

**\*\*On initial review pass or fail determinations are made based on the majority of reviewers either passing or failing at the section level. Majority of reviewers must fail the same section in order for the title to fail.**

**Title:** Wit & Wisdom  
**Grade:** G01700

Reviewer	Section I	Section II	Section III	Overall
155	Pass	Pass	Pass	
95	Pass	Pass	Pass	
150	Pass	Fail	Pass	
114	Pass	Pass	Pass	
117	Pass	Pass	Pass	
Overall	Pass	Pass	Pass	PASS

**Publisher Notes:**

A 0 indicates N/A or no comment was provided by the reviewer.

If you decide to revise content and enter the title into re-review, select either "referenced" or revised" from the drop down menu.

Revised= you have made additions or changes to content in the textbook for review

Referenced=you are referencing additional pages in the textbook for review (be sure these are not the same pages as those listed in the correlations guide)

The additional components section is not scored this is feedback that you may or may not choose to revise in an effort to assist districts with their selections.

**Do not reformat these sheets** for re-review. Complete the orange columns as is and send this workbook back to us for re-review.

Only indicators that were marked "no" by a reviewer are required to have feedback provided to you.

SECTION I						
Alignment to Shifts						
Materials must meet <b>100%</b> of the indicators in Section I.						
The instructional shifts are key to understanding the increased rigor of the standards. They reflect the skills and knowledge students need to be successful in the postsecondary or workforce arena. In an English language arts course, students should experience: building knowledge through content-rich literary and informational text; regular practice with complex text and its academic vocabulary; and reading and writing grounded in evidence from both literary and informational text.						
Knowledge: Materials are specifically chosen to build knowledge through content-rich literary and informational texts.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. <b>Text sets:</b> Materials provide a strategic sequence of texts organized around a variety of concepts or topics. Students build knowledge systematically through interacting with the texts.	155	Yes		0		
	95	Yes		0		
	150	Yes	Yes, but consider revising text to align to 7th grade standards. Module 1 does align with the Middle Ages; however, the other modules relate to other historical events as the 60s and 70s. If the Modules centered around a theme that was modern or not historical it would not overlap into other grade level strands. Alignment with the current Social Studies standards with facilitate collaboration.			
	114	Yes		0		
	117	Yes		0		
b. <b>Vocabulary:</b> Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	155	Yes		0		
	95	Yes		0		
	150	Yes		0		
	114	Yes		0		
	117	Yes		0		
c. <b>End-of-unit/culminating tasks:</b> Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	155	Yes		0		
	95	Yes		0		
	150	Yes		0		
	114	Yes		0		
	117	Yes		0		
Text Complexity: Materials ensure students engage in regular practice with complex text and its academic vocabulary.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
d. Anchor Texts are at grade level as determined by quantitative and qualitative measurements. See Appendix A of the Tennessee English Language Arts Standards for further guidance on text complexity metrics.	155	Yes		0		
	95	Yes		0		
	150	Yes		0		
	114	Yes		0		
	117	Yes		0		
e. Text plays a central role in the English class period.	155	Yes		0		
	95	Yes		0		
	150	Yes		0		
	114	Yes		0		
	117	Yes		0		
f. Text selection should include a balanced representation of both literature and informational text across the year as indicated by the grade-level standards.	155	Yes		0		
	95	Yes		0		
	150	Yes		0		
	114	Yes		0		

	117	Yes	0			
<b>Evidence:</b> Materials ensure that reading and writing are grounded in evidence from both literary and informational text.	<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
g. <b>Text-dependent questions :</b> •Most questions and tasks require students to draw on textual evidence to support inferences and conclusions. •High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text.	155	Yes	0			
	95	Yes	0			
	150	Yes	0			
	114	Yes	0			
	117	Yes	0			
h. <b>Writing to sources:</b> The majority of writing tasks require students to respond to texts and/or include textual evidence.	155	Yes	0			
	95	Yes	0			
	150	Yes	0			
	114	Yes	0			
	117	Yes	0			
i. <b>Evidence-based discussions:</b> Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	155	Yes	0			
	95	Yes	0			
	150	Yes	0			
	114	Yes	0			
	117	Yes	0			
<b>Additional comments:</b>	<b>Reviewer</b>	<b>Evidence/Notes</b>				
<b>Additional comments on the three instructional shifts within the materials:</b>	155		0		<b>Total indicators to be re-reviewed:</b>	<b>0</b>
	95		0			
	150		0			
	114		0			
	117		0			
<b>Materials meet 100% alignment with Section I: Shifts in instruction?</b>  This means that all boxes in this section were marked “ <b>yes</b> ” and no boxes were marked “ <b>no</b> ”. If any boxes are marked “ <b>No</b> ”, then this program does not pass.	<b>Reviewer</b>	<b>Aligned</b>				
	155	Pass				
	95	Pass				
	150	Pass				
	114	Pass				
	117	Pass				
	Overall	Pass				

Grade &amp; Subject:

G01700

ISBN:

9781683866077

Title Name:

Wit &amp; Wisd Publisher:

Great Minds

Original Reviews Submitted:

5 Reviewers:

155, 95, 150, 114, 117

## SECTION II

## Alignment to Tennessee English Language Arts Standards

Materials must meet at least **90%** of indicators in Section II.

