	Page or lesson number(s):	Concerns:	Committee Response:
2	3	426	Children are asked “Why is it important to respond to injustices? What happens if we don’t respond to injustices?”	The module is about injustice. The committee does not share the concern of the complainants.
2	3	427	The students are asked “What will you do to help make the world a more fair, or just, place?”	The committee does not share the concern of the complainants. Centralizing students in their own learning through questions related to the module study is appropriate.
2	3	19	Wonder charts are introduced. Teachers are to ask various questions including: why was there a law to keep black and white people apart and why did Martin Luther King Jr. go to jail?	The wonder chart is completely blank when introduced to students and is developed by them. It is entirely based on student wondering and noticing. The committee concludes this activity is appropriate.
2	3	25	The word REFUSE is highlighted in the lesson. Children are asked to gather word evidence to support the meaning of refuse. Teacher’s suggest “people were dragged out” to show they refused to leave. Children are then to draw stick figures with the word bubbles stating things that might be said at a protest or stating words that might be used in a argument if someone refused to do something.	The activity that is described is a vocabulary lesson. Drawing vocabulary words is a longstanding strategy used to help students process words. Doing so allows a student to experience the information visually, kinesthetically, and semantically. Additionally, when combined with the task of defining the words in their own language is a direct, immediate application of the learning which is also a common method used to teach vocabulary. The committee concludes this activity is appropriate.
2	3	32	A detailed list provided on why people marched to Washington to protest.	The committee concludes that the list provided is both text-based and historically accurate. The committee does not share the concern of the complainants.
2	3	43	Teacher reminds children that they learned about Emancipation Proclamation in module two.	The committee does not share the concern of the complainants. The committee concludes it is appropriate to remind students what they have previously learned in the school year.
2	3	43	Teachers are to provide background knowledge on slavery and its connection to the Civil War.	The committee does not share the concern of the complainants. The committee concludes it is appropriate to provide background knowledge about topics that will assist students in their learning.
4	3	148	This module covers George vs. George and Colonial Voices, and also includes the Boston Massacre painting by Paul Revere, which they label as propaganda. It pulls quotes about the slaves perspective, that while he doesn't care about the tea tax, he also knows the patriot's don't care about his freedom. Furthermore, the Colonial Voices comes across as a real account of the perspectives of the colonists even though it's FICTION. Are we making sure to clarify this with students so that they know this isn't what colonists really thought? Just seems like we are trying to make it seem like a lot of these voices are actual accounts of how people felt during this period.	There is a specific teacher note that explicitly answers the complainants’ concerns. It reminds students that while the text, <i>Colonial Voices</i> , “often feels like a firsthand account of the perspectives of the colonists on the eve of the revolution, remember to remind students that is really a well-researched fictional account of how colonists might have felt.” Additionally, the exercise offers students the opportunity to explore all thirteen characters in the Colonial Voices—offering varied perspective both in the text and the activity. The committee concludes this is appropriate to support the learning goals.

Grade:	Module:	Page or lesson number(s):	Concerns:	Committee Response:
4	3	298-302	<p>Wood Runner is the text being read where the character has to bury the dead bodies that are from the cabins burned so that animals wouldn't eat them. Seems graphic for 9 year olds. Many good reviews of the book, but most people said either middle school or high school is the right age for it. The content of the questions being asked by these kids and some of the graphic parts they are having to dive into to understand the character and the emotions he felt during some of the more graphic parts of the novel. On a side note, Hatchet and Wood Runner, both books about 13 year olds going through difficult events with strong emotions, are both written by Gary Paulson.</p> <p>Shouldn't we also be looking to find other authors, maybe some with storylines that can balance the dark in either of these two books and with different writing styles. If we are trying to broaden our kids horizons, shouldn't we broaden it with different authors that might write differently?</p>	<p>The concerns presented are related to Woods Runner. This text is not being used in WCS.</p>
5	3		<p>Without seeing the books and videos the teacher will use in this module it is very difficult to make a determination on their point of view. At this level of instruction, the teacher is more important than the curriculum, and a good teacher will present historical information from several, conflicting sources and allow the students to weigh the information and begin to form their own opinions. Two different teachers could use the very same curriculum and teach two very different classes with very different ways of looking at the same material.</p> <p>I'm concerned with the recommendation for the use of "equity sticks." I trust teachers to know their students and know how to encourage participation without having to resort to randomly choosing popsicle sticks, which may even encourage laziness on the part of the teacher.</p>	<p>It is an expectation that teachers use the curriculum provided. Individuality in teacher styles will certainly occur and that is acceptable, appropriate, and encouraged—all within the guidelines of the curriculum and the standards. The practice of calling on volunteers and non-volunteers is a common teaching practice to ensure student engagement with the learning. Teachers are evaluated on the engagement of volunteers and non-volunteers in every lesson. This occurs in their TEAM evaluation framework created and supported by TDOE. The committee does not share the concern that the use of such a strategy may result in laziness on the part of the teacher.</p>

Teacher Edition Outcomes Module 4

Grade:	Module:	Page or lesson number(s):	Concerns:	Committee Response:
1	4	n/a	My concern is the overall idea of presenting the same fairytale from six different cultures or traditions. I think this waters down the story and makes it less likely that it will have an impact on the first grader. Once they know the story - the "real" version, then comparison to other tellings might be interesting, but not in first grade. How about sixth grade for that?	The committee concludes the rigor is appropriate for a first grader.
4	4		See the attachment	The committee does not understand this concern.
5	4	6	Racial division and how the white man had conflict with native Americans. referenced clip from a Civil War documentary showed photos of dead men and horses.	The activity referenced is an extension activity—not a part of the standard lesson that is taught. Additionally, students are not watching the documentary—it is referenced because they are discussing what a documentary is.
5	4	7	Racially charged topic. the same documentary lesson could be achieved without the racial slant	The activity referenced is an extension activity—not a part of the standard lesson that is taught. Additionally, students are not watching the documentary—it is referenced because they are discussing what a documentary is.