



Elementary Reading Curriculum Recommendation

Board of Education
March 12, 2025

Recommendation

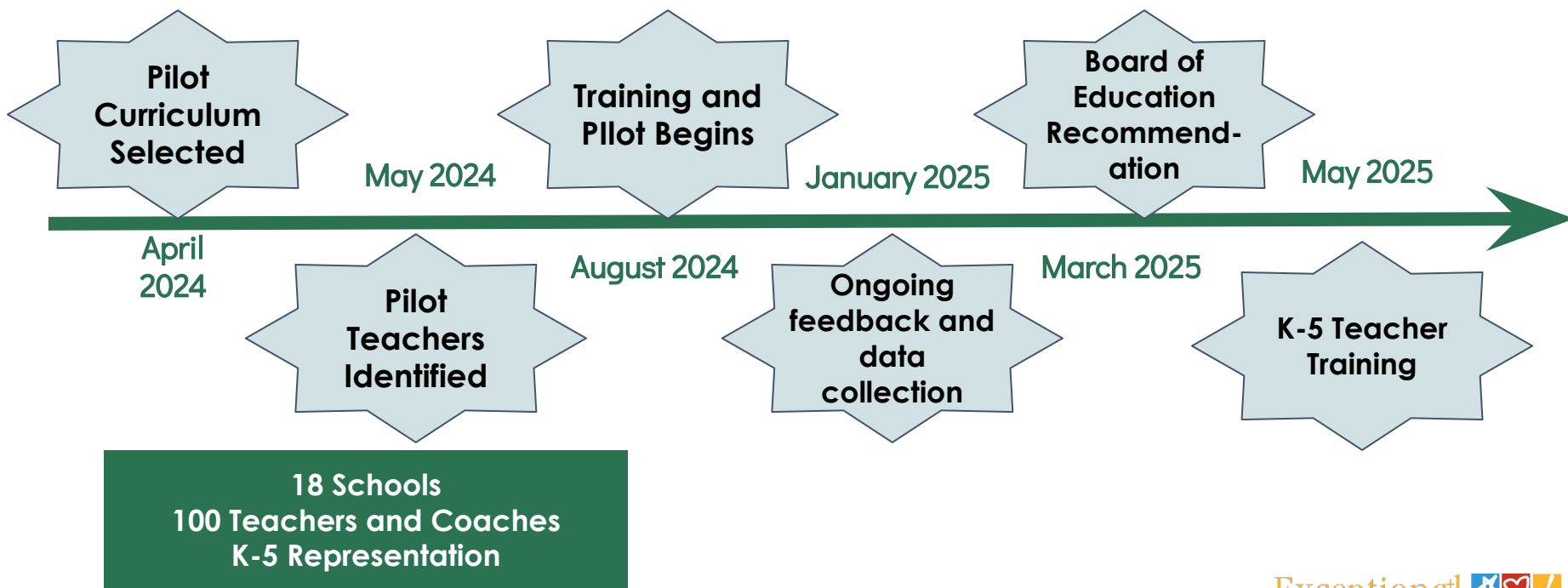
To approve the adoption and five-year agreement with Great Minds, Arts & Letters English Language Arts Curriculum using 35j Grant funds at a total \$1,289,200.19 for the first three years of implementation (2025/26, 2026/27, 2027/28) with the remaining two years (28/29, 29/30) not to exceed \$225,000 total from a combination of grant and/or general fund.

Agenda



- Review of Pilot Process
- Pilot Data Collection
- Data Synthesis Results
- Great Minds Curriculum Overview

Pilot Process Overview



What Did We Need to Know



Instructional Materials

Identify which resources were used

Determine what worked and what did not



Impact on Instructional Practice

Cite the tools and resources that supported practice

Name the challenges faced during implementation



Impact on Student Learning

Monitor student learning and growth

Gauge student interest and engagement

How Did We Learn It?



Instructional Materials

Support Check-In

Survey questions to glean from teacher input

Classroom visits to observe what resources are used



Impact on Instructional Practice

Support Check-In

Survey questions to learn from teacher reflections

Classroom visits to see how the resources are used



Impact on Student Learning

Student Work Samples

Student Feedback (Interviews)

