



The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students' knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.¹ In grades K-5, programs must also build students' foundational skills to be able to read and write about a range of texts² independently. Thus, a strong ELA classroom is structured with the below components.



Title: **Wit & Wisdom**

Grades: **3-5**

Publisher: **Great Minds**

Copyright: **2016**

Overall Rating: **Tier I, Exemplifies quality**

[Tier I](#), [Tier II](#), [Tier III](#) Elements of this review:

STRONG	WEAK
1. Quality of Texts (Non-Negotiable)	
2. Range and Volume of Texts	
4. Coherence of Tasks (Non-Negotiable)	
5. Text-Dependent Questions (Non-Negotiable)	
6. Writing to Sources, Spkng., Listening, Language	
7. Assessment	
8. Scaffolding and Support	

Each set of submitted materials was evaluated for alignment with the standards beginning with a review of the indicators for the non-negotiable criteria. If those criteria were met, a review of the other criteria ensued.

Tier 1 ratings received a “Yes” for all Criteria 1-8.

Tier 2 ratings received a “Yes” for all non-negotiable criteria, but at least one “No” for the remaining criteria.

Tier 3 ratings received a “No” for at least one of the non-negotiable criteria.

Click below for complete grade-level reviews:

[Grade 3 \(Tier 1\)](#)

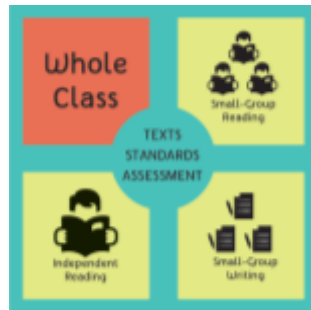
[Grade 4 \(Tier 1\)](#)

[Grade 5 \(Tier 1\)](#)

¹ A volume of texts is a collection of texts written about similar topics, themes, or ideas.

² A range of texts are texts written at different reading levels.

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.³ In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts⁴ independently. Thus, a strong ELA classroom is structured with the below components.



Title: **Wit & Wisdom**

Grade: **3**

Publisher: **Great Minds**

Copyright: **2016**

Overall Rating: **Tier I, Exemplifies quality**

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
1. Quality of Texts (Non-Negotiable)	
2. Range and Volume of Texts	
4. Coherence of Tasks (Non-Negotiable)	
5. Text-Dependent Questions (Non-Negotiable)	
6. Writing to Sources, Spkng., Listening, Language	
7. Assessment	
8. Scaffolding and Support	

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 8 may not apply.)

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 8.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.

Tier 3 ratings receive a “No” in Column 1 for at least one of the non-negotiable criteria.

³ A volume of texts is a collection of texts written about similar topics, themes, or ideas.

⁴ A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 1. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.⁵ Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p> <p>REQUIRED 1b) At least 90% of texts are authentic⁶ and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	<p>Yes</p> <p>Yes</p>	<p>Texts are appropriately complex for 3rd grade. Quantitatively, texts range from Lexile scores of 450L-1090L. Although some texts are above the grade level band and require teacher directed instruction, a majority of texts are appropriately complex. For example, Alvin Ailey has a Lexile level of 880 and includes figurative language, domain specific vocabulary, and a complex text structure. Texts range in complexity with varying text structures, meaning/purpose, knowledge demands, and language.</p> <p>More than 90% of the texts are authentic offering rich opportunities for students to meet the grade-level standards. Various disciplines are included, from literary and informational texts, including Arts, Poetry, and Music. Many award-winning titles are included. For example, Module 1 texts, include, The Great Wave off Kanagawa, Katsushika Hokusai, The Boating Party, Mary Cassat, The Gulf Stream, Winslow Homer, The Fantastic Undersea Life of Jacques Cousteau, Dan Yaccarino, Giant Squid: Searching for a Sea Monster, Mary M. Cerullo and Clyde F. E. Roper, Shark Attack!, Cathy East Dubowski, Amos & Boris, William Steig Supplementary texts include, “Cousteau’s Silent World: Shipwreck Excerpt”, “Quest for the Giant Squid”, “Sperm Whale Encounter”, “Why the Ocean Matters” Poetry titles include, “The Sea Wind,” Sara Teasdale Stories and “The Lion and the Mouse,” The Full Text of Aesop’s Fables.</p>

⁵ The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5>. More information may be found in the Louisiana Believes Documents: “[Guide for Determining Text Complexity](#)” and “[Creating Text Sets for Whole-Class Instruction](#)”

⁶ Authentic texts are previously published rather than “commissioned.”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>REQUIRED</p> <p>1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p>	Yes	<p>The materials allow students to build knowledge by including several of complex texts focusing on a central theme or topic. For example, in Module 4, students read several connected texts about artists and the arts. Texts include, Emma's Rug, Alvin Ailey, Excerpt from Alvin Ailey's interview, I Saw the figure 5 in Gold, and A River of Words: The Story of William Carlos Williams. Students use these texts to build knowledge on what inspires artists, how artists make art, and their character traits.</p> <p>The texts are given multiple careful readings and are used for 4-5 lessons. Each Module contains an Overview and Navigation Guide providing a list of texts and supplementary texts. Each Module also contains Essential Questions, keeping students focused on the topic.</p>
	<p>1d) Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	<p>Appropriately complex texts build students' knowledge in key topics. While texts do not increase in complexity through the grade level, they do increase in complexity across the grade bands.</p>
<p>2. RANGE AND VOLUME OF TEXTS:</p> <p>Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</p>	<p>REQUIRED</p> <p>2a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	Yes	<p>Of the texts in this grade band, 12 core texts are informational; 7 are literary. An appropriate amount of instructional time is spent on both literature and informational texts.</p>
	<p>REQUIRED</p> <p>2b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	Yes	<p>Materials include text, photography, videos, multimedia, and art.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	Yes	The majority of the informational texts are written in a traditional informational text structure.
	2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	Yes	The Volume of Reading lists provided as Appendix D with each module detail additional recommended titles at an appropriate range of quantitative text complexity levels. The Volume of Reading lists also include a variety of text types depicting a range of ideas and perspectives. To encourage and track students' regular independent reading, each module includes a series of questions students respond to as they engage in reading independently.
Section II. Foundational Skills (grades K-5 only)			
Tier 1 and 2 Non-Negotiable* 3. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. <input type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED *Indicator for grades K-2 only 3a) Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.	N/A	
	REQUIRED 3b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	N/A	
	REQUIRED 3c) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol	N/A	

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<p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>		
	<p>REQUIRED</p> <p>3d) Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	N/A	
	<p>REQUIRED</p> <p>3e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>	N/A	
	<p>REQUIRED</p> <p>3f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	N/A	
	<p>3g) *Indicator for grades K-2 only</p> <p>Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic</p>	N/A	