The instructional materials represent alignment with the Tennessee English Language Arts Standards and explicitly focus teaching and learning on the grade-level standards, at the rigor necessary for students to reach mastery. Tennessee expects the **full breadth and depth** of the standards to be taught in an **integrated and spiraled** manner throughout the school year.

READING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
<b>Standard 1</b> <b>Category</b> Key Ideas and Details <b>Cornerstone</b> Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<b>Literature: 7.RL.KID.1</b> Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.	155	Yes	0			
		95	Yes	0			
		150	Yes	0			
		114	Yes	0			
		117	Yes	0			
	<b>Informational Text: 7.RI.KID.1</b> Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.	155	Yes	0			
		95	Yes	0			
		150	Yes	0			
		114	Yes	0			
		117	Yes	0			
<b>Standard 2</b> <b>Category</b> Key Ideas and Details <b>Cornerstone</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<b>Literature: 7.RL.KID.2</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.	155	Yes	0			
		95	Yes	0			
		150	No	M1 Lesson 9 and M2 L12-focus on plot elements,			
		114	Yes	0			
		117	Yes	0			
	<b>Informational Text: 7.RI.KID.2</b> Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.	155	Yes	0			
		95	Yes	0			
		150	Yes	0			
		114	Yes	0			
		117	Yes	0			
<b>Standard 3</b> <b>Category</b> Key Ideas and Details <b>Cornerstone</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<b>Literature: 7.RL.KID.3</b> Analyze how specific elements of a story or drama interact with and affect each other.	155	Yes	0			
		95	Yes	While the curriculum does meet the indicator, the activities addressing this standard could be expanded on to include more analysis of how elements of the text.			
		150	Yes	0			
		114	Yes	0			
		117	Yes	0			
	<b>Informational Text: 7.RI.KID.3</b> Analyze the relationships and interactions among individuals, events, and/or ideas in a text.	155	Yes	0			
		95	Yes	While the curriculum does meet the standard indicator, the activities addressing how the relationships work together to develop a theme are minimal. Expansion			
		150	Yes	0			
		114	Yes	0			
		117	Yes	0			
<b>Standard 4</b> <b>Category</b> Craft and Structure <b>Cornerstone</b> Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	<b>Literature: 7.RL.CS.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.	155	Yes	0			
		95	Yes	0			
		150	Yes	0			
		114	Yes	0			
		117	Yes	0			
	<b>Informational Text: 7.RI.CS.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.	155	Yes	0			
		95	Yes	The curriculum does meet the standard indicator. The lesson on allusion in Module 2 is excellent; it would be beneficial for students to introduce the concept of			
		150	Yes	0			
		114	Yes	0			
		117	Yes	0			
<b>Standard 5</b> <b>Category</b> Craft and Structure	<b>Literature: 7.RL.CS.5</b> Analyze the form or structure of a story, poem, or drama, considering how text form or	155	Yes	0			
		95	Yes	0			
		150	Yes	Yes, but be forewarned: this tale contains some sexual innuendo and early humor and offers a great contrast to the Knight's tale. If a text needs warning, it			