Classroom visits to see student response to resources

**WHAT
WE SEE**

Data
Analyses
Included
in the
Report

**WHAT WE
DON'T SEE**

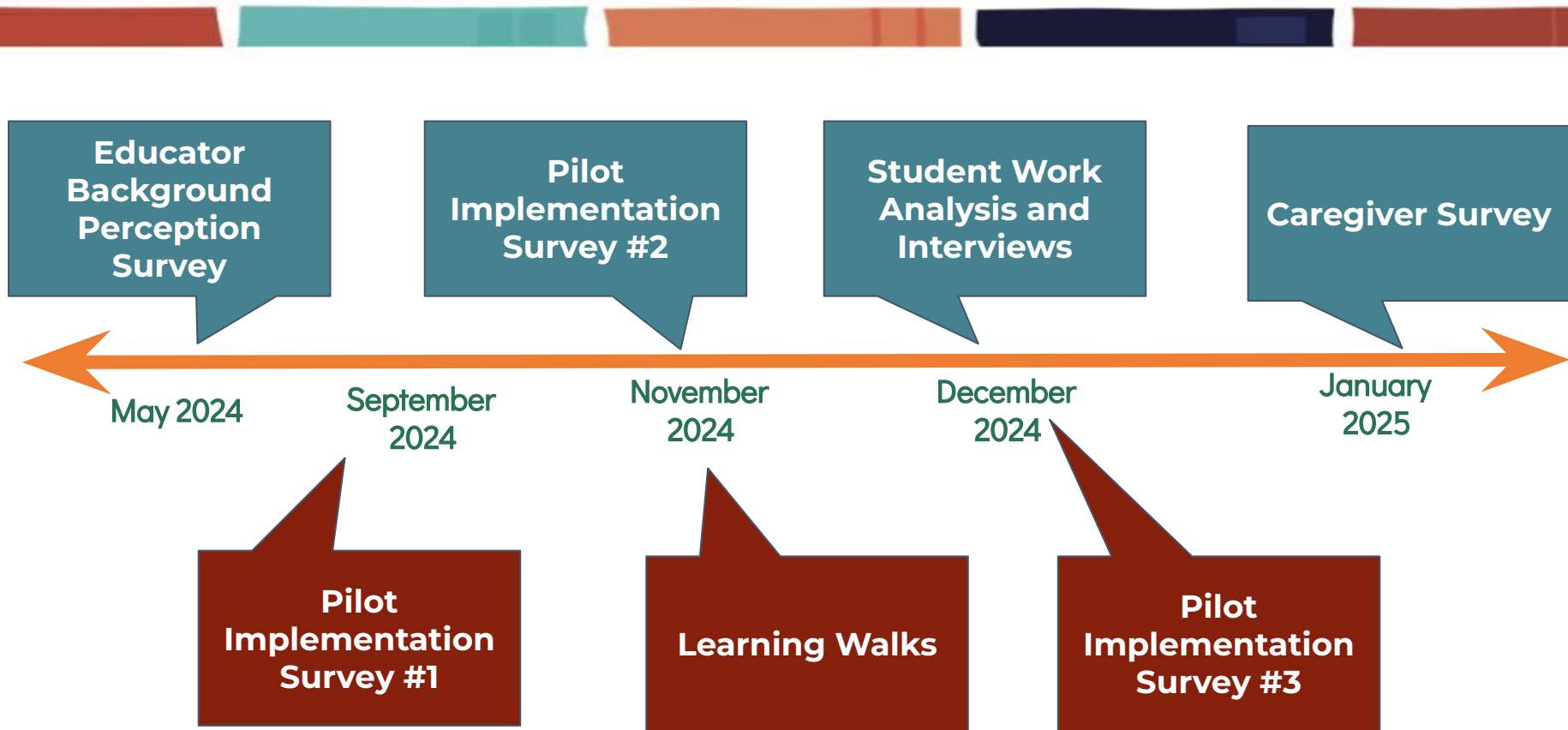
Missing
Perspectives

Outliers

Other Data
Collected

Other Analyses

Ongoing Pilot Data Collection and Feedback Cycle



Educator Current Curriculum Perception Survey

Allows all students to access and engage with systematic foundational skills	Teacher: 36% BLCs: 63%
Allows all students to access and engage with complex texts	Teacher: 11% BLCs: 0%
Sufficiently attends to students' cultural diversity	Teacher: 3% BLCs: 0%
Sufficiently attends to how educators foster and support equitable experiences for students during instruction	Teacher: 5% BLCs: 0%
Allows all students to experience joyful learning	Teacher: 16% BLCs: 0%
Sufficiently attends to students linguistic diversity	Teacher: 1% BLCs: 0%
Allows all students to engage with shared content knowledge, topics, and texts	Teacher: 15% BLCs: 0%

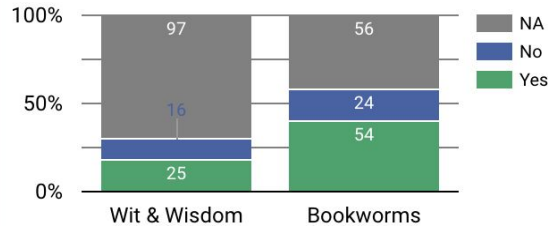
Pilot Implementation Surveys

Overall, both curricula demonstrated strengths in student engagement and academic development, though they differed in approach. Educators valued Bookworms for its structured routines and ease of implementation, making it an excellent choice for teachers looking for a well-organized program that could be readily adapted for diverse learners. In contrast, Wit & Wisdom stood out for its thematic depth, challenge, and ability to foster critical thinking through inquiry-based learning. While both curricula supported student growth in foundational skills like writing, reading, and vocabulary, Wit & Wisdom was more likely to be seen as pushing students to engage deeply with complex texts and develop their analytical skills in an interdisciplinary context. Furthermore, while both curricula fostered equitable learning opportunities, Wit & Wisdom was seen as particularly effective in meeting the needs of multilingual learners and students with disabilities through its rich content and collaborative structures. Notably, educators across both programs expressed strong support for the adoption of a common curriculum to ensure consistent, equitable experiences for all students.