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	value.		
	3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	N/A	
Section III. Questions and Tasks			
<p>Tier 1 and 2 Non-Negotiable</p> <p>4. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>4a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	Yes	<p>The materials offer coherent sets of questions and tasks that focus on students' understanding of the text. For example, in Lesson 1, when reading Emma's Rug, students begin by completing a T-chart to describe the following: "What I notice and What I wonder." Students then answer basic questions about characters, setting, and plot. Questions continue: "How does the illustration on the cover of Emma's Rug contribute to your understanding of the title? What evidence helps you identify the main character in Emma's Rug? What is the main problem in the story?" Students then work in groups to complete a shared graphic organizer about artists, biographical information, character traits, inspiration, style, and significance.</p>
<p>REQUIRED</p> <p>4b) Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	Yes	<p>In each Module, the lessons pose coherent, thoughtfully sequenced questions that build and apply knowledge in reading, writing, speaking, listening, and language through quality complex texts. For example, in Lesson 2, students complete a speaking and listening process checklist when engaging in a discussion with their "think-pair-share" partner. Students share reflections whole class and complete a character traits graphic organizer in pairs. Students also engage in creating a thesis statement for writing.</p>	

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	<p>REQUIRED 4c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	Yes	<p>Each lesson includes a vocabulary focus that is central to the students understanding the text. The curriculum contains a "Daily Deep Dive" which is a 15-minute mini-lesson that focuses on specific vocabulary acquisitions or style and convention skills, connecting this work to activities and texts in the core lessons. Speaking and writing opportunities remind students to use newly learned academic vocabulary. Students also use academic vocabulary in their responses to text-dependent questions in the lessons and Deep Dive activities.</p>
<p>Tier 1 and 2 Non-Negotiable 5. TEXT-DEPENDENT QUESTIONS: Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 5a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	Yes	<p>The majority of questions in the materials are text dependent and text specific. Students have opportunities to pose questions and write in response throughout the lessons. Examples of text dependent questions include: "How do artists explore the sea?" (Module 1-Focus Question) "What is the central message of a painting?" (Module 1 Lesson 3-Content Framing Question) "What does a deeper exploration of William Steig's word choices and illustrations reveal in Amos & Boris?" (Lesson 6-Content Framing Question) "What does a deeper exploration of the illustrations and text reveal in Ocean Sunlight: How Tiny Plants Feed the Seas?" (Lesson 11-Content Framing Question) "How do Ocean Sunlight: How Tiny Plants Feed the Seas and The Fantastic Undersea Life of Jacques Cousteau build my knowledge of the sea and scientists who study the sea?" (Lesson 17-Content Framing Question)</p>
	<p>REQUIRED 5b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i></p>	Yes	<p>The materials in this curriculum have questions and tasks that include the language of the standards and require students to engage in thinking in depth and with the complexity required by the standards. Examples include: "Collaboratively complete a story map to organize the</p>

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			<p>elements of 'The Lion and the Mouse.'</p> <p>"What details from the story did you include when you retold the 'The Lion and the Mouse'?"</p> <p>"How does your knowledge of Amos's character and the setting help clarify the meaning of the word overwhelmed?"</p> <p>"How do the words and illustrations explaining Amos's attempts to catch the Rodent clarify the meaning of the word desperately?"</p>
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p>	<p>Yes</p>	<p>Throughout the modules, students participate in varied writing performance tasks, each with a clear task, audience, and purpose, which provide teachers and students with an assessment opportunity to measure learning.</p>
	<p>REQUIRED *Indicator for grades 3-12 only 6b) A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	<p>Yes</p>	<p>Students work individually with their own graphic organizers or their own note-taking or annotation systems to collect and record evidence prior to expressing their understandings through writing or speaking, in the Wit & Wisdom Socratic Seminars, Focusing Question Tasks, or End-of-Module Tasks</p>
	<p>REQUIRED *Indicator for grades K-2 only 6c) Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	<p>N/A</p>	
	<p>REQUIRED 6d) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades,</p>	<p>Yes</p>	<p>Students practice with writing tasks aligned to the three modes of writing: opinion/argumentative, informative, and narrative. In their summative and culminating performances after each Focusing Question series and at the end of each module,</p>

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	<p>narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.</p>		<p>students are directed to produce opinions or arguments, informative/explanatory responses, and narratives. There are several short research opportunities in the grade 3 curriculum.</p>
	<p>6e) Materials provide models for writing and student exemplars to support writing development in English language arts.</p>	<p>Yes</p>	<p>Exemplars and rubrics are provided in a supplemental document (Implementation Guide: A Guide for Teachers).</p>
	<p>6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.</p>	<p>Yes</p>	<p>The Style and Conventions Deep Dives (15-minute mini-lessons that follow and stem from the activities and texts in the core lessons) provide explicit instruction and practice by following a sequence of stages and questions, designed to build student skill with grade-appropriate grammar and conventions and provide opportunities for application:</p> <ul style="list-style-type: none"> • Examine: Why is ___ important? • Experiment: How does ___ work? • Execute: How do I use ___ in ___ (task)? • Excel: How do I improve ___? <p>Wit & Wisdom offers alignment documentation of the standards addressed by each module’s specific lessons, written assessments, and Deep Dives in the Module Map within the Module Overview.</p>
<p>7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex</p>	<p>REQUIRED 7a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Yes</p>	<p>Lessons build on each other and build toward the assessments. Students complete a daily check for understanding so that the teacher and students are aware of progress and deficiencies throughout the module.</p>
	<p>REQUIRED 7b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p>	<p>Yes</p>	<p>Rubrics are included for scoring the different modes of writing, Socratic Seminar, etc. Exemplars of student work are also provided.</p>
	<p>REQUIRED</p>	<p>Yes</p>	<p>The curriculum offers formative and summative</p>

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<p>text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>		<p>assessments. Students self-assess using checklists throughout the modules. For example, in Grade 3, Module 3, A New Home, students engage in ongoing, formative lesson-level Checks for Understanding, such as these from Lessons 2 and 3:</p> <ul style="list-style-type: none"> • "Identify the characters, setting, and plot in 'Grandfather's Journey.' (RL.3.2)" • "Explain how Grandfather's actions, thoughts, and feelings affect the events in 'Grandfather's Journey.' (RL.3.3)" <p>In Lesson 10, students participate in a Socratic Seminar to discuss "Did Masako make a good decision when she chose to stay in Japan? Why or why not?" As part of their seminar activities, students complete a "Socratic Seminar Self-Assessment" organizer to reflect on their preparation, participation, and speaking and listening skills.</p> <p>At the end of the Focusing Question series, students write an essay explaining the similarities and differences of the immigration experiences of the two main characters from the module texts. In this assessment, students are evaluated on their writing skill (introduction, use of linking words, appropriate style), vocabulary knowledge and use, as well as on their ideas and use of textual evidence. .</p>
	<p>7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	<p>Yes</p>	<p>Assessments are aligned to standards, unbiased, and accessible to all students. Teachers are instructed to show exemplar samples and to provide checklists for students to score their work. Students are also provided with graphic organizers leading up to writing tasks so that they have the scaffolds and guidance necessary.</p>
<p>Section IV. Scaffolding and Support</p>			
<p>8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below</p>	<p>REQUIRED 8a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with</p>	<p>Yes</p>	<p>Each module contains an introduction and pre-reading activity. Activities are brief and designed to engage the student and provide any needed background information prior to reading</p>