<b>Cornerstone</b>	structure contributes to its theme and meaning.	<b>114</b>	<b>Yes</b>		0			
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	<b>Informational Text: 7.RI.CS.5</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	<b>117</b>	<b>Yes</b>		0			
		<b>155</b>	<b>Yes</b>		0			
		<b>95</b>	<b>Yes</b>		0			
		<b>150</b>	<b>Yes</b>		0			
		<b>114</b>	<b>Yes</b>		0			
		<b>117</b>	<b>Yes</b>		0			
<b>Standard 6</b> <b>Category</b> Craft and Structure <b>Cornerstone</b> Assess how point of view or purpose shapes the content and style of a text.	<b>Literature: 7.RL.CS.6</b> Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.	<b>155</b>	<b>Yes</b>		0			
		<b>95</b>	<b>Yes</b>		0			
		<b>150</b>	<b>No</b>	01 L16-explores the idea of gender but does not specifically establish, convey, or contrast the point of view of different characters in a text.	0			
		<b>114</b>	<b>Yes</b>		0			
		<b>117</b>	<b>Yes</b>		0			
	<b>Informational Text: 7.RI.CS.6</b> Determine an author's point of view or purpose in a text and analyze how an author distinguishes his or her position from that of others.	<b>155</b>	<b>Yes</b>		0			
		<b>95</b>	<b>Yes</b>		0			
		<b>150</b>	<b>Yes</b>		0			
<b>114</b>		<b>Yes</b>		0				
<b>117</b>		<b>Yes</b>		0				
<b>Standard 7</b> <b>Category</b> Integration of Knowledge and Ideas <b>Cornerstone</b> Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	<b>Literature: 7.RL.IKI.7</b> Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multi-media version, analyzing the effects of techniques unique to each medium.	<b>155</b>	<b>Yes</b>		0			
		<b>95</b>	<b>Yes</b>	Lesson 3 activity does not address the effects or techniques used in video version of poem. A note for improvement would be to add at least one question about how	0			
		<b>150</b>	<b>Yes</b>		0			
		<b>114</b>	<b>Yes</b>		0			
		<b>117</b>	<b>No</b>	The modules do not indicate instructional alignment to this standard because students are not required to "analyze the effects of techniques unique to each	0			
	<b>Informational Text: 7.RI.IKI.7</b> Compare and contrast a text to an audio, video, or multimedia version of a text, analyzing each medium's portrayal of the subject.	<b>155</b>	<b>Yes</b>		0			
		<b>95</b>	<b>No</b>	While the curriculum does utilize video recording to deepen the understanding of the central ideas, the activities require students to analyze how the different	0			
		<b>150</b>	<b>Yes</b>		0			
		<b>114</b>	<b>Yes</b>		0			
		<b>117</b>	<b>Yes</b>		0			
<b>Standard 8</b> <b>Category</b> Integration of Knowledge and Ideas <b>Cornerstone</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	<b>Literature:</b> Not applicable							
	<b>Informational Text: 7.RI.IKI.8</b> Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims.	<b>155</b>	<b>Yes</b>		0			
		<b>95</b>	<b>Yes</b>		0			
		<b>150</b>	<b>Yes</b>		0			
		<b>114</b>	<b>Yes</b>		0			
		<b>117</b>	<b>No</b>	The modules do not indicate instructional alignment to this standard. There is no opportunity for students to discuss and identify false statements and fallacious	0			
<b>Standard 9</b> <b>Category</b> Integration of Knowledge and Ideas <b>Cornerstone</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.	<b>Literature: 7.RL.IKI.9</b> Compare and contrast an historical account with a fictional portrayal of the same time, place, or character.	<b>155</b>	<b>Yes</b>		0			
		<b>95</b>	<b>Yes</b>		0			
		<b>150</b>	<b>No</b>	01 L5-does not have students compare and contrast an historical account with a fictional portrayal. There is only one text used for the lesson therefore students	0			
		<b>114</b>	<b>Yes</b>		0			
		<b>117</b>	<b>Yes</b>		0			
	<b>Informational Text: 7.RI.IKI.9</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing an alternate explanation of events.	<b>155</b>	<b>Yes</b>		0			
		<b>95</b>	<b>Yes</b>		0			
		<b>150</b>	<b>Yes</b>		0			
		<b>114</b>	<b>Yes</b>		0			
		<b>117</b>	<b>Yes</b>		0			
<b>Standard 10</b> <b>Category</b> Range of Reading and Level of Text Complexity <b>Cornerstone</b> Read and comprehend complex literary and informational texts independently and proficiently.	<b>Literature: 7.RL.RRTC.10</b> Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	<b>155</b>	<b>Yes</b>		0			
		<b>95</b>	<b>Yes</b>		0			
		<b>150</b>	<b>Yes</b>		0			
		<b>114</b>	<b>Yes</b>		0			
		<b>117</b>	<b>Yes</b>		0			
	<b>Informational Text: 7.RI.RRTC.10</b> Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.	<b>155</b>	<b>Yes</b>		0			
		<b>95</b>	<b>Yes</b>		0			
		<b>150</b>	<b>Yes</b>		0			
		<b>114</b>	<b>Yes</b>		0			

		117	Yes	0			
SPEAKING AND LISTENING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
<b>Standard 1</b> <b>Category</b> Comprehension and Collaboration <b>Cornerstone</b> Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.	<b>7.SL.CC.1</b> Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	155	Yes	0			
		95	Yes	0			
		150	Yes	0			
		114	Yes	0			
		117	Yes	0			
<b>Standard 2</b> <b>Category</b> Comprehension and Collaboration <b>Cornerstone</b> Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.	<b>7.SL.CC.2</b> Analyze the main ideas and supporting details presented in diverse media formats; explain how this clarifies a topic, text, or issue under study.	155	Yes	0			
		95	No	The curriculum does not meet the standard indicator. The discussions do not required students to address the motivations behind the presentations displayed in diverse media formats. A suggestion for revision would be to expand on the			
		150	Yes	0			
		114	Yes	0			
		117	Yes	0			
<b>Standard 3</b> <b>Category</b> Comprehension and Collaboration <b>Cornerstone</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	<b>7.SL.CC.3</b> Explain a speaker's argument and specific claims, focusing on whether the reasoning is sound, relevant, and sufficient.	155	Yes	0			
		95	Yes	0			
		150	Yes	0			
		114	Yes	0			
		117	Yes	0			
<b>Standard 4</b> <b>Category</b> Presentation of Knowledge and Ideas <b>Cornerstone</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.	<b>7.SL.PKI.4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	155	Yes	0			
		95	Yes	0			
		150	No	M 1 L26-Students are not required to present information with appropriate eye contact, adequate volume, and clear pronunciation.			
		114	Yes	0			
		117	Yes	0			
<b>Standard 5</b> <b>Category</b> Presentation of Knowledge and Ideas <b>Cornerstone</b> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	<b>7.SL.PKI.5</b> Include multimedia components and visual displays in presentations to clarify claims and findings and to emphasize major points.	155	Yes	0			
		95	Yes	0			
		150	Yes	0			
		114	Yes	0			
		117	Yes	0			
<b>Standard 6</b> <b>Category</b> Presentation of Knowledge and Ideas <b>Cornerstone</b>	<b>7.SL.PKI.6</b> Adapt speech to a variety of contexts and	155	Yes	0			
		95	Yes	0			