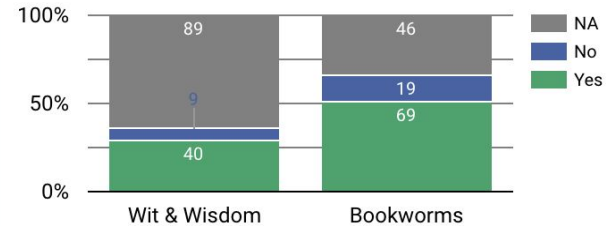
Learning Walks

GRADE LEVEL

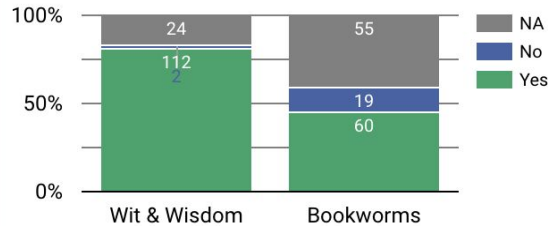
Foundational Skills-Direct Instruction



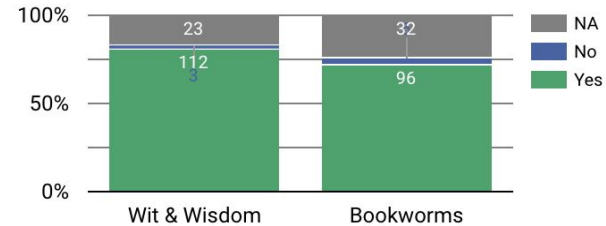
Foundational Skills-Student Practice



Reading of Complex Text

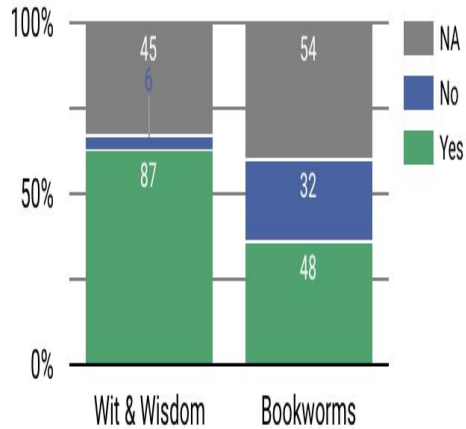


Building Vocabulary/Academic Language

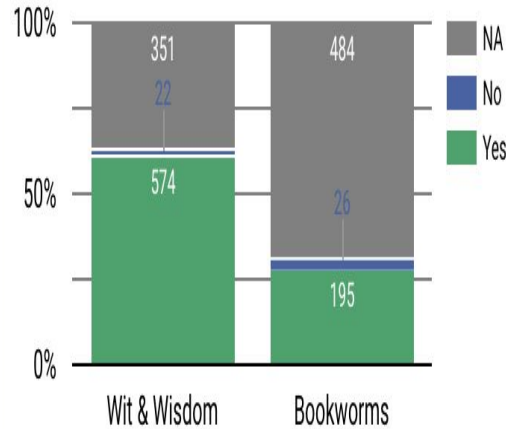


Learning Walks

Volume of Reading to Build Knowledge

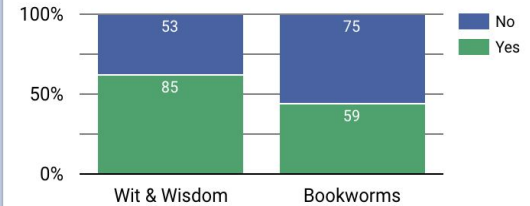


Prominent Writing Opportunities

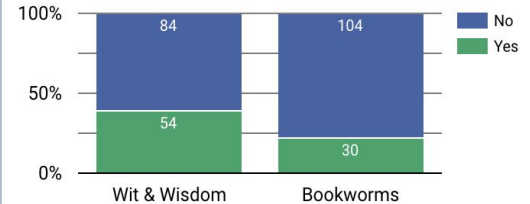


AFFIRMING PRACTICES

Affirm & Center Students



Critical Literacy & Real World Connection



Student Work and Interview Context

Number of Schools: 12	Eberwhite, Wines, Carpenter, Mitchell, Allen, Pittsfield Lakewood, Abbot, Bryant, Thurston, A2 Steam, Dicken
Number of Students: 37	Kindergarten: 6 1st Grade: 8 2nd Grade: 6 3rd Grade: 6 4th Grade: 6 5th Grade: 5
Range of Student Ability	Striving: 12 At Grade Level: 12 Accelerated: 13
What Was Collected?	End of Module 1 Tasks

Student Interview Trends

When asked about what they
liked about reading and writing in the classroom

Open Up, Bookworms	Great Minds, Wit & Wisdom
#1 Shared Reading of a text #2 Learning new reading and writing skills	#1 Building knowledge about topics #2 Learning routines taught within the curriculum

Student Interview Trends

When asked about **what they would change about reading and writing**

Open Up, Bookworms	Great Minds, Wit & Wisdom
#1 More choice of texts and topics of study	#1 More choice of texts #2 More flexibility with time to engage in learning routines

Student Voices

I like that we learn a lot of new words every week. We get to read true and not true stories. I like that we all read together. During small group time, we get pulled to read another book with our group and I like doing that. I like writing stories and typing them.

-Open Up, Bookworms Student

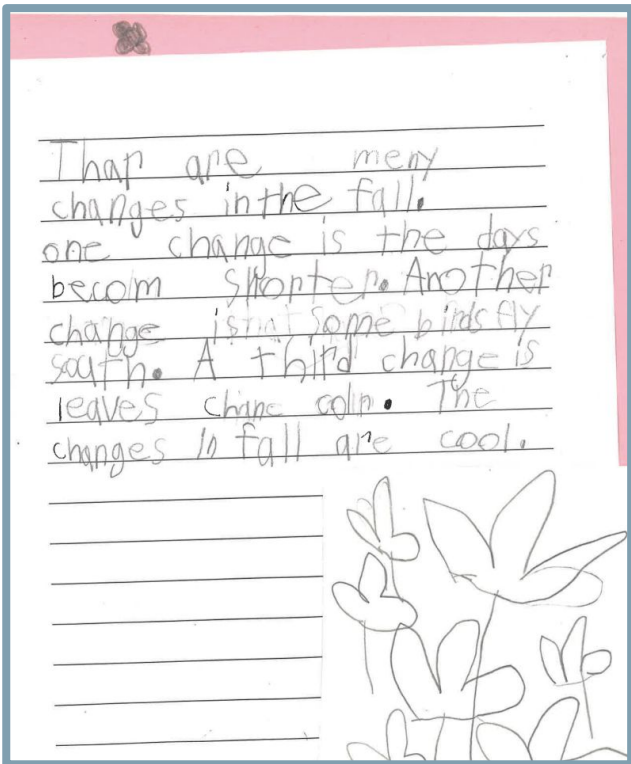
I like that we get to write about what we think in the book. I like the books we get to read - it's about history and it helps me learn more about the past. I really like how we learn about the characters in the books.

-Great Minds, Wit & Wisdom Student

Student Work Analysis Trends

Open Up, Bookworms	Great Minds, Wit & Wisdom
<ul style="list-style-type: none">• Culminating tasks were designed as a project completed over a period of days with lessons taught to support and scaffold the process• Culminating tasks were accessible for all students and included scaffolds such as teacher modeling, small group work, and collaborative writing process.• The knowledge necessary for completion of culminating tasks was gained through the shared reading/read aloud of multiple texts within the module• Culminating tasks were aligned to grade level standards	<ul style="list-style-type: none">• Culminating tasks were designed to be completed independently, as an assessment of learning, and utilized instructional supports such as checklists and visual supports to aid student success• Culminating tasks provided opportunities for students to make real life connections and understand the world around them• The knowledge necessary for completion of culminating tasks was gained through the shared reading/read aloud of multiple texts within the module• Culminating tasks were aligned to grade level standards

Student Work Samples - Open Up Bookworms 1st Grade



What Was The Student Most Proud Of?