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<p>grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p>		
	<p>REQUIRED 8b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p>	Yes	<p>Isolated reading strategies are not a focus of the Wit & Wisdom program. Instead, students use strategies to reach full comprehension. Wit & Wisdom builds students' comprehension of complex texts through the use of Core Practices (questioning, annotating, summarizing, and collecting evidence) that can be transferred and applied to other complex-text reading situations. The Wit & Wisdom Content Stages and Content Framing Questions are designed to build students' knowledge and insight into how to approach and read complex texts--by rereading and engaging in a process of noticing, organizing, revealing, distilling, and understanding</p>
	<p>REQUIRED 8c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	Yes	<p>Materials provide for multiple reads of each text selection, as well as reteaching opportunities through questioning to ensure student mastery of skills.</p>
	<p>REQUIRED 8d) The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	Yes	<p>Each module is designed and laid out identically to the others, establishing consistency and ease of use.</p>
	<p>8e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	No	<p>The curriculum does not include support for English Language Learners. Suggestions for re-teaching are not provided. Recommendations for supplemental texts to support, extend, or enrich student learning are not included; However, occasionally throughout the lessons, Alternate Activity suggestions are included for differentiation, extension, or scaffolding.</p>

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	8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Yes	The Wit & Wisdom program is designed to be completed in an academic year and includes specific time management and planning suggestions in the Implementation Guide in the form of Sample Daily Schedules, Mapping a Year of Wit & Wisdom, and Setting Up a Wit & Wisdom Classroom. Each grade level includes an abbreviated introductory module and four comprehensive modules to be taught in order, each of which consist of approximately thirty to thirty-five core lessons and Deep Dives. Within each lesson, specific time frames are suggested for each student activity within each section of the lesson (the Welcome, Launch, Learn, Land, and Wrap sections). Additionally, time is built in for testing weeks.

FINAL EVALUATION

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 8.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.

Tier 3 ratings receive a “No” in Column 1 for at least one of the non-negotiable criteria.

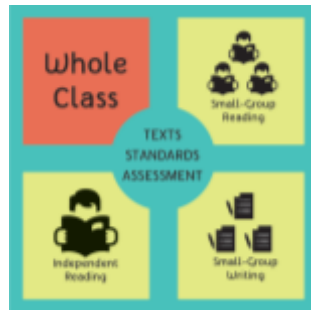
Compile the results for Sections I-VII to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts (Non-Negotiable)	Yes	The core and supplemental texts are appropriately complex for the grade level. Most texts are authentic and cover various disciplines.
	2. Range and Volume of Texts	Yes	There is an appropriate amount of instructional time spent on literary and informational texts.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills (Non-Negotiable*)	N/A	
III: Questions and Tasks	4. Coherence of Tasks (Non-Negotiable)	Yes	Tasks through the use of texts are meaningful and connected in each Module.
	5. Text-Dependent Questions (Non-Negotiable)	Yes	Questions are text-dependent and tasks use the language of the standards.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	All modes of writing are included in Wit & Wisdom. Language deep dives accompany lessons.
	7. Assessments	Yes	Formative and summative assessment, checklists, and rubrics are included.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
IV: Scaffolding and Support	8. Scaffolding and Support	Yes	Each module contains an introduction and pre-reading activity. Activities are brief and designed to engage the student and provide any needed background information prior to reading.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

*As applicable

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.⁷ In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts⁸ independently. Thus, a strong ELA classroom is structured with the below components.



Title: Wit & Wisdom

Grade: 4

Publisher: Great Minds

Copyright: 2016

Overall Rating: Tier I, Exemplifies quality

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
1. Quality of Texts (Non-Negotiable)	
2. Range and Volume of Texts	
4. Coherence of Tasks (Non-Negotiable)	
5. Text-Dependent Questions (Non-Negotiable)	
6. Writing to Sources, Spkng., Listening, Language	
7. Assessment	
8. Scaffolding and Support	

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 8 may not apply.)

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 8.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.

Tier 3 ratings receive a “No” in Column 1 for at least one of the non-negotiable criteria.

⁷ A volume of texts is a collection of texts written about similar topics, themes, or ideas.

⁸ A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable</p> <p>1. QUALITY OF TEXTS:</p> <p>Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud</i></p>	<p>REQUIRED</p> <p>1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.⁹ Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p>	Yes	<p>Texts are appropriately complex for 4th grade. Quantitatively, texts range from Lexile scores of 640L-1120L. The anchor text, "Walk Two Moons" has multiple themes, a narrative structure that tells multiple stories, and background knowledge about myths. "Understanding Greek Myths" Lexile score is 970. This nonfiction text includes text features, complex sentences, domain specific vocabulary, and knowledge about culture. Texts range in complexity with varying text structures, meaning/purpose, knowledge demands, and language.</p>
	<p>REQUIRED</p> <p>1b) At least 90% of texts are authentic¹⁰ and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	Yes	<p>More than 90% of the texts are authentic offering rich opportunities for students to meet the grade-level standards. Various disciplines are included, from literary and informational texts, including Arts, Poetry, and Music. Many award-winning titles are included. Module 4 texts include, Hatchet, Gary Paulsen, "All Summer in a Day," Ray Bradbury, Mountains, Seymour Simon, SAS Survival Handbook: The Ultimate Guide to Surviving Anywhere, John "Lofty" Wiseman", "Dust of Snow," Robert Frost, "Stopping by Woods on a Snowy Evening," Robert Frost, Fallingwater, Frank Lloyd Wright.</p>

⁹ The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5>. More information may be found in the Louisiana Believes Documents: "[Guide for Determining Text Complexity](#)" and "[Creating Text Sets for Whole-Class Instruction](#)"

¹⁰ Authentic texts are previously published rather than "commissioned."

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p><i>material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p>	<p>Yes</p>	<p>The materials and tasks are a coherent sequence and collection of texts allowing students to build knowledge about topics, themes, and vocabulary. For example, the learning goal in Lesson 1 is to generate ideas and questions to guide further reading about Greek mythology. In pairs, students read "Gifts from God" and complete a read, think, and wonder chart. Students generate questions about myths and analyze the word "invincible" using the inside outside strategy. In Lesson 2, students read to determine the following: "What are myths?", "How does the bolded text relate to the other paragraphs?", "How does the bolded text relate to the other paragraphs?", and "How do the illustrations relate to the text?"</p>
	<p>1d) Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	<p>Yes</p>	<p>Appropriately complex texts build students' knowledge in key topics. While texts do not increase in complexity through the grade level, they do increase in complexity across the grade bands.</p>
<p>2. RANGE AND VOLUME OF TEXTS:</p> <p>Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</p>	<p>REQUIRED</p> <p>2a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	<p>Yes</p>	<p>Of the texts in this grade band, 7 core texts are informational; 11 are literary. An appropriate amount of instructional time is spent on both literature and informational texts.</p> <p>For example, in module 2, core texts include poetry by Robert Frost, a classic short story by Ray Bradbury, an informational handbook on survival, a young adult adventure novel, and an informational text on mountains.</p>
	<p>REQUIRED</p> <p>2b) Materials include texts of different formats (e.g., print</p>	<p>Yes</p>	<p>Materials include text, photography, videos, multimedia, and art.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).		
	2c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).	Yes	The majority of the informational texts are written in a traditional informational text structure.
	2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.	Yes	The Volume of Reading lists provided as Appendix D with each module detail additional recommended titles at an appropriate range of quantitative text complexity levels. The Volume of Reading lists also include a variety of text types depicting a range of ideas and perspectives. To encourage and track students' regular independent reading, each module includes a series of questions students respond to as they engage in reading independently..
Section II. Foundational Skills (grades K-5 only)			
Tier 1 and 2 Non-Negotiable* 3. FOUNDATIONAL SKILLS: Materials provide instruction and diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.	REQUIRED *Indicator for grades K-2 only 3a) Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing abundant opportunities for every student to become proficient in each of the foundational skills.	N/A	
	REQUIRED 3b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced. In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.	N/A	
	REQUIRED 3c) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input type="checkbox"/> Yes <input type="checkbox"/> No *As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)	symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English. <i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i> In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.		
	REQUIRED 3d) Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.	N/A	
	REQUIRED 3e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.	N/A	
	REQUIRED 3f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.	N/A	
	3g) *Indicator for grades K-2 only Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments	N/A	