<b>Cornerstone</b> Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.	<b>7.SE.F.1.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	<b>150</b>	<b>Yes</b>	0			
		<b>114</b>	<b>Yes</b>	0			
		<b>117</b>	<b>Yes</b>	0			
<b>WRITING STANDARDS</b>		<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
<b>Standard 1</b> <b>Category</b> Text Types and Protocol <b>Cornerstone</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<b>7.W.TTP.1</b> Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s). c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons. d. Use credible sources and demonstrate an understanding of the topic or source material. e. Craft an effective and relevant conclusion that supports the argument presented. f. Use precise language and content-specific vocabulary. g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use varied sentence structure to enhance meaning and reader interest. i. Establish and maintain a formal style.	<b>155</b>	<b>Yes</b>	0			
		<b>95</b>	<b>Yes</b>	0			
		<b>150</b>	<b>Yes</b>	A-M3 L4, B-M3 L15 C-M3 L15 D-M3 L11			
		<b>114</b>	<b>Yes</b>	0			
		<b>117</b>	<b>Yes</b>	0			
		<b>Standard 2</b> <b>Category</b> Text Types and Protocol <b>Cornerstone</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<b>7.W.TTP.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, using the introduction to prepare the reader for what is to follow. b. Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material. e. Craft an effective and relevant conclusion f. Include formatting, graphics, and multimedia when appropriate. g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. h. Use precise language and domain-specific vocabulary. i. Use varied sentence structure to enhance meaning and	<b>155</b>	<b>Yes</b>	0	
<b>95</b>	<b>Yes</b>			0			
<b>150</b>	<b>Yes</b>			0			
<b>114</b>	<b>Yes</b>			0			
<b>117</b>	<b>Yes</b>			0			
<b>Standard 3</b> <b>Category</b> Text Types and Protocol <b>Cornerstone</b> Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	<b>7.W.TTP.3</b> Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters. b. Organize an event sequence that unfolds naturally and logically. c. Create a smooth progression of experiences or events. d. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters. e. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the			<b>155</b>	<b>No</b>	the correlation guide states that supplemental materials needed to address the transition words aspect of this standard. It offers Module 2 Lesson 11 Deep Dive as evidence of teaching transitions. This lesson teaches the use of transitions well, however it is not in relation to narrative writing. A suggestion for revision is to	
		<b>95</b>	<b>No</b>	While the curriculum does begin to address this standard, it doesn't provide appropriate supports for students to create a narrative. For example, for substandard d, students are required to use narrative techniques, Tasks do require students to do this, but the curriculum doesn't provide explicit instruction or			
		<b>150</b>	<b>Yes</b>	A-M1 L6 B-M1 L29 C-M1 L29 E-M2 L11DD F-M1 L2DD			
		<b>114</b>	<b>No</b>	G7/M1 does not meet the cognitive demand of this standard because it omits key elements in the narrative writing process. For example, there is no direct instruction or guidance for organizing and event sequence that unfolds naturally and logically (7.W.TTP.3b.) Nor is there any instruction or guidance for creating a smooth progression of experiences or events (7.W.TTP.3c). A suggested idea for			

	relationships among experiences and events. f. Craft an effective and relevant conclusion that reflects on the narrated experiences or events. g. Use precise words and phrases, relevant descriptive	117	Yes	0			
<b>Standard 4</b> <b>Category</b> Production and Distribution of Writing <b>Cornerstone</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	<b>7.W.PDW.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	155	Yes	0			
		95	Yes	0			
		150	Yes	0			
		114	Yes	0			
		117	Yes	0			
<b>Standard 5</b> <b>Category</b> Production and Distribution of Writing <b>Cornerstone</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<b>7.W.PDW.5</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 and Language standards 1-3 up to and including grade 7.)	155	Yes	0			
		95	Yes	0			
		150	Yes	0			
		114	Yes	0			
		117	Yes	0			
<b>Standard 6</b> <b>Category</b> Production and Distribution of Writing <b>Cornerstone</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	<b>7.W.PDW. 6</b> Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.	155	Yes	0			
		95	Yes	0			
		150	Yes	0			
		114	No	The standard 7.W.PDW.6 does not meet the demands of the standard because only one of the tasks (M3 L33) in the modules ask students to type a complete product in a single sitting as defined in W.1-3. A suggested revision would be for			
		117	Yes	0			
<b>Standard 7</b> <b>Category</b> Research to Build and Present Knowledge <b>Cornerstone</b> Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.	<b>7.W.RBPK.7</b> Conduct research to answer a question, drawing on multiple sources and generating additional related, focused questions for further research and investigation.	155	Yes	0			
		95	Yes	0			
		150	Yes	0			
		114	Yes	0			
		117	Yes	0			
<b>Standard 8</b> <b>Category</b> Research to Build and Present Knowledge <b>Cornerstone</b> Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.	<b>7.W.RBPK.8</b> Integrate relevant and credible information from print and digital sources; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	155	Yes	0			
		95	Yes	0			
		150	Yes	0			
		114	Yes	0			
		117	Yes	0			
<b>Standard 9</b> <b>Category</b> Research to Build and Present Knowledge <b>Cornerstone</b> Draw evidence from literary or informational texts to	<b>7.W.RBPK.9</b> Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.	155	Yes	0			
		95	Yes	0			
		150	Yes	0			
		114	Yes	0			