I finished my writing and had good sentences.

Task Overview:


Students will collaboratively write an informative description about the changes in fall by synthesizing their learning from the Modules four texts on the topic.

Student Work Samples - Great Minds, Wit & Wisdom 1st Grade

Assessment 28A:
End-of-Module Task


Directions: Write and draw to tell a narrative about a character whose life has changed because of books.

It started in Canada




Name: _____

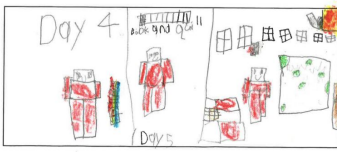
Then JJ went to the library.



When JJ does not have books.



Finally JJ has books.



What Was The Student Most Proud Of:

I worked hard on it. The colors. I feel proud that I did it on my own.

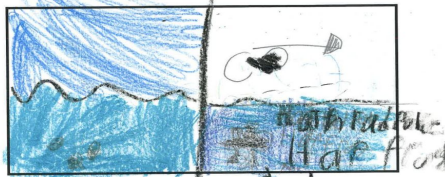
Task Overview:

Students independently retell a narrative in writing that conveys their knowledge of how books change lives around the world.

Student Work Samples - Open Up, Bookworms 2nd Grade



First, the mother frog lays her eggs in the water. She can lay thousands of eggs at one time. When the eggs are in a group it is called frog spawn. The eggs are jelly-like.

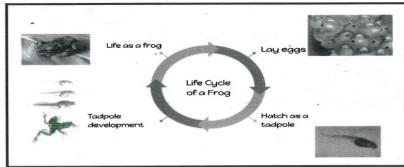


Then, the eggs hatch into tadpoles. In the egg the tadpole wiggles until they hatch in the water. They have gills to breathe in the water. They eat plants. They are prey to other animals.

Eventually the tadpoles develop hind legs with webbed toes, front legs with fingers, and the tail shrinks until it's gone.



Next, the tadpole is a frog! The frog no longer has gills. Instead, it breathes through its nostrils. Frogs live on land, but stay near water since their skin needs to stay moist. They have long sticky tongues to catch their prey, like bugs. Also, frogs are prey themselves to predators, like a snake. They use their strong legs to jump away from the predators. Some frogs also can camouflage themselves and hide from predators. If they are female, they can lay eggs. Males can fertilize eggs. If fertilized, the eggs grow into tadpoles.



In conclusion, frogs have three stages in their life cycle. They grow from an egg to a tadpole and finally into an adult frog. This cycle keeps going over and over again.



What Was The Student Most Proud Of?

There's a lot of hand skill in it like drawing all the eggs. I added a lot of detail and extra stuff. I added labels.

Task Overview:

Students will collaboratively write a research report about the frog life cycle by synthesizing information from four texts.

Student Work Samples - Great Minds Wit & Wisdom 2nd Grade

In fall the weathr get's colder AND the Sun Lite get's Sho
rt AND the PLANTS thay start falling ON the ground
Fall bursts with color. Some LEAVES turn red AND
orange, yellow, AND brown. then they drop off the trees
it get's colder AND Sun Lite get's shorter eve
ry DAY. Leaves are red, orange AND yellow an the
LEAVES DROP off the trees.

What Was The Student Most Proud Of?

I usually don't write as much. When I finish (writing) a page or a paragraph that makes me proud.

Task Overview:

Students independently write an informative paragraph about how changes in weather impact plants or animals in the fall using evidence from core texts.

Student Work Samples - Open Up, Bookworms 4th Grade

Tornadoes

By:JR Bean

Have you ever felt 200 to 300 MPH winds? Well, tornadoes can reach those speeds. Today you will learn all about tornadoes, and if you like to learn you should read this book. In this book you will learn about a famous tornado in Joplin Missouri. You will learn about how they form, what kind of damage they cause, and finally you will learn about people who chase tornadoes.

Did you know there was a tornado in Joplin Missouri that took the lives of 547 people, and injured over 1,000 people, and took the title as the deadliest tornado in history. Then not too long after that, a tornado hit Greenfield, Iowa. Both were EF 5 tornadoes, which means they were the biggest tornado in history.

Tornadoes form when heat and cold join together and start spinning to make an updraft, then it turns into a funnel cloud, and it's not a tornado until it hits the earth ground. Sometimes it doesn't even touch land, but it just looks like a tornado but it's just a funnel cloud.

If you are wondering, EF stands for enhanced Fujita. It's the size of the tornado. EF0 tornadoes are small and can barely take a branch off a tree. EF1 and EF2 are not very strong tornadoes but they are strong enough to throw a car over or take a roof off a house, but they are pretty strong. EF3 and EF4 are very very strong tornadoes. They can lift a tractor off the ground or throw a

cow into a barn wall, because these tornadoes are some of the strongest tornadoes ever. EF5 tornadoes can rip a house out of the ground. They can also take a barn or a silo out of the ground and throw it into a house and break the house, but an EF5 tornado is the biggest tornado ever.

Tornadoes can cause big damage like throwing a house into another house, then both the houses blow up that probably would not happen. It might only happen if the tornado was an EF5 like you learned about in the last sentence but tornadoes can do big damage. They can throw cows into barn walls (which probably hurts a lot) this only happens when the cows are asleep. They are very powerful in fact they are the third most powerful natural disaster.

Did you know that there are people that get paid to chase tornadoes. These people are called storm chasers. They try to track them with special radars that get shot up in the sky with a machine that they leave in the tornadoes path then it opens and it lets all the radars. So here is how it works: the storm chasers leave a big bin that holds all the radars in the tornadoes path that the tornado will go through before that happens the storm chasers drill the bin into the ground so it doesn't break and not work, then when the tornado does go through the storm chasers will open the bin from a computer and it will let all the tiny little radars go into the tornado and they can track like what kind of tornado it is or what kind of wind speeds it is.