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	offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.		
	3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.	N/A	
Section III. Questions and Tasks			
<p>Tier 1 and 2 Non-Negotiable</p> <p>4. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>4a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	Yes	The materials offer coherent sets of questions and tasks that focus on students' understanding of the text. For example, in Lesson 3 students begin with a graphic organizer to help them understand the meaning of Pandora's box. Then students answer questions that include: "Describe the main Greek Gods. What role did they play in Greek Life? What evidence supports the point that Greek Gods controlled life on earth? Why were the creation myths important to the Ancient Greeks? Why were morality myths important to the ancient Greeks?"
	<p>REQUIRED</p> <p>4b) Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	Yes	In each Module, the lessons pose coherent, thoughtfully sequenced questions that build and apply knowledge in reading, writing, speaking, listening, and language through quality complex texts. Each lesson contains a read aloud which requires students to listen to the texts for important details. Students then work in pairs to analyze words and complete graphic organizers to make meaning from text.
	<p>REQUIRED</p> <p>4c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) and engaging students with multiple repetitions</p>	Yes	Each lesson includes a vocabulary focus that is central to the students understanding the text. The curriculum contains a "Daily Deep Dive" which is a 15-minute mini-lesson that focuses on specific vocabulary acquisitions or style and convention skills, connecting this work to activities and texts in the core lessons. Speaking and writing opportunities remind students to use newly learned academic vocabulary. Students also use academic vocabulary in their responses to text-

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).		dependent questions in the lessons and Deep Dive activities.
<p>Tier 1 and 2 Non-Negotiable</p> <p>5. TEXT-DEPENDENT QUESTIONS:</p> <p>Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>5a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>Yes</p>	<p>The majority of questions in the materials are text dependent and text specific. Students have opportunities to pose questions and write in response throughout the lessons. For example, in Grade 4, Module 1, A Great Heart, Lesson 9, students consider the following questions that require them to write and speak to sources. “Looking closely at pages 6 and 7, how do the illustrations help the reader understand the hard science? Provide details from the book to support your answer.”</p> <p>“How does figurative language convey meaning in 'The Circulatory Story'?”</p> <p>In Lesson 10, students determine the main ideas and paraphrase their text learning in a summary.</p> <p>In Lesson 13 students have continued their work with the text and now consider the question:</p> <p>“What new figurative language is used to describe the heart on pages 14 and 15, and what does it convey about the heart?”</p> <p>In Lesson 16, students participate in a Socratic Seminar to discuss "What is the essential meaning of 'The Circulatory Story'?"</p>
	<p>REQUIRED</p> <p>5b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i></p>	<p>Yes</p>	<p>The materials in this curriculum have questions and tasks that include the language of the standards and require students to engage in thinking in depth and with the complexity required by the standards. Examples include:</p> <p>What was the problem in this myth? How was it resolved?</p> <p>What can we learn about the beliefs of the ancient Greeks from this story? How does this myth relate to our vocabulary word moral?</p> <p>Discuss why students acted in the way they did.</p> <p>Compile a list of adjectives together to describe each setting, and help students connect the settings to the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p>	Yes	<p>character descriptions and behavior.</p> <p>Throughout the modules, students participate in varied writing performance tasks, each with a clear task, audience, and purpose, which provide teachers and students with an assessment opportunity to measure learning. For example, in module 2, Extreme Settings, Lesson 3, Welcome, students complete a 3-2-1 Entrance Ticket, writing "3 things the children did to Margot, ...2 short descriptions of Venus from the story, and ...1 reason the other children dislike Margot."</p>
	<p>REQUIRED *Indicator for grades 3-12 only 6b) A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.</p>	Yes	<p>Students work individually with their own graphic organizers or their own note-taking or annotation systems to collect and record evidence prior to expressing their understandings through writing or speaking, in the Wit & Wisdom Socratic Seminars, Focusing Question Tasks, or End-of-Module Tasks</p>
	<p>REQUIRED *Indicator for grades K-2 only 6c) Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p>	N/A	
	<p>REQUIRED 6d) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s).</p> <p>In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research</p>	Yes	<p>Students practice with writing tasks aligned to the three modes of writing: opinion/argumentative, informative, and narrative. In their summative and culminating performances after each Focusing Question series and at the end of each module, students are directed to produce opinions or arguments, informative/explanatory responses, and narratives. There are several short research opportunities in the grade 4 curriculum. For example, in module 1, students are asked to research and interpret the meaning of the Great Heart. In module 3, students are asked to write an opinion about the American Revolution using multiple sources.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	independently.		
	6e) Materials provide models for writing and student exemplars to support writing development in English language arts.	Yes	Exemplars and rubrics are provided in a supplemental document (Implementation Guide: A Guide for Teachers).
	6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.	Yes	The Style and Conventions Deep Dives (15-minute mini-lessons that follow and stem from the activities and texts in the core lessons) provide explicit instruction and practice by following a sequence of stages and questions, designed to build student skill with grade-appropriate grammar and conventions and provide opportunities for application: <ul style="list-style-type: none"> • Examine: Why is ___ important? • Experiment: How does ___ work? • Execute: How do I use ___ in ___ (task)? • Excel: How do I improve ___? Wit & Wisdom offers alignment documentation of the standards addressed by each module’s specific lessons, written assessments, and Deep Dives in the Module Map within the Module Overview.
7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s). <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 7a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.	Yes	Lessons build on each other and build toward the assessments. Students complete a daily check for understanding so that the teacher and students are aware of progress and deficiencies throughout the module.
	REQUIRED 7b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.	Yes	Rubrics are included for scoring the different modes of writing, Socratic Seminar, etc. Exemplars of student work are also provided.
	REQUIRED 7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.	Yes	The curriculum offers formative and summative assessments. Students self-assess using checklists throughout the modules.
	7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	Assessments are aligned to standards, unbiased, and accessible to all students. Teachers are instructed to show exemplar samples and to provide checklists for students to score their work. Students are also provided with graphic organizers leading up to writing

