



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: 6-8

Publisher: Great Minds

Copyright: 2016

Overall Rating: Tier I, Exemplifies quality

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

STRONG	WEAK

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 6 \(Tier 1\)](#)

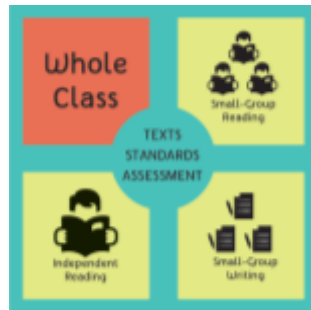
[Grade 7 \(Tier 1\)](#)

[Grade 8 \(Tier 1\)](#)

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: 6

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</p> <p>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</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.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>	Yes	Using quantitative and qualitative analysis, texts vary in complexity. Texts in this curriculum include a variety of structures, including, but not limited to, narrative, poetry, and informational texts. In addition, language increases complexity as in Out of the Dust. For example, in Module 1, the novel Bud, Not Buddy by Christopher Paul Curtis is appropriate for this grade level in content and difficulty; The author's use of dialect increases difficulty of this text. Hesse's novel, Out of the Dust, is written in verse, increasing difficulty of text, yet the content and subject matter remain grade appropriate. Supplemental texts include "The Drought" (PBS) and "Hoovervilles" (history.com). Both are well above grade level in terms of syntax and vocabulary, but are appropriate using reader and task considerations for this module. These texts link historical content to the fictional pieces, though, providing background information about a time period grade 06 students would otherwise not have.
	<p>REQUIRED</p> <p>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>	Yes	Texts are authentic and offer opportunities to meet the LSS. Texts include published works, such as Bud, Not Buddy and I am Malala. The curriculum is aligned to the CCSS.

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><i>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>	Yes	<p>Each module in the curriculum contains an essential question (EQ). Each EQ is broken down and investigated through focusing questions. Each focusing question is explored through multiple lessons. This design provides connected texts that build vocabulary knowledge about topics, themes, and ideas.</p> <p>Some texts are included multiple times, requiring materials to be read and reread carefully. In Module 2, for example, Book IV of Ramayana is presented through three different translations; Book 23 of The Odyssey is presented through six different translations.</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>Although text complexity does not increase as students progress through the grade 06 modules, texts 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>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>Of the texts in this grade band, 15 texts are informational; 16 are literary out of 31 total. An appropriate amount of instructional time is spent on both literature and informational texts.</p>
		Yes	<p>Materials include print texts of varied lengths, as well as non-print text in the forms of videos and images. Units represent literature (poetry, short stories, novels) and informational (historical articles, scientific articles).</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	50% of the texts in the curriculum are informational texts, and two-thirds of the informational texts are of an informational text structure. One-third are of a narrative 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	Additional texts found in Appendix D can be assigned by the teacher and are accompanied by assessments. These additional texts correlate to the theme of the unit and provide additional independent practice.
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 *As applicable (e.g., when the scope of the materials is	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 relationships of English. <i>(Note: Instruction and practice with roots, prefixes, and</i>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
comprehensive and considered a full program)	<p><i>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 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 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 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 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>	N/A	
	<p>3h) Materials provide abundant and easily implemented materials so teachers can readily provide more time,</p>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	attention and practice for those students who need it.		
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>Each module is guided by an over-arching essential question that connects to the theme of the unit. This EQ is then broken down into sub-questions focusing learning more directly and providing support for student understanding. Tasks align with the EQ and are scaffolded over several lessons. (For example: Module 1 Focus Question: Lessons 22-25 - "How does hardship alter the characters' perspectives in Out of the Dust?" Framing Question: Lesson 22: "How do stylistic devices reveal Billie Jo's changing perspective? During the lesson, students gather evidence from the poem to identify changing emotions of Billie Jo then analyze what her emotions reveal about her perspective of an event in the text.</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>Lessons within the modules are designed so that students build and apply knowledge in reading, writing, speaking, listening, and language over the course of the module. For example, in module 1, initial lessons focus on fluency. Then students work on a short writing task. The next set of lessons require speaking and listening. Finally, lessons move into a focused writing task. All lessons incorporate the text and building knowledge about the text in order to speak and write about the text.</p>
	<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>	Yes	<p>Questions and tasks support students in examining language. Questions and tasks require students to cite evidence from the text and make connections across multiple texts within the unit.</p>