If you want to keep safe from a tornado you can stay in a storm cellar underground or if you have a basement you can go in the

strongest room possible which is probably at the front. Today you have learned how tornadoes form, damages tornadoes cause, and people who chase storms and how to stay safe during a tornado. Make sure you don't get yourself caught in one.

What Was The Student Most Proud Of?

When I look back at it and I see all the stuff that I searched and all the cool stuff that I wrote about tornados. When I look back and see all the paragraphs and how long it is.

Task Overview:

Students show what they have learned about the natural disaster of their choice by researching, planning, and writing an informative report independently. Students use their knowledge about the research process as part of this culminating task.

Student Work Samples - Great Minds, Wit & Wisdom 4th Grade

THE IMPORTANCE OF A GREAT HEART

By Willa

Do you wonder about what happens in your heart? Or what it means when someone says they have a "heart of gold." They're talking about a great heart. Great hearts help the world and every individual person. A literal great heart is in your body pumping blood. A figurative great heart is helping someone. But both kinds of hearts are important.

First, literal great hearts. The literal heart is what keeps you breathing. The literal heart takes in blood and pushes it out in the lungs or a different part of the body. It's called the circulatory system. It is really important in my opinion. In the book *The Circulatory Story*, they say "blood can transport oxygen to all parts of the body". The blood can move because of the literal heart. So it is very important to have a literal great heart.

Now the figurative great heart. The figurative great heart helps everyone. A figurative great heart is someone being kind, brave, heroic, loyal, fair, giving, assertive, empathetic, selfless and helpful. In *Love That Dog*, Ms. Stretchberry shows a figurative great heart by encouraging Jack to try poetry and he ended up liking it. So figurative great hearts help the world too.

Figurative and literal great hearts help everyone. Figurative great hearts help the world by giving it kindness, trust and the feeling of safety all around us. Literal great hearts help by keeping everyone alive. Without the literal great heart, there would be no love. So help the world with your great heart because I know you have one.

What Was The Student Most Proud Of?

I really liked - I felt proud of my essay. Getting it done feels good. My best part is the conclusion because I liked conclusions.

Task Overview:

Students demonstrate their knowledge of the literal and figurative great heart by writing a 4 paragraph informative essay drawing evidence from the module's two core texts.

Caregiver Survey Context

Number of Responders	288
Number of Schools	18
Response Percentages by Grade	Kindergarten: 30% 1st Grade: 22.4% 2nd Grade: 13.7% 3rd Grade: 10.1% 4th Grade: 17% 5th Grade: 6.9%
Percentage of Children Who Share About Reading and Writing at Home	79.8%

Caregiver Survey Trends

When asked about what they **have heard from their child about reading and writing this school year**

Open Up, Bookworms	Great Minds, Wit & Wisdom
#1 Book titles and topics #2 Foundational skills growth	#1 Topics and information from books #2 Writing pieces shared at home * Another popular response for W&W caregivers was improved foundational skills attributed to phonics instruction in UFLI or Foundations.

Caregiver Survey Trends

When asked about **what they have noticed about your child's reading and writing this year**

Open Up, Bookworms	Great Minds, Wit & Wisdom
#1 Overall improvement, especially writing	#1 Improvement in reading, writing and confidence.
#2 Increased confidence in reading and motivation and interest to read at home	#2 Excitement about reading and writing at home

Caregiver Voices



My child likes to tell about the content of what they are reading. She enjoys sharing facts from non-fiction and retelling fiction stories. She is developing a love of reading!
She also is proud to share words she knows how to read when we are out and about.

-Open Up, Bookworms Caregiver

Caregiver Voices

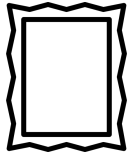
My son is far more engaged in literacy than in years past. He is very apprehensive when it comes to writing, but the way writing was broken down made a big difference for him. He typically avoids the act of writing at all costs even when knowing exactly what to write. I think the way the lessons scaffolded the writing made a difference for him. I wish he had, had this before 5th grade. I am hopeful that this experience will set him up for strong writing skills in middle school and writing skills that match his reading skills. I can't wait to see how my younger child's writing develops in the future.

-Great Minds, Wit & Wisdom Caregiver

Final Data Synthesis Overview

Day 1

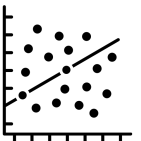
- **Context and Framing-** Review the steps and decisions that have led to this point and the role/value of data and the perspectives of multiple stakeholders in this process.
- **Review of Criteria-** Review the prioritized criteria from our community values, the curriculum review process, and learning walk tool to consider impact on teaching and learning.
- **AAPS Needs and Values-** Review of AAPS literacy history, district needs and values, and achievement data.



Final Data Synthesis Overview

Day 2

- **Special Considerations-** Sharing items of note about each curriculum to consider in a future implementation (Arts & Letters, K-2 Phonics Instruction)
- **Data Analysis Protocol-** All data points collected throughout the pilot for both curriculums will be analyzed in small groups to capture the overall narrative revealed for each curriculum as well as implications of identified strengths and gaps.
- **Facilitated Discussion-** Whole group discussion facilitated by SAP to determine which sets of resources is best aligned to the needs of AAPS students and teachers.
- **Decision Making Process-** Dot Voting which allows for a preference vote rather than a “yes” or “no”



Final Data Synthesis Results

AAPS Needs and Values- Review of AAPS literacy history, district needs and values, and achievement data.



We Value:

Systems of Support

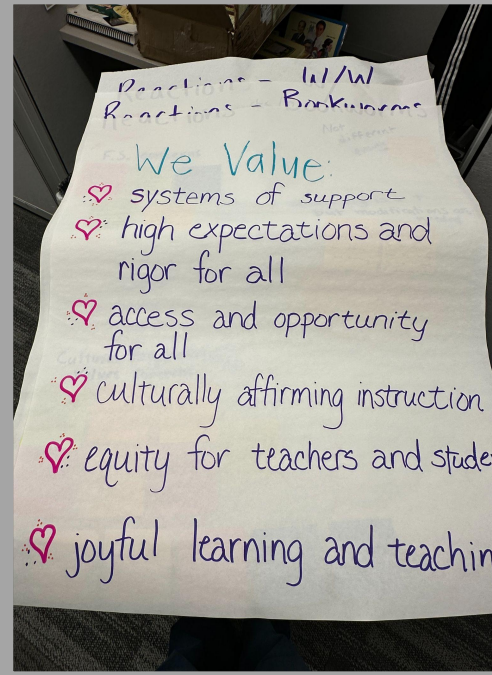
High Expectations and Rigor for All

Access and Opportunity for All

Culturally Affirming Instruction

Equity for Teachers and Students

Joyful Learning and Teaching



Final Data Synthesis Results

Data Analysis Protocol- All data points collected throughout the pilot for both curriculums will be analyzed in small groups to capture the overall narrative revealed for each curriculum as well as implications of identified strengths and gaps.