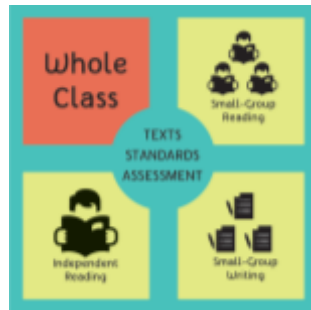
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			tasks so that they have the scaffolds and guidance necessary.
Section IV. Scaffolding and Support			
<p>8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 8a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p> <p>REQUIRED 8b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p> <p>REQUIRED 8c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Each module contains an introduction and pre-reading activity. Activities are brief and designed to engage the student and provide any needed background information prior to reading</p> <p>Isolated reading strategies are not a focus of the Wit & Wisdom program. Instead, students use strategies to reach full comprehension. Wit & Wisdom builds students' comprehension of complex texts through the use of Core Practices (questioning, annotating, summarizing, and collecting evidence) that can be transferred and applied to other complex-text reading situations. The Wit & Wisdom Content Stages and Content Framing Questions are designed to build students' knowledge and insight into how to approach and read complex texts--by rereading and engaging in a process of noticing, organizing, revealing, distilling, and understanding</p> <p>Materials provide for multiple reads of each text selection, as well as reteaching opportunities through questioning to ensure student mastery of skills .For example, in module 3, The Redcoats Are Coming!, students progress through the Content Stages with an informational text, "George vs. George: The American Revolution as Seen from Both Sides," by Rosalyn Schanzer. In Lesson 1, students Wonder, asking "What do I notice and wonder about the book 'George vs. George: The American Revolution as Seen from Both Sides?'" In Lesson 2, students Organize their ideas, asking "What's happening on pages 7-18 of 'George vs. George'?"</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>In Lesson 6, students look at the text more deeply-- Reveal: "What does a deeper exploration of perspective reveal in the texts about the Boston Massacre?"</p> <p>In Lesson 7, students distill their understanding, answering the question: "What is the central message of the texts and artwork about the Boston Massacre?"</p> <p>In Lesson 8, students consolidate their knowledge, considering: "How do 'George vs. George,' 'Massacre in King Street,' and 'The Boston Massacre' help build my knowledge?"</p>
	<p>REQUIRED 8d) The materials are easy to use and well organized for students and teachers. The reading selections are centrally located within the materials and obviously the center of focus.</p>	Yes	Each module is designed and laid out identically to the others, establishing consistency and ease of use.
	<p>8e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).</p>	No	The curriculum does not include support for English Language Learners. Suggestions for re-teaching are not provided. Recommendations for supplemental texts to support, extend, or enrich student learning are not included; However, occasionally throughout the lessons, Alternate Activity suggestions are included for differentiation, extension, or scaffolding.
	<p>8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	Yes	The Wit & Wisdom program is designed to be completed in an academic year and includes specific time management and planning suggestions in the Implementation Guide in the form of Sample Daily Schedules, Mapping a Year of Wit & Wisdom, and Setting Up a Wit & Wisdom Classroom. Each grade level includes an abbreviated introductory module and four comprehensive modules to be taught in order, each of which consist of approximately thirty to thirty-five core lessons and Deep Dives. Within each lesson, specific time frames are suggested for each student activity within each section of the lesson (the Welcome, Launch, Learn, Land, and Wrap sections). Additionally, time is built in for testing weeks.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL EVALUATION			
<i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 8.			
<i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.			
<i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts (Non-Negotiable)	Yes	The core and supplemental texts are appropriately complex for the grade level. Most texts are authentic and cover various disciplines.
	2. Range and Volume of Texts	Yes	There is an appropriate amount of instructional time spent on literary and informational texts.
II: Foundational Skills (grades K-5 only)	3. Foundational Skills (Non-Negotiable*)	N/A	
III: Questions and Tasks	4. Coherence of Tasks (Non-Negotiable)	Yes	Tasks through the use of texts are meaningful and connected in each Module.
	5. Text-Dependent Questions (Non-Negotiable)	Yes	Questions are text-dependent and tasks use the language of the standards.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	All modes of writing are included in Wit & Wisdom. Language deep dives accompany lessons.
	7. Assessments	Yes	Formative and summative assessment, checklists, and rubrics are included.
IV: Scaffolding and Support	8. Scaffolding and Support	Yes	Each module contains an introduction and pre-reading activity. Activities are brief and designed to engage the student and provide any needed background information prior to reading.
FINAL DECISION FOR THIS MATERIAL: Tier I, Exemplifies quality			

*As applicable

The goal of English language arts is for students to read, understand, and express understanding of complex texts independently. To accomplish this goal, programs must build students’ knowledge and skill in language, comprehension, conversations, and writing integrated around a volume of complex texts and tasks.¹¹ In grades K-5, programs must also build students’ foundational skills to be able to read and write about a range of texts¹² independently. Thus, a strong ELA classroom is structured with the below components.



Title: Wit & Wisdom

Grade: 5

Publisher: Great Minds

Copyright: 2016

Overall Rating: Tier I, Exemplifies quality

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
1. Quality of Texts (Non-Negotiable)	
2. Range and Volume of Texts	
4. Coherence of Tasks (Non-Negotiable)	
5. Text-Dependent Questions (Non-Negotiable)	
6. Writing to Sources, Spkng., Listening, Language	
7. Assessment	
8. Scaffolding and Support	

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 8 may not apply.)

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 8.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.

Tier 3 ratings receive a “No” in Column 1 for at least one of the non-negotiable criteria.

¹¹ A volume of texts is a collection of texts written about similar topics, themes, or ideas.

¹² A range of texts are texts written at different reading levels.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I. Text Selection			
<p>Tier 1 and 2 Non-Negotiable 1. QUALITY OF TEXTS: Texts are of sufficient scope and quality to provide text-centered and integrated learning that is sequenced and scaffolded to (1) advance students toward independent reading of grade-level texts and (2) build content knowledge (e.g., ELA, social studies, science, and the arts). The quality of texts is high—they support multiple readings for various purposes and exhibit exceptional craft and thought and/or provide useful information. Materials present a progression of complex texts as stated by Reading Standard 10.</p> <p><i>(Note: In K and 1, Reading Standard 10 refers to read-aloud material. Complexity standards for student-read texts are applicable for grades 2+.)</i></p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 1a) In grades 2-12, materials provide texts that are appropriately complex for the identified grade level according to the requirements outlined in the standards. Measures for determining complexity include quantitative and qualitative analysis.¹³ Poetry and drama are analyzed only using qualitative measures.</p> <p>In grades K-2, extensive read-aloud texts allow sufficient opportunity for engagement with text more complex than students could read themselves.</p> <p>REQUIRED 1b) At least 90% of texts are authentic¹⁴ and offer rich opportunities for students to meet the grade-level ELA standards; the texts are well-crafted, representing the quality of content, language, and writing that is produced by experts in various disciplines.</p>	<p>Yes</p> <p>Yes</p>	<p>The core texts used in this curriculum are of appropriate qualitative complexity for the grade level. The core texts, quantitatively, represent appropriate complexity as measured by Lexile framework for the grade level. Texts range from 680L to 1060L. Core texts in grade 5 include Thunder Rolling in the Mountains, Scott O’Dell, Excerpt from “Lincoln Hall Speech,” The Phantom Tollbooth, Norton Juster, The Boys’ War, Jim Murphy, The River Between Us, Richard Peck, and We Are the Ship: The Story of Negro League Baseball, Kadir Nelson.</p> <p>90% of the core and subtexts in this curriculum are authentic and provide vast opportunities to meet grade level standards for ELA. The texts allow for students to make use of text structure, meaning/purpose, language conventions, and knowledge demands in all texts. The selections include many award-winning titles by award winning authors</p> <p>There are a variety of texts and text types that allow students to meet grade level standards. Student quote evidence from the text to explain what text says or drawing inferences. The modules offer opportunities with multiple sources, such as texts, websites, maps, videos, and sculptures, allowing students to draw information from multiple sources to answer research questions about athletes, teams, and sports. Students synthesize this information to participate in discussions, complete writings tasks and assessments which meets standard Students also compare and contrast text structures, events, ideas, concepts, and</p>

¹³ The process for determining quantitative and qualitative measures is available at <http://www.louisianabelieves.com/docs/teacher-toolbox-resources/guide---how-to-determine-text-complexity-grades-k-12.pdf?sfvrsn=5>. More information may be found in the Louisiana Believes Documents: “[Guide for Determining Text Complexity](#)” and “[Creating Text Sets for Whole-Class Instruction](#)”

¹⁴ Authentic texts are previously published rather than “commissioned.”

