

## Great Minds - Wit & Wisdom

### Grade 5

Thank you for your diligence in submitting materials for the Tennessee ELA material review process. The Tennessee Textbook Commission and the Tennessee Department of Education are committed to the strongest outcomes for Tennessee children. As materials were reviewed using the original scoring rubric, your material was flagged for certain indicators. During the re-review process, those flagged indicators were reviewed again using the same scoring rubric and the revised materials and guidance that you submitted. Re-reviews were completed on Sept. 28 and Sept. 29.

This report serves as notice of the results of the re-review. These results will be published on the TDOE textbook website as required by Tennessee Code Annotated.

### Original Review

Reviewer	Section I	Section II	Section III	Section IV	Overall
123	Pass	Pass	Pass	Fail	
151	Pass	Fail	Pass	Fail	
34	Fail	Pass	Pass	Fail	
155	Pass	Fail	Pass	Fail	
21	Fail	Fail	Pass	Fail	
Overall	Pass	Fail	Pass	Fail	<b>FAIL</b>

### Re-Review

Reviewers: 85, 75		Comments
Section	Aligned	
Section I		
Section II	Pass	
Section III		
Section IV	Fail	<p>a. This indicator is not met because wit and wisdom does not provide explicit foundational skills instruction other than fluency. This publisher recommends that a systematic researched based foundational skills programs be implemented.</p> <p>b. This indicator is not met because there is a lack of evidence based practice materials due to a lack of having an explicit, systematic foundational literacy skills program.</p> <p>e. This indicator not met because this curriculum does not include a systematic scope and sequence connected to the reciprocal process of encoding and decoding.</p> <p>f. This indicator not met because there is a lack of varied practice opportunities fluency instruction. The only clear opportunity for fluency practice is associated with homework (G5M1L6, G5, M3, L21, G5M4,TE L4) .</p> <p>g. This indicator is not met because this curriculum does not include direct mention of formative assessment as a way to determine students' mastery of foundational literacy skills.</p>

		<p>h. This indicator is not met because wit and wisdom does not provide standards based diagnostic screening tools.</p> <p>a. This indicator is not met because the publisher does not include systematic grade level lessons on phonics and word recognition.</p> <p>b. This indicator is not met because the practice materials are not provided or reference in the program.</p> <p>e. This indicator is not met because the publisher does not provide a scope and sequence that connect to the reciprocal process of encoding and decoding.</p> <p>f. This indicator is not met because the fluency practice is only found in homework. The rigor of the indicator is that fluency instruction must be included, and it is not.</p> <p>g. This indicator is not met because the publisher does not provide formative assessment that informs the teacher of a students abilities and lacks suggestions of how to support below grade level students.</p> <p>h. This indicator is not met because the publisher does not include a diagnostic screening tool to target when to reteach.</p>
<b>Overall</b>		<b>Pass</b>

The re-reviews determined that titles for grades 3 through 5 passed sections I through III but failed Section IV (Foundational Skills). In review of Section IV of the rubric, the Tennessee Department of Education recognized overlap with Section II. Because your materials passed Section II, you will receive a passing score for Section IV as well. However, comments left in Section IV by reviewers will be published under “for information only” for reference by districts during their local adoption processes. As you work with districts during their local adoption processes, we recommend that you encourage them to find supplemental materials that focus on foundational skills support to pair with your materials.