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<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>	Yes	<p>Reading selections contain multiple reading tasks that require students to reread and answer text specific questions. Responses must be supported with evidence from the text. Some tasks require students to work in groups to discuss responses, while independent tasks require written response. (Example: Module 4, Lesson 8: "How do the heroic actions of Shackleton and the men in chapters 10 and 11 help them survive in such an extremely hostile environment?" Students discuss question in small groups and then write responses independently.)</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>	Yes	<p>Questions/tasks include direct language from standards. For example, Reading Literature standard 5 in grade six states, "Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot." Lesson four in Module 2 of the materials connects to this standard directly with the learning goal, "Analyze how the structure of the Ramayana functions and advances its plot."</p>
<p>6. WRITING TO SOURCES, SPEAKING AND LISTENING, AND LANGUAGE:</p> <p>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</p> <p>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>Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts.(Example: Module 4, Lesson 8: "How do the heroic actions of Shackleton and the men in chapters 10 and 11 help them survive in such an extremely hostile environment?" Students discuss question in small groups and then write responses independently.)</p>
	<p>REQUIRED *Indicator for grades 3-12 only</p> <p>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</p>	Yes	<p>Modules include analysis and synthesis of texts through questions and process writing assignments. (Example: Module 1 - last several lessons in this module focus on a culminating writing assignment requiring students to complete a process writing assessment. Multiple lessons are spent on the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	language and conventions and drawing on textual evidence to support valid inferences from text.		assignment, students are required to research the text, provide evidence, and support claims.)
	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	Assignments address argumentative, informative, and narrative writing, with the greater focus (63%) being on informative writing and the remaining split between argumentative and narrative. However, only one research project is included in the 8th grade curriculum.
	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	Grammar and language conventions are addressed through the use of mini-lessons built into each lesson. For example, in Module 3: Lesson 10, there is a Style and Conventions Deep Dive with a focus to incorporate appropriate shifts in pronoun person and number to clarify meaning. (L.6.1.c).
7. ASSESSMENTS: Materials offer assessment opportunities that genuinely	REQUIRED 7a) Measurement of progress via assessments should include gradual release of supporting scaffolds for students to	Yes	Gradual release is built into the Wit & Wisdom program through the Content Stages (Wonder, Organize, Reveal, Distill, and Know) and the Craft

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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	measure their independent abilities.		Stages (Examine, Experiment, Execute, and Excel). Ongoing, formative assessments are present in each lesson, with daily Learning Goals and corresponding Checks for Understanding. Each lesson also includes an Analyze section that offers guidance on evaluating the lesson-level formative assessments and responding to them with instructional Next Steps. Completing the daily formative assessments prepares students for the more formal, summative and cumulative assessments (i.e., Vocabulary Assessments, Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and End-of-Module Assessments).
	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 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 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. (Example: Module 2: Lesson 1 - begins with a video of how one man defines a hero. There is also a background video on the making of this video, should it be needed. The video then ties into the historical text of the unit.)

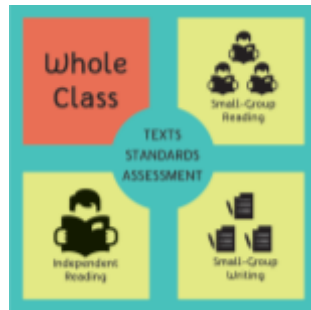
CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>required by the standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED 8b) Materials must have the goal of students gaining full comprehension of complex 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>Yes</p>	<p>Materials provide for multiple reads of each text selection, varying levels of DOK in questioning and tasks, strategies support comprehension as well as analysis and synthesis.</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>Materials provide for reading and rereading of material and reteaching opportunities through questioning to ensure student mastery of skills. For example, Lesson 16 of Module 2 directs the teacher to display parts of the text on a projector and ask questions for discussion based directly on the passages.</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>	<p>Yes</p>	<p>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.</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>	<p>No</p>	<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>
	<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>	<p>Yes</p>	<p>The curriculum provides instruction/lessons for 140 days of a 180-day school year. Lessons are designed for an 90-minute class period - those middle schools on block schedule would have no problem completing this curriculum within the given timeframe. Additionally, with the 40 day "cushion," time is built in for testing weeks.</p>