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			information in two or more informational texts to support understanding of the texts' main ideas or points.
	<p>REQUIRED</p> <p>1c) Materials provide a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>Within a sequence or collection, quality texts of grade-level complexity are selected for multiple, careful readings throughout the unit of study.</p> <p>In grades K-2, the inclusion of read-aloud texts in addition to what students can read themselves ensures that all students can build knowledge about the world through engagement with rich, complex text. These texts as well must form a coherent sequence or collection of connected texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p>	Yes	<p>The materials provided in this curriculum provide a coherent sequence or collection of texts that build vocabulary knowledge and knowledge about topics, themes, and ideas through tasks in reading, writing, listening, speaking, and language.</p> <p>The texts are sequenced to build knowledge of particular themes, topics, and ideas. For example: Module 1 Cultures in Conflict -Essential Question: How do cultural beliefs and values guide people? Focusing Question 1: How did U.S. westward expansion impact Native American cultures in the West? -How did the Nez Perce's homeland sustain their lifestyle and culture? -What role do stories play in Nez Perce culture? -How does the conflict between the Nez Perce and the U.S. government reveal differing cultural beliefs and values?</p> <p>The texts are given multiple careful readings and are referred to throughout the module.</p>
	<p>1d) Texts increase in complexity as materials progress throughout the grade level and across grade bands. Read-aloud texts follow the same trend, although they may have greater variability because listening skills in elementary school generally outpace reading skills.</p>	Yes	<p>Appropriately complex texts build students' knowledge in key topics. While texts do not increase in complexity through the grade level, they do increase in complexity across the grade bands.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>2. RANGE AND VOLUME OF TEXTS: Materials reflect the distribution of text types and genres suggested by the standards (e.g. RL.K.9, RL.1.5, RI.1.9, RL.2.4, RI.2.3, RL.3.2, RL.3.5, RI.4.3, RL.5.7, RI.7.7, RL.8.9, RI.9-10.9, and RL.10/RI.10 across grade levels.)</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 2a) In grades K-12, ELA materials seek a balance in instructional time between literature and informational texts. (Reviewers will consider the balance within units of study as well as across the entire grade level using the ratio between literature/informational texts to help determine the appropriate balance.)</p>	Yes	There is a balance of instructional time between literature and informational texts. 3 core texts in grade 5 are literary and 3 are informational.
	<p>REQUIRED 2b) Materials include texts of different formats (e.g., print and non-print, including film, art, music, charts, etc.) and lengths (e.g. short stories and novels).</p>	Yes	Materials include text, photography, videos, multimedia, and art.
	<p>2c) Materials include many informational texts with an informational text structure rather than a narrative structure. In grades 6-12, materials include literary nonfiction (e.g. speeches, biographies, essays).</p>	No	<p>The informational texts include speeches, biographies, memoirs, essays, articles, and reviews. For example, in module 3, as students build knowledge of the Civil War, they supplement the core literary and informational texts with additional articles, films and videos, maps, multimedia presentations of content, and photographs.</p> <p>However, several of the informational texts do have a narrative structure. For example, in module 4, the core text, We Are the Ship: The Story of Negro League Baseball, Kadir Nelson is an informational text with a narrative structure. .</p>
	<p>2d) Additional materials increase the opportunity for regular, accountable independent reading of texts that appeal to students' interests to build reading stamina, confidence, motivation, and enjoyment and connect to classroom concepts or topics to develop knowledge.</p>	Yes	The Volume of Reading lists provided as Appendix D with each module detail additional recommended titles at an appropriate range of quantitative text complexity levels. The Volume of Reading lists also include a variety of text types depicting a range of ideas and perspectives. To encourage and track students' regular independent reading, each module includes a series of questions students respond to as they engage in reading independently..
Section II. Foundational Skills (grades K-5 only)			
<p>Tier 1 and 2 Non-Negotiable* 3. FOUNDATIONAL SKILLS: Materials provide instruction and</p>	<p>REQUIRED *Indicator for grades K-2 only 3a) Materials follow a sequence of appropriate foundational skills instruction indicated by the standards while providing</p>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>diagnostic support in concepts of print, phonological awareness, phonics, vocabulary, development, syntax, and fluency in a logical and transparent progression. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>*As applicable (e.g., when the scope of the materials is comprehensive and considered a full program)</p>	<p>abundant opportunities for every student to become proficient in each of the foundational skills.</p>		
	<p>REQUIRED 3b) In grades K-2, materials include engaging, content-rich, and phonetically controlled student texts that allow for systematic, explicit, and frequent practice of foundational skills as they are introduced.</p> <p>In grades 3-5, materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	N/A	
	<p>REQUIRED 3c) In grades K-2, materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words, including high-frequency words, by using sound-symbol knowledge and knowledge of syllabication and regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><i>(Note: Instruction and practice with roots, prefixes, and suffixes is applicable for grade 1 and higher.)</i></p> <p>In grades 3-5, materials provide instruction and practice in word study including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>	N/A	
	<p>REQUIRED 3d) Materials encourage students to self-monitor and to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	N/A	
	<p>REQUIRED 3e) Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and</p>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>silent reading, that is, to read a wide variety of grade-appropriate prose, poetry, and informational texts with accuracy, rate appropriate to the text, and expression. This should include monitoring that will allow students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness, and accuracy.</p>		
	<p>REQUIRED 3f) Materials guide students to read grade-level text with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p>	<p>N/A</p>	
	<p>3g) *Indicator for grades K-2 only Materials provide opportunities for teachers to assess students' mastery of foundational skills and respond to the needs of individual students based on ongoing assessments offered at regular intervals. Monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p>	<p>N/A</p>	
	<p>3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.</p>	<p>N/A</p>	
<p>Section III. Questions and Tasks</p>			
<p>Tier 1 and 2 Non-Negotiable 4. COHERENCE OF TASKS: Materials contain meaningful, connected tasks that build student knowledge and provide opportunities for students to read, understand, and express understanding of complex texts through speaking and listening, and writing. Tasks integrate reading, writing, speaking and listening, and include</p>	<p>REQUIRED 4a) Coherent sequences of questions and tasks focus students on understanding the text and its illustrations (as applicable), making connections among the texts in the collection, and expressing their understanding of the topics, themes, and/or ideas presented in the texts. Questions and tasks are developed so that students build knowledge and skill over the course of the unit.</p>	<p>Yes</p>	<p>The materials offer a coherent sets of questions and tasks that focus students on understanding the text, making connection among the texts in a collection, and expressing understanding of the topics presented in the tasks. This is evident in the general design. In the modules, each module has an essential question that guides the module. Within that layer lie focus questions which tie to a distinct set of lessons. The entirety on knowledge gained through various exercises culminates in an end of module project/writing assignment. For example, in Grade 5, Module 4, Breaking Barriers, students wrestle with the Essential Question: "How</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>components of vocabulary, syntax, and fluency, as needed, so that students can gain meaning from text.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>can sports influence individuals and societies?" The module's Focusing Questions and related Focusing Question Tasks focus students on the texts, topics, and ideas to build their knowledge and skill over the course of the module:</p> <p>Focusing Question 1: How can sports affect the way we view others?</p> <p>Focusing Question 2: How can sports create opportunities for change?</p> <p>Focusing Question 3: How can people challenge or overcome barriers through sports?</p> <p>Focusing Question 4: How can sports influence individuals and societies?</p>
	<p>REQUIRED</p> <p>4b) Questions and tasks are designed so that students build and apply knowledge and skills in reading, writing, speaking, listening, and language through quality, grade-level complex texts. For example, in grade 6, students read a text, work collaboratively to develop a plan for analyzing or emulating the text, write a response, and then share their writing with a peer who reviews the writing against using a peer review checklist.</p>	<p>Yes</p>	<p>At each grade level and in each module, the lessons pose coherent, thoughtfully sequenced questions that:</p> <ul style="list-style-type: none"> • require students to attend to word meaning, details, events, ideas and language. • move beyond the literal meaning and require inferences. • explore the deeper meaning of the texts. • require a close reading of specific phrases and quotations from the text. • build towards the Focusing Question Tasks and the End-of-Module Task. • focus on the “core” of the texts.
	<p>REQUIRED</p> <p>4c) Questions and tasks support students in examining the language (vocabulary, sentences, and structure) critical to the meaning of texts measured by Criteria 1 and 2; questions and tasks also focus on advancing depth of word knowledge through emphasizing word meaning and relationships among words (e.g., concept- and thematically-related words, word families, etc.) and engaging students with multiple repetitions of words in varied contexts (e.g., reading different texts, completing tasks, engaging in speaking/listening).</p>	<p>Yes</p>	<p>Questions and tasks support students in learning academic and content-specific vocabulary and language and syntax. As they acquire vocabulary and build language skills, students have ample, varied opportunities for application while reading, listening, writing, and speaking.</p> <p>In addition, the program’s daily Deep Dives are 15-minute mini-lessons that focus on a specific vocabulary acquisition or style and conventions skill, and connect this work to the activities and text in the core lesson.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Questions and tasks from Deep Dives, which are focused on syntax or on students' paying particular attention to how and why individual sentences are constructed as they support students in unpacking more complex syntax.</p> <p>There are ample speaking and writing opportunities, with reminders to use newly learned academic vocabulary (specifically in the Socratic Seminars and the culminating assessments). Students use specific academic vocabulary in their responses to text-dependent questions in the lessons and Deep Dive activities.</p> <p>-The analysis of rich texts and use of sentence frames offer opportunities for students to regularly engage in noticing and using academic language.</p> <p>- When students read new text, identify unfamiliar vocabulary, and determine its meaning, they demonstrate the ability to acquire vocabulary from reading.</p> <p>-Daily text-dependent questions, core lesson activities, Learning Goals and Checks for Understanding, and culminating assessments that guide students to use academic vocabulary and language.</p>