support analysis, reflection, and research.		117	Yes	0			
<b>Standard 10</b>		155	Yes	0			
<b>Category</b>							
Range of Writing		95	Yes	0			
<b>Cornerstone</b>							
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	7.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	150	Yes	0			
		114	Yes	0			
		117	Yes	0			
<b>LANGUAGE STANDARDS</b>		<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
<b>Language Standard 1:</b> Conventions of Standard English	7.LCSE.1 Demonstrate command of the conventions of standard English grammar and usage. a. When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers. b. When writing or speaking, produce simple, compound, and complex sentences with effectively-	155	Yes	0			
		95	Yes	0			
		150	No	No cited evidence			
		114	Yes	0			
		117	Yes	0			
<b>Cornerstone: Demonstrate command of the</b>	<b>conventions of standard</b>						
<b>Language Standard 2:</b> Conventions of Standard English	7.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the function of commas to separate coordinate adjectives and use them correctly to do so.	155	Yes	0			
		95	Yes	0			
		150	Yes	0			
		114	Yes	0			
		117	Yes	0			
<b>Cornerstone: Demonstrate command of the</b>	<b>conventions of standard</b>						
<b>Language Standard 3:</b> Knowledge of Language	7.L.KL.3 When writing and speaking, choose precise language to express ideas concisely.	155	Yes	0			
		95	Yes	0			
		150	Yes	0			
		114	Yes	0			
		117	Yes	0			
<b>Cornerstone: Apply knowledge of language to understand how language</b>	<b>functions in different</b>						
<b>Language Standard 4:</b> Vocabulary Acquisition and Use	7.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 7th grade-level text by choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or a phrase. b. Use common grade-appropriate morphological elements	155	No	The curriculum does not meet the indicators for L.VAU.4 because it does not require students for opportunity to access materials to find the representation of			
		95	No	The curriculum does not meet the standard indicator because it does not address substandards c and d. A suggestion for revision would be to include activities or			
		150	No	no standard c & d are not addressed in the modules			
		114	No	The standard 7.L.VAU.4 does not meet the cognitive demands of the standard because only two of the four methods of determining or clarifying the meaning of			
		117	Yes	0			
<b>Cornerstone: Determine or clarify the meaning of</b>							
<b>Language Standard 5:</b> Vocabulary Acquisition and Use	7.L.VAU.5 When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.	155	Yes	0			
		95	Yes	0			
		150	Yes	0			
		114	Yes	0			
		117	Yes	0			
<b>Cornerstone: Demonstrate understanding of figurative</b>							
<b>Language Standard 6:</b> Vocabulary Acquisition and Use	7.L.VAU.6 Acquire and accurately use grade-appropriate general academic and domain- specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.	155	Yes	0			
		95	Yes	0			
		150	Yes	0			
		114	Yes	0			
		117	Yes	0			
<b>Cornerstone: Acquire and use accurately a range of</b>							
<b>Additional Comments</b>		<b>Reviewer</b>	<b>Evidence/Notes</b>				
<b>Additional Comments on Section II Standards</b>		155	0			Total indicators to be re-reviewed:	0
		95	"Additional comments on alignment to ELA standards: The hyperlinks				
		150	0				
		114	0				
		117	0				
<b>Alignment with Section II: ELA Standards.</b>		<b>Reviewer</b>	<b>Aligned</b>				
This means that no more than 4 boxes were marked "No." If more than 4 "No" boxes are marked, then this program does not pass. (Note: Reading Literature and Reading Informational Text count as separate standards. If the screening instrument was checked "no" for 2 Reading Literature standards and 3 Informational Text standards, then it would NOT pass the screening		155	Pass				
		95	Pass				
		150	Fail				
		114	Pass				