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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	Texts are appropriate in grade level based on syntax, vocabulary, and content. Texts represent a range of informational and literature, rich, authentic texts. Some texts are included multiple times, but through varying translations, requiring materials to be read and reread carefully.
	2. Range and Volume of Texts	Yes	Materials include print texts of varied lengths, as well as non-print text in the forms of videos and images. Units represent literature (poetry, short stories, novels) and informational (historical articles, scientific articles).
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. Questions and tasks require students to cite evidence from the text and make connections across multiple texts within the unit.
	5. Text-Dependent Questions (Non-Negotiable)	Yes	Reading selections contain multiple reading tasks that require students to reread and answer text specific questions. Responses must be supported with evidence from the text. Some tasks require students to work in groups to discuss responses, while independent tasks require written response.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	Assignments address argumentative, informative, and narrative writing, with the greater focus being on informative writing and the remaining split between argumentative and narrative.
	7. Assessments	Yes	The curriculum materials include scaffolded formative and summative assessments.

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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

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Title: Wit & Wisdom

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STRONG	WEAK
1. Quality of Texts (Non-Negotiable)	
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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</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	Texts are appropriately complex. Texts include novels, narratives, poetry, and informational texts. Texts include a diverse range of language and vocabulary, including allegory (<i>Animal Farm</i>) and historical text.
	<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	Texts are authentic and offer opportunities to meet the LSS. Texts include published works, such as <i>Animal Farm</i> and <i>Code Talker</i> . Note: The curriculum is aligned to the CCSS.

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>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</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>Each module in the curriculum contains an essential question (EQ). Each EQ is broken down and investigated through focusing questions. Each focusing question is explored through multiple lessons. This design provides connected texts that build vocabulary knowledge about topics, themes, and ideas. For example, Module 4, “Fever” is explored via an essential question: “How can times of crisis affect citizens and society?” The texts are all connected to this essential question as are the tasks of reading, writing, speaking, listening, and language. The unit includes a variety of texts that vary in complexity, from the historical fiction novel, <i>Fever 1973</i>, to the poem, “Invictus.”</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>Texts increase in complexity across the grade level and 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>There are more informational texts than literary texts in the grade 7 curriculum; However, the majority of literature is in novel structure, allowing for a balance of time between literary texts and the informational texts. The majority of the informational texts are in the form of articles.</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 print texts of varied lengths, as well as non-print text in the forms of videos and images. Units represent literature (poetry, short stories, novels) and informational (historical articles, scientific articles). The materials include music, such as “A</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			Beautiful Dawn,” photographs, such as Flag Raising on Iwo Jima, and propaganda posters, such as “Americans All.”
	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	Materials include many informational texts of varying structure (speeches, biographies, narrative format, essays, articles).
	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	Additional texts found in Appendix D can be assigned by the teacher and are accompanied by assessments. These additional texts correlate to the theme of the unit and provide additional independent practice.

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	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<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	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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>Each module is guided by an essential question that connects to the theme of the unit. This EQ is then broken down into sub-questions focusing learning more directly and providing support for student understanding. Tasks align with the EQ and are scaffolded over several lessons. For example, in Module 2, “Americans All,” questions include, “How did World War II affect individuals,” “What does being Navajo mean to the protagonist of Code Talker,” and “Why is the organization of ideas in a paragraph important?”</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>Lessons within the modules are designed so that students build and apply knowledge in reading, writing, speaking, listening, and language over the course of the module. For example, Lesson 3 in Module 2 proceeds from a whole group “Learn” section in which students describe characters, plot, and setting in Code Talker, to a small group “Learn” section where students analyze character traits using a graphic organizer, to an individual “Land/Wrap” section where students complete an exit ticket to answer the content-framing question, “What is happening in Code Talker.” The “Wrap” section also includes an option for the teacher to assign fluency homework to students who need extra practice.</p>	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<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	Questions and tasks support students in examining language. Questions and tasks require students to cite evidence from the text and make connections across multiple texts within the unit.
<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	Reading selections contain multiple reading tasks that require students to reread and answer text specific questions. Responses must be supported with evidence from the text. Some tasks require students to work in groups to discuss responses, while independent tasks require written response. For example, Lesson 16 in Module 4 asks students to read a section of An American Plague and then discuss observations, encouraging them to return to the text. Students also have opportunities to write, such as filling out a graphic organizer to connect figures from An American Plague with text structure while referring to specific areas of the text. Finally, students have an opportunity to discuss their learning in response to the graphic organizer in which the teacher is prompted to redirect students back to the text
	<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	Some questions and tasks include the exact language of the standard. Those questions that do not contain the language of the standard are structured in a way to build on student understanding of the focus standard(s) of the lesson. For example, a New Read Assessment asks students, “One theme developed in chapter 7 is that mothers often want a better life for their children. How does Anderson develop this theme in the chapter? Explain, incorporating two examples from the chapter 7.”