<p>Tier 1 and 2 Non-Negotiable</p> <p>5. TEXT-DEPENDENT QUESTIONS:</p> <p>Text-dependent and text-specific questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence in support of meeting other grade-specific standards.</p>	<p>REQUIRED</p> <p>5a) A majority of questions in the materials are text dependent and text specific; student ideas are expressed through both written and spoken responses.</p>	<p>Yes</p>	<p>The majority of questions in the materials are text dependent and text specific. Students have opportunities to pose questions and write in response throughout the lessons.</p> <p>For example, in Grade 5, Module 1:Cultures in Conflict, Lesson 3:</p> <p>-Natural resources are materials provided by the Earth that are useful to people. What are some of the natural resources that the Nez Perce's homeland offered? Consider what you learned from the texts as well as from the film "A Landscape of History."</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>REQUIRED 5b) Questions and tasks include the language of the standards and require students to engage in thinking at the depth and complexity required by the grade-level standards to advance and deepen student learning over time. <i>(Note: not every standard must be addressed with every text.)</i></p>	<p>Yes</p>	<p>-Which sentence states the big idea of this paragraph? What is that big idea?" -How does the author develop, or prove, this essential idea in the paragraph?" -Read the last sentence of the paragraph. What job would you say this sentence performs in this paragraph?" -In their Knowledge Journals, in the section for Knowledge of the World, students record one big takeaway from reading the texts about the Nez Perce, or Nimiiipuu, homeland."</p> <p>The materials in this curriculum have questions and tasks that include the language of the standards and require students to engage in thinking in depth and with the complexity required by the standards. For example, in Grade 5, Module 4, students advance and deepen their learning with standards-based instruction with informational texts, such as in Lesson 6 when they "Identify the overall text structure of '2nd Inning'; reflect on how text structure improves comprehension of the text. (RI.5.5)" and in Lesson 9 when students "Compare and contrast how two articles use text structures to highlight a famous Negro League baseball player. (RI.5.1, RI.5.5, W.5.10)"</p>
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE: The majority of tasks are text-dependent or text-specific, reflect the writing genres named in the standards, require communication skills for college and career readiness, and help students meet the language standards for the grade.</p>	<p>REQUIRED 6a) Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts measured by Criteria 1 and 2; those opportunities are prominent, varied in length and time demands (e.g., informal peer conversations, note taking, summary writing, discussing and writing short-answer responses, whole-class formal discussions, shared writing, formal essays in different genres, on-demand and process writing, etc.), and require students to engage effectively, as determined by the grade-level standards.</p>	<p>Yes</p>	<p>Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts Throughout the modules, students participate in varied writing performance tasks, each with a clear task, audience, and purpose, which provide teachers and students with an assessment opportunity to measure learning. For example, in module 3, A War Between Us, Lesson 12, students write an opinion essay in which they explain whether being a soldier in the Civil War affected boys for the better or for the worse. To prepare for the task, students</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			complete an Evidence Organizer, a graphic organizer designed to help students generate reasons, evidence, and elaboration. .
	REQUIRED *Indicator for grades 3-12 only 6b) A vast majority of oral and written tasks at all grade levels require students to demonstrate the knowledge they built through the analysis and synthesis of texts, and present well-defended claims and clear information, using grade-level language and conventions and drawing on textual evidence to support valid inferences from text.	Yes	Students work individually with their own graphic organizers or their own note-taking or annotation systems to collect and record evidence prior to expressing their understandings through writing or speaking, in the Wit & Wisdom Socratic Seminars, Focusing Question Tasks, or End-of-Module Tasks. For example, in Grade 5, Module 3, Focusing Question Task 2, students state an opinion about whether being a soldier in the Civil War affected boys for the better or for the worse. In the prompt for the task, students are reminded to "Use evidence from 'The Boys' War' to develop two reasons. Elaborate on your evidence to support your reasons."
	REQUIRED *Indicator for grades K-2 only 6c) Materials address grade-level foundation standards that require students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.	N/A	
	REQUIRED 6d) Materials include multiple writing tasks aligned to the three modes of writing (opinion/argumentative, informative, narrative) as outlined by the standards at each grade level. For example, as students progress through the grades, narrative prompts decrease in number and increase in being based on text(s). In grades 3-12, tasks included blended modes (i.e., analytical writing). For example, materials engage students in many shared (grades K-2) or short research projects annually to develop the expertise needed to conduct research independently.	Yes	Students practice with writing tasks aligned to the three modes of writing: opinion/argumentative, informative, and narrative. In their summative and culminating performances after each Focusing Question series and at the end of each module, students are directed to produce opinions or arguments, informative/explanatory responses, and narratives. There is only one research project in Module 4, which requires students to go outside of Module texts to find original information and ideas.
	6e) Materials provide models for writing and student exemplars to support writing development in English language arts.	Yes	Exemplars and rubrics are provided in a supplemental document (Implementation Guide: A Guide for Teachers).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>6f) Materials explicitly address the grammar and language conventions specified by the language standards at each grade level and build on those standards from previous grade levels through application and practice of those skills in the context of reading and writing about unit texts. For example, materials create opportunities for students to analyze the syntax of a quality text to determine the text’s meaning and model their own sentence construction and writing after texts as a way to develop more complex sentence structure and usage.</p>	<p>Yes</p>	<p>The Style and Conventions Deep Dives (15-minute mini-lessons that follow and stem from the activities and texts in the core lessons) provide explicit instruction and practice by following a sequence of stages and questions, designed to build student skill with grade-appropriate grammar and conventions and provide opportunities for application:</p> <ul style="list-style-type: none"> • Examine: Why is ___ important? • Experiment: How does ___ work? • Execute: How do I use ___ in ___ (task)? • Excel: How do I improve ___? <p>Wit & Wisdom offers alignment documentation of the standards addressed by each module’s specific lessons, written assessments, and Deep Dives in the Module Map within the Module Overview.</p> <p>For example, in Lesson 9, students practice with conjunctions which aligns to standard L 5.1; in Lesson 10 students apply knowledge of the prefix sym- to deepen understanding of the words sympathy and sympathetic. In Lesson 14 students generate synonyms and antonyms for the words fortitude, resilience, and antagonism to better understand the text (standard L.5.5)</p>
<p>7. ASSESSMENTS: Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed grade-specific standards with appropriately complex text(s).</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 7a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to measure their independent abilities.</p> <p>REQUIRED 7b) Aligned rubrics or assessment guidelines (such as scoring guides or student work exemplars) are included and provide sufficient guidance for interpreting student performance.</p> <p>REQUIRED 7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Lessons build on each other and build toward the assessments. Students complete a daily check for understanding so that the teacher and students are aware of progress and deficiencies throughout the module.</p> <p>Rubrics are included for scoring the different modes of writing, Socratic Seminar, etc. Exemplars of student work are also provided.</p> <p>The curriculum offers formative and summative assessments. Students self-assess using checklists throughout the modules.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.	Yes	Assessments are aligned to standards, unbiased, and accessible to all students. Teachers are instructed to show exemplar samples and to provide checklists for students to score their work. Students are also provided with graphic organizers leading up to writing tasks so that they have the scaffolds and guidance necessary.
Section IV. Scaffolding and Support			
8. SCAFFOLDING AND SUPPORT: Materials provide all students, including those who read below grade level, with extensive opportunities and support to encounter and comprehend grade-level complex text as required by the standards. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 8a) Pre-reading activities and suggested approaches to teacher scaffolding are focused and engage students with understanding the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.	Yes	Each module contains an introduction and pre-reading activity. Activities are brief and designed to engage the student and provide any needed background information prior to reading
	REQUIRED 8b) Materials must have the goal of students gaining full comprehension of complex text (through read-aloud in grades K-1) and do not confuse or substitute mastery of strategies for full comprehension of text; reading strategies support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.	Yes	Isolated reading strategies are not a focus of the Wit & Wisdom program. Instead, students use strategies to reach full comprehension. Wit & Wisdom builds students' comprehension of complex texts through the use of Core Practices (questioning, annotating, summarizing, and collecting evidence) that can be transferred and applied to other complex-text reading situations. The Wit & Wisdom Content Stages and Content Framing Questions are designed to build students' knowledge and insight into how to approach and read complex texts--by rereading and engaging in a process of noticing, organizing, revealing, distilling, and understanding
	REQUIRED 8c) Materials regularly direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there.	Yes	Materials provide for multiple reads of each text selection, as well as reteaching opportunities through questioning to ensure student mastery of skills.
	REQUIRED 8d) The materials are easy to use and well organized for students and teachers. The reading selections are centrally	Yes	Each module is designed and laid out identically to the others, establishing consistency and ease of use. Menus are easy to navigate. Tool bars are user friendly.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	located within the materials and obviously the center of focus.		
	8e) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, reteaching strategies or suggestions for supporting texts, suggestions for more advanced texts for extension, etc.).	No	The curriculum does not include support for English Language Learners. Suggestions for re-teaching are not provided. Recommendations for supplemental texts to support, extend, or enrich student learning are not included; However, occasionally throughout the lessons, Alternate Activity suggestions are included for differentiation, extension, or scaffolding.
	8f) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	Yes	The Wit & Wisdom program is designed to be completed in an academic year and includes specific time management and planning suggestions in the Implementation Guide in the form of Sample Daily Schedules, Mapping a Year of Wit & Wisdom, and Setting Up a Wit & Wisdom Classroom. Each grade level includes an abbreviated introductory module and four comprehensive modules to be taught in order, each of which consist of approximately thirty to thirty-five core lessons and Deep Dives. Within each lesson, specific time frames are suggested for each student activity within each section of the lesson (the Welcome, Launch, Learn, Land, and Wrap sections). Additionally, time is built in for testing weeks.