(instrument)		117	Pass
Overall		Pass	

Grade & Subject: G01700 ISBN: 9781683866077

Title Name: Wit & Wisdom Publisher: Great Minds

Original Reviews Submitted: 5 Reviewers: 155, 95, 150, 114, 117

SECTION III						
High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks						
Materials meet <b>at least 80%</b> of indicators in Section III.						
Standards are taught in an integrated fashion to support students in developing proficiency as readers and writers as they make meaning of texts through reading, writing, speaking and listening. Instructional decisions for standards instruction centers on the texts that have been selected to strategically build students' knowledge, and the standards are spiraled throughout the year to promote continued practice and application with ever increasing text complexity.						
Indicator	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Units are built around a concept, topic, or theme, and include essential questions and enduring understandings.	155	Yes	0			
	95	Yes	0			
	150	Yes	0			
	114	Yes	0			
	117	Yes	0			
b. Each lesson integrates two or more strands of the Tennessee English Language Arts standards.	155	Yes	0			
	95	Yes	0			
	150	Yes	0			
	114	Yes	0			
	117	Yes	0			
c. Most texts used for core instruction must be authentic and previously published. All commissioned texts are of publishable quality.	155	Yes	0			
	95	Yes	0			
	150	Yes	0			
	114	Yes	0			
	117	Yes	0			
d. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	155	Yes	0			
	95	Yes	0			
	150	Yes	0			
	114	Yes	0			
	117	Yes	0			
e. Materials include texts that are culturally relevant and/or are reflective of the varied experiences of adolescents.	155	Yes	0			
	95	Yes	0			
	150	Yes	0			
	114	Yes	0			
	117	Yes	0			
f. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical) while appealing to students' interests.	155	Yes	0			
	95	Yes	0			
	150	Yes	0			
	114	Yes	0			
	117	Yes	0			
g. Students have varied opportunities to engage with text, such as read-alouds, small-group reading, and independent reading.	155	Yes	0			
	95	Yes	0			
	150	Yes	0			
	114	Yes	0			
	117	No	The modules do not meet this indicator because there is not explicit guidance for teachers to follow for small-group reading and independent reading. However, there are many small-group activities throughout the modules where students work together to complete an assignment. To meet this indicator, a suggested revision would be to introduce in Module 1 protocols for teachers to follow for small-group reading and independent reading.			

h. Materials include multiple opportunities for students to engage in repeated reads of a text with varying purposes for each reading (i.e., close reading).	155	No	The curriculum does not meet the indicator for section h(c). There are a few lessons within the curriculum that call for a reread of a particular text, but it is generally for gathering evidence. The curriculum does not provide structures or protocols for repeated readings of the same text with varying purposes. A suggestion for revision is to include close-reading protocols in lessons. A particularly easy place to include these protocols is when interacting with supplemental texts as they tend to be shorter in length and would lend themselves to multiple readings.			
	95	Yes		0		
	150	Yes		0		
	114	Yes		0		
	117	Yes		0		
i. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	155	Yes		0		
	95	No	The curriculum does not meet this indicator because no in-class time is given for independent reading. While the resources and recommended reading lists are excellent, no explicitly-stated class time is given for students to engage in independent reading.			
	150	Yes		0		
	114	Yes		0		
	117	Yes		0		
j. Materials embed regular opportunities for students to engage in writing as they respond to reading, synthesize learning, and explain their thinking.	155	Yes		0		
	95	Yes		0		
	150	Yes		0		
	114	Yes		0		
	117	Yes		0		
k. Within and across units, writing assignments, including both shorter on-demand writing, and lengthier, recursive, process-based writing, progress in breadth, depth, and development.	155	Yes		0		
	95	Yes		0		
	150	Yes		0		
	114	Yes		0		
	117	Yes		0		
l. Writing tasks are balanced across writing modes (narrative, informative/explanatory, argument).	155	Yes		0		
	95	Yes		0		
	150	Yes		0		
	114	Yes		0		
	117	Yes		0		
m. Writing mini-lessons provide explicit instruction about the writing process, organization/structure, and writing craft.	155	Yes		0		
	95	Yes		0		
	150	Yes		0		
	114	Yes		0		
	117	Yes		0		
n. Instruction in conventions, syntax, and style is direct and contextual (mentor texts), increases in sophistication, and is applied to authentic writing experiences.	155	Yes		0		
	95	Yes		0		
	150	Yes		0		
	114	Yes		0		
	117	Yes		0		
o. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	155	Yes		0		
	95	Yes		0		
	150	Yes		0		
	114	Yes		0		
	117	Yes		0		
p. Materials provide instruction in specific academic language and structures associated with	155	Yes		0		
	95	Yes		0		

different modes of writing (e.g. use of flashback in narrative, chronological vs. descriptive techniques in informative/explanatory, and rhetoric in opinion/argumentative).	150	Yes	0			
	114	Yes	0			
	117	Yes	0			
q. Lessons promote academic discussions around appropriate grade-level concepts and texts and include listening prompts, questions, and evaluation tools to strengthen students' ability to listen to and respond in increasingly sophisticated ways with relevant evidence.	155	Yes	0			
	95	Yes	0			
	150	Yes	0			
	114	Yes	0			
	117	Yes	0			
r. Units and lessons clearly consider student learning differences in the design of instruction, activities, and the classroom environment to provide access for all students, including English Learners, students with disabilities, and students performing below grade level.	155	Yes	0			
	95	Yes	0			
	150	Yes	0			
	114	Yes	0			
	117	Yes	0			
s. Formative and summative assessments are embedded throughout instructional materials and include multiple methods to measure what students know and are able to do. Possible formats include, but are not limited to, checks for understanding, pre-assessments, student self-assessments, selected response (multiple choice, multiple select), constructed responses (short and extended), performance tasks, open-ended questions, etc.	155	Yes	0			
	95	Yes	0			
	150	Yes	0			
	114	Yes	0			
	117	Yes	0			
t. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	155	Yes	0			
	95	Yes	0			
	150	Yes	0			
	114	Yes	0			
	117	Yes	0			
<b>Additional Comments:</b>	<b>Reviewer</b>	<b>Evidence/Notes</b>				
Additional comments about high-quality instruction within the materials:	155				Total indicators to be re-reviewed:	0
	95					
	150					