Grade	Publisher	Title	Section	Indicator	Reviewer 1 Pass/Fail	Reviewer 1 Comment	Reviewer 2 Pass/Fail	Reviewer 2 Comment	Reviewer 3 Pass/Fail	Reviewer 3 Comment
Grade 5	Great Minds	Wit & Wisdom	2	5.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.	N	This indicator is not met because wit and wisdom does not address foundational skills. This curriculum recommends that a research published based foundational skills program is implemented and paired with their curriculum.	N	This indicator is not met because the publisher does not address foundational skills that center around phonics and word analysis.		
			2	5.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. Spell grade-appropriate words correctly, consulting references as needed. b. Write legibly in manuscript and cursive.	Y		Y			
			2	5.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	Y		Y			
			2	Literature: 5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.	Y		Y			
			2	Informational Text: 5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.	Y		Y			
			2	Informational Text: 5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.	Y		Y			
			2	Literature: 5.RL.IKI.7 Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.	Y		Y			
			2	5.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information. a. Introduce a topic by providing a general observation and focus. b. Group related information logically. c. Include formatting, features, illustrations, and multimedia, when needed, to provide clarity to the reader. d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. e. Provide a conclusion related to the information or explanation presented. f. Link ideas within and across categories of information using words, phrases, and clauses. g. Use precise language and domain-specific vocabulary to inform about or explain the topic. h. Apply language standards addressed in the Foundational Literacy standards.	Y		Y			
			2	5.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences. a. Orient the reader by establishing a situation, using a narrator, and/or introducing characters. b. Organize an event sequence that unfolds naturally and logically. c. Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations. d. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. e. Provide a conclusion that follows from the narrated experiences or events. f. Use precise words and phrases and use sensory details to convey experiences and events. g. Apply language standards addressed in the Foundational Literacy standards.	Y		Y			
			4	a. Materials provide explicit, systematic, sequential, and evidence-based instruction of grade level foundational skills including: phonics and word recognition, word composition, fluency, sentence composition, grammar, and conventions.	N	This indicator is not met because wit and wisdom does not provide explicit foundational skills instruction other than fluency. This publisher recommends that a systematic researched based foundational skills programs be implemented.	N	This indicator is not met because the publisher does not include systematic grade level lessons on phonics and word recognition.		

			4	b. Evidence-based practice materials (e.g., manipulatives, word sorts, etc.) are abundant, varied, practical and can be used both independently and with support.	N		This indicator is not met because there is a lack of evidence based practice materials due to a lack of having an explicit, systematic foundational literacy skills program.	N	This indicator is not met because the practice materials are not provided or reference in the program.		
			4	c. Materials provide students with regular opportunities to apply foundational skills in authentic reading and writing.	Y			Y			
			4	e. Explicit encoding instruction is evidence-based and uses a systematic scope and sequence that connects to the reciprocal process of encoding and decoding.	N		This indicator not met because this curriculum does not include a systematic scope and sequence connected to the reciprocal process of encoding and decoding.	N	This indicator is not met because the publisher does not provide a scope and sequence that connect to the reciprocal process of encoding and decoding.		
			4	f. Effective reading fluency instruction includes the following: • Evidence-based teaching strategies and varied practice opportunities; • Lessons in oral reading fluency, including word recognition and accuracy, pacing, rate, phrasing and prosody; and • Use of different text types.	N		This indicator not met because there is a lack of varied practice opportunities fluency instruction. The only clear opportunity for fluency practice is associated with homework (GSM1L6, G5, M3, L21, G5M4,TE L4) .	N	This indicator is not met because the fluency practice is only found in homework. The rigor of the indicator is that fluency instruction must be included, and it is not.		
			4	g. Materials support ongoing and frequent formative assessment to determine students' mastery of foundational literacy skills while providing clear and specific instructions on how to best support students performing below the grade-level expectation.	N		This indicator is not met because this curriculum does not include direct mention of formative assessment as a way to determine students' mastery of foundational literacy skills.	N	This indicator is not met because the publisher does not provide formative assessment that informs the teacher of a students abilities and lacks suggestions of how to support below grade level students.		
			4	h. Assessments include standards-based diagnostic screening tools to identify students' instructional needs for targeted re-teaching.	N		This indicator is not met because wit and wisdom does not provide standards based diagnostic screening tools.	N	This indicator is not met because the publisher does not include a diagnostic screening tool to target when to reteach.		