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	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts. For example, in Module 3, students are assessed with the instructions, “Write an argument paragraph about which of the three animals - Squealer, Boxer, or the sheep - is most influential in helping Napoleon gain and maintain power in Animal Farm,” which is directly asking students to develop a claim with reasoning and evidence.
	<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	Modules include analysis and synthesis of texts through questions and process writing assignments.
	<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 independently.</p>	Yes	Assignments address argumentative, informative, and narrative writing, with the greater focus (78%) being on informative writing and the remaining split between argumentative and narrative. However, only one research project is included in the 8th grade curriculum.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<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>Grammar and language conventions are addressed through the use of mini-lessons built into each lesson. For example, Lesson 5 of Module 2 focuses on why “being precise and concise” is important in informational writing. In Lesson 6, students are given a paragraph that relates to the text for practice revising for precision.</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>Yes</p>	<p>Progress via assessments include a gradual release of supporting scaffolds for students to measure their independent abilities. For example, a New Read Assessment in Module 1 tests students on vocabulary using context clues. This assessment is in Lesson 5. In Lesson 1, students study figurative language by finding imagery. Students discuss the meaning of the words in the text. In Lesson 2, students study the word “hierarchy” using Greek roots. In Lessons 3 and 4, students focus on concise writing, but examining vocabulary is a part of the lessons, including identifying and using figurative language in writing. On the New Read Assessment, 3 of the 7 questions focus on examining vocabulary in the text.</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 7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	<p>Yes</p>	<p>The curriculum offers formative and summative assessments. Students self-assess using checklists throughout the modules.</p>
	<p>7d) Materials assess student proficiency using methods that</p>	<p>Yes</p>	<p>Assessments are aligned to standards, unbiased, and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	are unbiased and accessible to all students.		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			
<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>	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. For example, the “Narrating the Unknown” module begins with a pre-reading activity that contextualizes the text that students will read, a writing and discussion activity that focuses on the question, “When have we seen characters from past modules leave their homeland (or comfort zone) and head into the unknown? Choose one character and explain.”
	<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	Materials provide for multiple reads of each text selection, varying levels of DOK in questioning and tasks, strategies support comprehension as well as analysis and synthesis.
	<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	Materials provide for reading and rereading of material and reteaching opportunities through questioning to ensure student mastery of skills. For example, in Lesson 17 of Module 4, teachers are instructed to direct students to reread pages 68 and 69 before completing a graphic organizer about character perspectives in An American Plague. 7.3.8
	<p>REQUIRED 8d) The materials are easy to use and well organized for students and teachers. The reading selections are centrally</p>	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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	located within the materials and obviously the center of focus.		friendly.
	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 curriculum provides instruction/lessons for 145 days of a 180-day school year. Lessons are designed for an 90-minute class period. Additionally, with the 35 day "cushion," 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.