Great Minds, Wit & Wisdom

Alignment to AAPS Needs and Values

Support of PLCs Will Be Essential to Help with Usability Concerns

Consideration of Arts & Letters

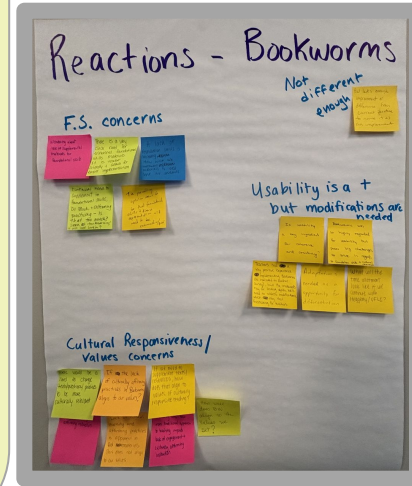
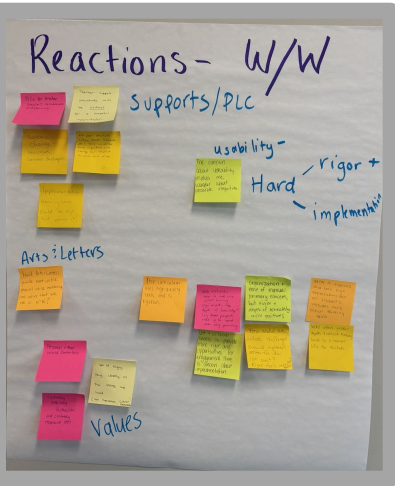
High Levels of Rigor

Open Up, Bookworms

Foundational Skills Concerns (K-2)

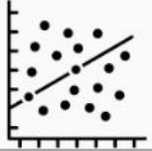
Usability Is a Benefit but Modifications are Necessary

Lacks Alignments with Values and Needs - Culturally Affirming Instruction

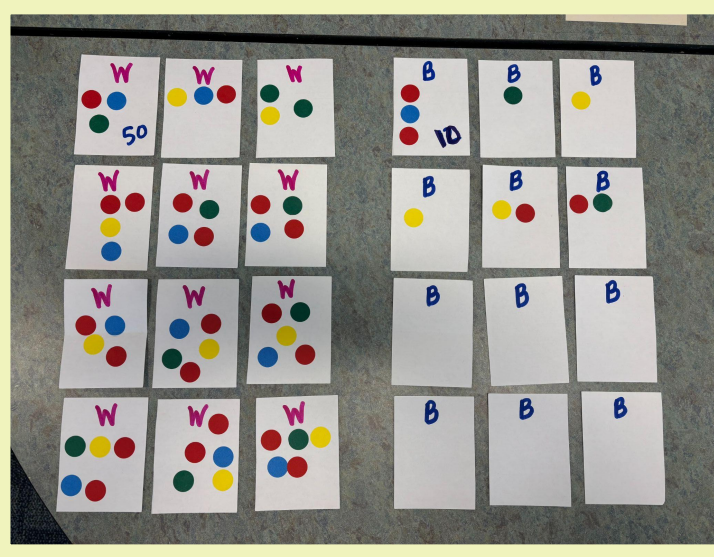


Final Data Synthesis Results

Decision Making Process- Dot Voting which allows for a preference vote rather than a “yes” or “no”



Which sets of materials is best aligned to the needs of AAPS students and teachers?



Open up,
Bookworms: 10

Great Minds, Wit
& Wisdom: 50

Pilot Teacher Reflections



Now we will hear from some of our pilot teachers regarding their experience using Great Minds and the impact of the curriculum on observable student achievement. Welcome to:

Allie Cadavieco, Lakewood Kindergarten Teacher

Julie Cooper, Bryant 2nd Grade Teacher

Arts & Letters Deep Dive

Great Minds, Wit & Wisdom

Alignment to AAPS Needs and Values

Support of PLCs Will Be Essential to Help with Usability Concerns

Consideration of Arts & Letters

High Levels of Rigor

Agenda:

Arts & Letters Overview

Module Content and Structure

Texts

Arc and Lesson Level

Comparison

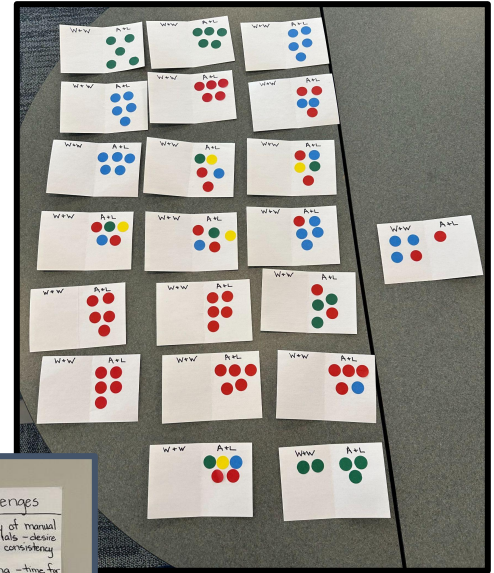
Early Lessons and Module 0

Comparison

Assessment Crosswalk

Lesson Experience

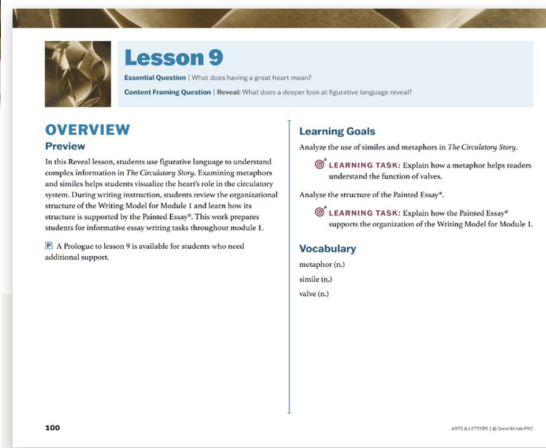
Preference Voting



Successes	Challenges
<ul style="list-style-type: none">• Strong engagement with core content• Improvements in student engagement and deep thinking• Students' eagerness to participate & contribution to learning• Critical thinking & collaboration through the analysis of HA text including art• Appropriate challenge for students including MLL & students w/ special needs• Design of writing and grammar lessons• Availability of texts• Strong culture to write• Made time in the end• Writing is now "fun"• Appreciate the summer of Arts & Letters	<ul style="list-style-type: none">• Usability of manual and materials - desire to ensure consistency• Scheduling - time for planning & leading entirety of lesson 2-3 days for 1 lesson• Relevance of perspectives shared in core texts & lessons - some students pre-emptive that students have certain background knowledge• Not enough time to give age access to all students• Hard time finding in-time for small groups• SE wasn't grade appropriate

Great Minds Curriculum Overview

Great Minds® is an easy-to-use ELA program designed with customizable resources to help both students and teachers thrive. Aligned with the Science of Reading research, this curriculum ignites a passion for reading, writing, speaking, listening, and lifelong learning in every student.



Arc C: Why Do Leaves Change Color?

Lesson 12 Wonder Why Do Leaves Change Color?	Lesson 13 Organize Why Do Leaves Change Color? P	Lesson 14 Reveal Why Do Leaves Change Color? Module Task 1 completed P	Lesson 15 Reveal Why Do Leaves Change Color? P	Lesson 16 Know Why Do Leaves Change Color?
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Arc D: The Little Yellow Leaf

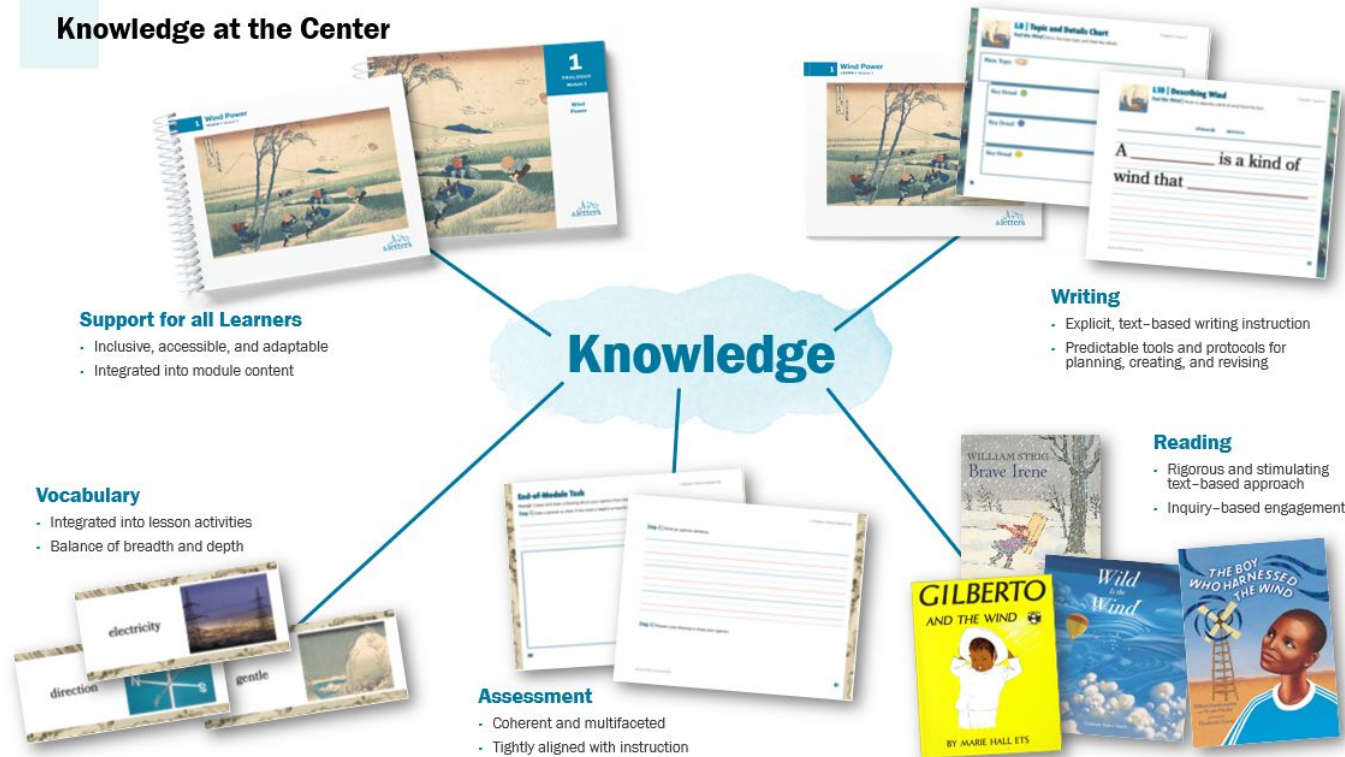
Lesson 17 Wonder The Little Yellow Leaf	Lesson 18 Organize The Little Yellow Leaf P	Lesson 19 Reveal The Little Yellow Leaf P	Lesson 20 Distill The Little Yellow Leaf P	Lesson 21 Know The Little Yellow Leaf Module Task 2 completed	Lesson 22 Listening Comprehension Assessment 1	Lesson 23 Responsive Teaching
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Each grade has 4 modules with 30-38 lessons.

Each 60 minute lesson includes opportunities for reading, writing, research, inquiry, and speaking and listening.