	114				
	117				
Alignment with Section III	Reviewer		Aligned		
Materials meet at least 80% alignment with Section III: High-Quality instruction?  This means no more than 4 indicators were marked no in Section III. If more than 4 "No" boxes are marked, then this program does not pass.	155		Pass		
	95		Pass		
	150		Pass		
	114		Pass		
	117		Pass		
	Overall		Pass		

Grade & Subject: G01700 ISBN: 9781683866077  
 Title Name: Wit & Wisc Publisher: Great Minds  
 Original Reviews Submitted: 5 Reviewers: 155, 95, 150, 114, 117

SECTION IV: Additional Components						
These components are areas that districts consider when making purchasing decisions to meet the unique needs of their districts. Although these additional components do not prevent publishers from being on the state-approved adoption list, they do provide districts with additional information to use during their decision-making process.						
Teacher Support	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Teacher-facing materials provide background information about previously published texts, including author, content, context, and information about illustrations, if any, to support teacher delivery of lessons.	155	Yes		0		
	95	No	The curriculum does not provide this information. A suggestion for revision would be to include this information for the teacher.			
	150	No	Information not provided by the publisher.			
	114	No	This indicator is not met because information about previously published texts, including author, content, context, and information about illustrations, is not included. A suggested revision would be to add this information in the appendix right after Appendix A: Text Complexity. Another appropriate place for this information would be in the TEXTS section in the Module Overview.			
	117	No	Provide a brief summary of each text in the "Texts" section of the TE.			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	155	No		0		
	95	No	The curriculum does not provide this information. A suggestion for revision would be to include this information for the teacher.			
	150	No	Information not provided by the publisher.			
	114	No	Although there are extensive annotations for the close reading passages, not all annotations are aligned to the Tennessee English Language Arts Standards and thus the materials do not meet this indicator. Consider revising the annotations to align with the Tennessee English Language Arts Standards.			
	117	No	Provide extensive annotations aligned to the Tennessee English Language Arts Standards for each close read completed.			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	155	Yes		0		
	95	Yes	Currently the hyperlinks in the digital TE copies go to the Common Core website. A note for improvement would be to change that for Tennessee teachers to navigate to the TN ELA standards site.			
	150	Yes		0		
	114	Yes		0		
	117	Yes		0		
d. When appropriate, topics and/or enduring understandings are connected to grade-level content from other Tennessee Academic	155	No	Many modules do align with other contents, but the correlation and connections are not documented in the curriculum.			
	95	No	The curriculum does not provide this information. A suggestion for revision would be to include this information for the teacher.			
	150	No	Topics and understanding topics are not aligned to 7th grade Social Studies standards.			

content from other Tennessee Academic Standards (e.g., science, social studies, health, and fine arts). Standards connections are clearly documented.	114	No	This indicator is not met because topics and/or enduring understandings are connected to grade-level content from other Tennessee Academic Standards. A suggested revision would be to clearly document any Standards connections in the Module Overview.			
	117	No	Provide "enduring understandings" to connected grade-level content from other Tennessee Academic Standards.			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	155	Yes	0			
	95	Yes	0			
	150	Yes	0			
	114	Yes	0			
	117	Yes	0			
f. Teacher-facing materials provide guidance to support teachers in identifying student misconceptions that may prevent student mastery of the Tennessee English Language Arts Standards.	155	Yes	0			
	95	Yes	0			
	150	Yes	0			
	114	Yes	0			
	117	Yes	0			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	155	Yes	0			
	95	Yes	0			
	150	Yes	0			
	114	Yes	0			
	117	No	Provide extensions for advanced students already meeting mastery and/or students with high interest for a majority of the lessons in each module.			
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	155	Yes	0			
	95	Yes	0			
	150	Yes	0			
	114	Yes	0			
	117	Yes	0			
i. Teacher-facing materials provide suggestions in daily lessons or units of instruction on appropriate opportunities for formative assessments and adjusting lessons if necessary.	155	Yes	0			
	95	Yes	0			
	150	Yes	0			
	114	Yes	0			
	117	Yes	0			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	155	Yes	0			
	95	Yes	0			
	150	Yes	0			
	114	Yes	0			
	117	Yes	0			
k. Materials promote use of multimedia and technology to enhance teaching and learning of Tennessee English Language Arts Standards.	155	Yes	0			
	95	Yes	0			
	150	Yes	0			
	114	Yes	0			
	117	No	There are only a handful of multimedia/technology enhanced lessons across the four modules. In order to meet this indicator			
<b>Monitoring Student Progress</b>	<b>Reviewer</b>	<b>Meets Expectations</b>	<b>Evidence/Notes</b>	<b>Revised or Referenced?</b>	<b>Publisher Comments</b>	<b>Re-Review?</b>
l. Materials provide scoring guides and tools	155	Yes	0			
	95	Yes	0			