FINAL EVALUATION

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 8.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria (Quality of Texts, Foundational Skills (as applicable), Coherence of Tasks, and Text-Dependent Questions), but at least one “No” in Column 1 for the remaining criteria.

Tier 3 ratings receive a “No” in Column 1 for at least one of the non-negotiable criteria.

Compile the results for Sections I-VII to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts (Non-Negotiable)	Yes	The quality of texts, measured quantitatively and qualitatively, supports multiple readings for various purposes.
	2. Range and Volume of Texts	Yes	There is a balance of literary and informational texts in the grade 5 curriculum.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
II: Foundational Skills (grades K-5 only)	3. Foundational Skills (Non-Negotiable*)	N/A	
III: Questions and Tasks	4. Coherence of Tasks (Non-Negotiable)	Yes	Each module is guided by an over-arching essential question that connects to the theme of the unit. Questions and tasks support students in examining language.
	5. Text-Dependent Questions (Non-Negotiable)	Yes	Questions and tasks require students to cite evidence from text and make connections across multiple texts within the module.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	All modes of writing are included in this curriculum. Language deep dives accompany lessons.
	7. Assessments	Yes	Formative and summative assessments, checklists and rubrics are all included.
IV: Scaffolding and Support	8. Scaffolding and Support	Yes	Each module contains an introduction and pre-reading activity. Activities are brief and designed to engage the student and provide any needed background information prior to reading.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

*As applicable

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.