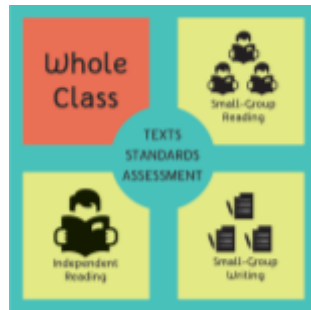
Compile the results for Sections I-VII to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments
I. Text Selection	1. Quality of Texts (Non-Negotiable)	Yes	Texts are appropriate in grade level based on syntax, vocabulary, and content. Texts represent a range of informational and literature, rich, authentic texts. Some texts are included multiple times, but through varying translations, requiring materials to be read and reread carefully.
	2. Range and Volume of Texts	Yes	Materials include print texts of varied lengths, as well as non-print text in the forms of videos and images. Units represent literature (poetry, short stories, novels) and informational (historical articles, scientific articles).
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

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			language. Questions and tasks require students to cite evidence from the text and make connections across multiple texts within the unit.
	5. Text-Dependent Questions (Non-Negotiable)	Yes	Reading selections contain multiple reading tasks that require students to reread and answer text specific questions. Responses must be supported with evidence from the text. Some tasks require students to work in groups to discuss responses, while independent tasks require written response.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	Assignments address argumentative, informative, and narrative writing, with the greater focus (78%) being on informative writing and the remaining split between argumentative and narrative.
	7. Assessments	Yes	The curriculum materials include scaffolded formative and summative assessments.
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.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: **8**

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</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</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.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>	Yes	Texts are appropriately complex. Texts include novels, narratives, poetry, and informational texts. Texts include a diverse range of language and vocabulary, such as Shakespearean drama and German WWI.
	<p>REQUIRED</p> <p>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>		

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
<p>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</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>Each module in the curriculum contains an essential question (EQ). Each EQ is broken down and investigated through focusing questions. Each focusing question is explored through multiple lessons. This design provides connected texts that build vocabulary knowledge about topics, themes, and ideas. For example, Module 1, “The Poetics and Power of Storytelling” is explored via an essential question: “What is the power of storytelling?” The texts are all connected to this essential question as are the tasks of reading, writing, speaking, listening, and language. The unit includes a variety of texts that vary in complexity, from the poetry novel, <i>The Crossover</i>, to “Your Brain on Fiction,” originally published in the <i>New York Times</i>.</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>Texts increase in complexity across the grade level and 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>There is a balance between literary and informational texts in grade 8; However, it is important to note that many of the literary texts are novels. In addition, in an eighth grade curriculum, a higher percentage of informational texts than literary texts is ideal.</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>	<p>Yes</p>	<p>Materials include different formats, such as art in paintings and sculpture, film, music.</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	Informational texts do vary in structure and include more formal informational text structures, as well as narrative structures. A proportionately small number of informational texts are provided considering the curriculum spans the length of an entire school year. Of what is provided, structures do vary.
	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	Additional texts found in Appendix D can be assigned by the teacher and are accompanied by assessments. These additional texts correlate to the theme of the unit and provide additional independent practice.
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 *As applicable (e.g., when the	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 relationships of English.	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
scope of the materials is comprehensive and considered a full program)	<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 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 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 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 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>	N/A	
	<p>3h) Materials provide abundant and easily implemented</p>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	materials so teachers can readily provide more time, attention and practice for those students who need it.		
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>Each module is guided by an over-arching essential question that connects to the theme of the unit. This EQ is then broken down into sub-questions focusing learning more directly and providing support for student understanding. Tasks align with the EQ and are scaffolded over several lessons. For example, in Module 4, “Teens as Change Agents,” questions include, “How do people effect social change,” “What role did Claudette Colvin and others play in the Civil Rights Movement,” and “How does finding and assessing sources work?” These questions serve as catalysts for lessons, incorporating speaking and listening tasks into exploring craft and structure and culminating in a performance task, such as: “Write an informative/explanatory essay to present research about a teen change agent that uses specific strategies to effect social change. Then, translate that essay into a multimedia presentation to present findings to a wider audience.”</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>Lessons within the modules are designed so that students build and apply knowledge in reading, writing, speaking, listening, and language over the course of the module.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<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	Questions and tasks support students in examining language. Questions and tasks require students to cite evidence from the text and make connections across multiple texts within the unit.
<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	Reading selections contain multiple reading tasks that require students to reread and answer text specific questions. Responses must be supported with evidence from the text. Some tasks require students to work in groups to discuss responses, while independent tasks require written response.
	<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	Some questions and tasks include the exact language of the standard. Those questions that do not contain the language of the standard are structured in a way to build on student understanding of the focus standard(s) of the lesson. For example, a New Read Assessment asks students, “Consider the connotations of both words,” which uses the language of RL.8.4. The majority of questions in this grade do not use the language of the standards, but do build questions toward a broad understanding of targeted standards.
<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</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</p>	Yes	Materials include a variety of opportunities for students to listen, speak, and write about their understanding of texts.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
standards for the grade. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	standards.		
	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	Modules include analysis and synthesis of texts through questions and process writing assignments. For example, in Module 2, students are assessed with prompts such as, “Write two explanatory paragraphs that identify and explain the British and American reasons for joining World War I,” in response to articles about the war which is directly asking them to synthesize the text. Later, students are asked to “Write a four-paragraph explanatory essay that explains how an article about female shell-shock victims makes connections and distinctions among ideas about the psychological effects of war on men and women,” which asks students to make inferences about the text while citing textual evidence.
	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	Assignments address argumentative, informative, and narrative writing, with the greater focus (63%) being on informative writing and the remaining split between argumentative and narrative. However, only one research project is included in the 8 th grade curriculum.
	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	Yes	Grammar and language conventions are addressed	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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.		through the use of mini-lessons built into each lesson. The materials begin by focusing on writing structure, but progress to using formal style and functions such as comma placement and conditional tense. For example, Lesson 9 of Module 3 focuses on argument structure, while in Lesson 10, students are given an opportunity to improve argument structure. This writing is done in response to the anchor text, A Midsummer Night’s Dream
<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>	Yes	Progress is monitored via assessments and gradual release of scaffolds in Grade 08 materials. The Focusing Task Question in Module 4 in Lesson 5 focuses on culminating understanding of language, plot, and character conflicts in Act 1, Scene 1 of A Midsummer Night’s Dream, and all functions that have been addressed in the previous four lessons. This task includes an explanation and a checklist so that students are aware of expectations.
	<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>	Yes	Rubrics are included for scoring the different modes of writing, Socratic Seminar, etc. Exemplars of student work are also provided.
	<p>REQUIRED 7c) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</p>	Yes	The curriculum offers formative and summative assessments. Students self-assess using checklists throughout the modules.
	<p>7d) Materials assess student proficiency using methods that are unbiased and accessible to all students.</p>	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:	REQUIRED	Yes	Each module contains an introduction and pre-reading