Great Minds Curriculum Overview

Knowledge at the Center



Scarborough's Reading Rope

SCARBOROUGH'S READING ROPE (2001)

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

THE MANY
STRANDS
WOVEN INTO
SKILLED
READING

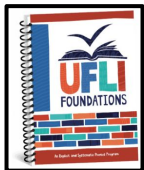
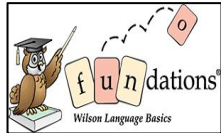
INCREASINGLY STRATEGIC

INCREASINGLY AUTOMATIC

**SKILLED
READING**

Fluent execution
and coordination of
word recognition and
text comprehension.

Arts
& letters™



Simple View of Reading

The Simple View of Reading

A Complete Early Literacy Solution



Pilot Recommendation



Great Minds, Arts & Letters for Teachers

Arts & Letters teacher helping student



For Teachers

- A comprehensive *Teach* book for each module, complete with daily lesson plans for all four topics, provides detailed guidance.
- *Prologue* sections allow educators to assign preview and practice lessons specifically designed for multilingual learners.
- Digital versions of *Teach* and *Prologue* streamline prep and delivery.
- Customizable presentation slides facilitate daily lessons.
- Digital assessments for teachers to track student understanding and performance data.
- Classroom posters connecting reading and writing resources to knowledge.

Great Minds, Arts & Letters for Students

For Students

- *Learn* books include graphic organizers and other materials to support engagement and learning.
- *More* videos and additional multimedia resources provide students with dynamic opportunities to learn.
- Volume of Reading texts are available as resources to extend learning and support independent reading.
- Family Tip Sheets and our family resources provide caregivers with guidance on how to best support their students at home.



Great Minds, Arts & Letters Text Library



Recommendation



To approve the adoption and five-year agreement with Great Minds, Arts & Letters English Language Arts Curriculum using 35j Grant funds at a total \$1,289,200.19 for the first three years of implementation (2025/26, 2026/27, 2027/28) with the remaining two years (28/29, 29/30) not to exceed \$225,000 total from a combination of grant and/or general fund.

Great Minds Michigan Districts

Committed

Farmington- Wit & Wisdom

Birmingham- Currently using Wit & Wisdom- Migrating to Arts & Letters

Novi Community Schools- Currently using Wit & Wisdom- Considering migrating to Arts & Letters

Pontiac City Schools- Wit & Wisdom K-8 (2020- current)

Bedford Community Schools- Wit & Wisdom (4 year contract)

Davison – Wit & Wisdom 3rd-6th (4 year adoption)

Holt Public Schools- Wit & Wisdom K-2

Lakewood (Ionia) – Wit & Wisdom (digital only)

Mattawan Community Schools- Piloted WW and several others- Arts & Letters (5 year contract)

Grosse Isle – Wit & Wisdom K-5

Perry Elementary East- Wit & Wisdom K-2

Leland School- Wit & Wisdom K-5

Reviewing/ Piloting

Warren Consolidated – Piloting Wit & Wisdom K-5

Dexter Community Schools- Piloting Arts & Letters 5th-6th with possible adoption 5-8

Academic Impact in a Pilot

Question

Can a RIT score help determine if new curriculum is effective?

The logo for nwea CONNECTION, with 'nwea' in yellow and 'CONNECTION' in white, set against a dark grey background.

Answer

There are a few ways to measure the effectiveness of a new curriculum. However, one thing to be aware of is the possibility of an implementation dip. Implementation dip is known as a "*dip in performance and confidence as one encounters an innovation that requires new skills and new understandings*". Judgments made about the effectiveness of a new curriculum in year one should be tempered by an understanding of the quality of the implementation and the likelihood of a dip in performance.

Arts & Letters Information

Arts & Letters is the new English language arts curriculum from Great Minds®. Arts & Letters is based on the same DNA, instructional design, and pedagogical approach as Wit & Wisdom®, and both curricula share an alignment to evidence and researched-based instructional practices to ensure students and teachers have a knowledge-rich experience.

With both Arts & Letters and Wit & Wisdom,

- instruction is rooted in four knowledge-building topics per grade level,
- students read well-loved, high-quality texts,
- content stages are leveraged to teach reading,
- reading and writing skills are developed through an integrated approach, and
- the Science of Reading research is embraced.

Over eight years of feedback from educators, academics, and community members about the effectiveness of Wit & Wisdom in the classroom along with input on opportunities to further improve the teacher and student experience give us confidence in our new program. We believe the similarities are striking and the improvements necessary. While many module topics are the same, we leverage several new texts that more authentically represent the lived experiences and backgrounds described in the texts. As such, Arts & Letters was released as a new ELA solution.

Name: Arts & Letters integrates fine arts and literacy for a complete English language arts (ELA) solution. Historically, the phrase “arts and letters” has referred to the study and appreciation of literature and the arts.

Pilot Implementation Surveys



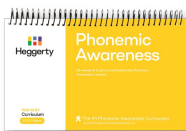
“For students, Wit and Wisdom offers the opportunity to develop a deeper understanding of texts, improve analytical skills, and engage in meaningful discussions. By focusing on knowledge-building through authentic texts, students can enhance their critical thinking, writing, and vocabulary skills while exploring relevant and thought-provoking themes. These opportunities can lead to greater academic confidence and long-term success.” - Wit & Wisdom Teacher

“Once you get into the routine of teaching, everything is very straightforward and scripted in a way that is easy to follow. Shared reading lessons have a very consistent structure, so once pacing is in place I am able to focus more on my student's depth of thinking, scaffolding, and accommodations.” - Bookworms Teacher

Overview of Literacy Instruction in the AAPS

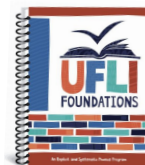
Word Study:
Phonemic Awareness

Heggerty
10 mins



Word Study: Phonics
and Word Analysis

UFLI Foundations (K-2)/ Morpheme Magic (3-5)
30 mins 15 mins



Reading

Writing



Arts
& letters™

Great Minds, Arts & Letters

60 mins

Differentiated, Small Group
Instruction

30-45 minutes