such as rubrics, portfolios, teacher observation checklist, and anchor papers.	150	Yes	0			
	114	Yes	0			
	117	Yes	0			
m. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	155	No	0			
	95	Yes	0			
	150	Yes	0			
	114	No	This indicator is not met because the materials do not include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards. The Question Sets for each of the modules is a great start. However, not all of the standards presented in each module accurately align with Tennessee English Language Arts Standards. A suggested revision would be to revise the Question Sets to align with Tennessee ELA Standards where necessary so they can be used as benchmark assessments.			
	117	Yes	0			
n. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	155	Yes	0			
	95	Yes	0			
	150	Yes	0			
	114	Yes	0			
	117	Yes	0			
o. Materials include suggestions and tools to keep students and parents informed about students' progress.	155	Yes	0			
	95	Yes	0			
	150	Yes	0			
	114	No	Although there is a Parent Tip sheet, which is a great resource for parents who want to help their students excel, it does not meet the indicator. The materials do not include suggestions and tools to keep students and parents informed about students' progress. A suggested revision would be to add in a Parent Letter that teachers can send home at midway through the module which lets parents and students know what their strengths are as far as the skills in the module as well as areas of need. These strengths and needs could be already listed so teachers just highlight those that are applicable. This would show skill progression rather than just a grade.			
	117	Yes	0			
Organization	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
p. Content is sufficient to provide instruction across the school year and includes daily lessons organized into coherent units of study.	155	Yes	0			
	95	Yes	0			
	150	Yes	0			
	114	Yes	0			
	117	Yes	0			
q. Units and instructional sequences are coherent and organized in a logical manner that build upon knowledge and skills learned in prior grade levels or earlier in the grade.	155	Yes	0			
	95	Yes	0			
	150	Yes	0			
	114	Yes	0			
	117	Yes	0			
r. Program components, lesson plans, and the relationships among the parts are clear.	155	Yes	0			
	95	Yes	0			
	150	Yes	0			
	114	Yes	0			
	117	Yes	0			
	155	Yes	0			

s. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	95	No	The curriculum does not provide this information. A suggestion for revision would be to include this information for the teacher.			
	150	Yes		0		
	114	No	This indicator is not met because the materials do not include a scope and sequence aligned with the Tennessee English Language Arts Standards. Some of the Common Core State Standards differ from the Tennessee English Language Arts Standards, which means the current scope and sequence does not align. A suggested revision would be to make the alignment corrections as outlined in previous sections and then add the Tennessee English Language Arts Standards to the correlating standards in each Module Overview and Module Map.			
	117	Yes		0		
t. Each lesson contains a list of required materials.	155	Yes		0		
	95	Yes		0		
	150	Yes		0		
	114	Yes		0		
	117	Yes		0		
	155	Yes		0		
u. Lessons, chapters, and units contain estimated instructional times.	95	Yes		0		
	150	Yes		0		
	114	Yes		0		
	117	Yes		0		
	155	Yes		0		
v. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	95	Yes		0		
	150	Yes		0		
	114	No	This indicator is not met because based on the Curriculum Map materials provided, core texts are NOT provided. Core texts are "available from a book vendor of your choice." A suggestion would be for the publisher to make arrangements for schools and districts to purchase the core texts through them.			
	117	Yes		0		
	155	No	The core texts are not provided with the curriculum and must be purchased separately.			
	95	Yes		0		
w. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	150	Yes		0		
	114	No	Although there is an overview for each module as well as a table of contents for each module, there are no indexes or glossaries that contain important ELA terms in the printed version. The digital glossaries for the digital modules only give definitions to terms like "fishbowl", "graffiti wall" and are not a part of the student version. In addition, the printed version does not have an index. There is a search feature in the digital version which could serve as an index of sorts. Therefore, the indicator is not met. A suggested revision might be to include each of those for each module.			
	117	No	Provide an index and glossary that contains important ELA terms in teacher and student materials.			
	155	No	The curriculum does not provide an index or glossary of important ELA terms.			
	95	Yes		0		
	150	Yes		0		
	114	No	Although there is an overview for each module as well as a table of contents for each module, there are no indexes or glossaries that contain important ELA terms in the printed version. The digital glossaries for the digital modules only give definitions to terms like "fishbowl", "graffiti wall" and are not a part of the student version. In addition, the printed version does not have an index. There is a search feature in the digital version which could serve as an index of sorts. Therefore, the indicator is not met. A suggested revision might be to include each of those for each module.			
x. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	117	Yes		0		
	155	Yes		0		
	95	Yes		0		
	150	Yes		0		
	114	Yes		0		
y. A list of Tennessee English Language Arts	117	Yes		0		
	155	Yes		0		
	95	Yes		0		
	150	Yes		0		

g. List of Tennessee English Language Arts Standards is provided in teacher-facing materials.

	114	No	This indicator is not met because there is not a list of the Tennessee English Language Arts Standards provided in the teacher-facing materials. Consider adding a list with accurate correlations to the materials.			
	117	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional Comments about Section V: Additional Components	155	0			Total indicators to be re-reviewed:	0
	95	0				
	150	0				
	114	0				
	117	0				

[illegible]

[illegible]