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>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>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>activity. Activities are brief and designed to engage the student and provide any needed background information prior to reading</p>
	<p>REQUIRED</p> <p>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>Materials provide for multiple reads of each text selection, varying levels of DOK in questioning and tasks, strategies support comprehension as well as analysis and synthesis. Students are only assessed on mastery of skills in relation to the texts assigned with the skills. This indicator is best evident in the first section of Module 4, which focuses on central idea of informational texts and different text types, using the anchor text, Claudette Colvin: Twice Toward Justice, a primary source, and an article. The skills culminate in a Focusing Task Question and a Socratic Seminar.</p>
	<p>REQUIRED</p> <p>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 reading and rereading of material and reteaching opportunities through questioning to ensure student mastery of skills. For example, in Lesson 13 of Module 4, teachers are instructed to direct students to the last line on page 73 to ask the question, “How does Hoose define the black protestors’ strategy?”(8.2.9)</p>
	<p>REQUIRED</p> <p>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. Menus are easy to navigate. Tool bars are user friendly.</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>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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 with a 40-day "cushion."

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	Texts are appropriate in grade level based on syntax, vocabulary, and content. Texts represent a range of informational and literature, rich, authentic texts. Some texts are included multiple times, but through varying translations, requiring materials to be read and reread carefully.
	2. Range and Volume of Texts	Yes	There are an approximately even number of literary to informational texts provided.
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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	5. Text-Dependent Questions (Non-Negotiable)	Yes	Questions and tasks require students to cite evidence from the text and make connections across multiple texts within the unit.
	6. Writing to Sources, Speaking and Listening, and Language	Yes	Assignments address argumentative, informative, and narrative writing, with the greater focus (63%) being on informative writing and the remaining split between argumentative and narrative.
	7. Assessments	Yes	The curriculum materials include scaffolded formative and summative assessments.
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.