

**GREAT
MINDS**

every child
is capable of
greatness



**WIT &
WISDOM[®]**

Getting Started Guide
Grade 3 Module 4

Getting Started

This Getting Started Guide provides contextual information as you review the sample *Wit & Wisdom*® lesson. Follow along as we explore the contents of the lesson and learn how students gain content knowledge and develop skills in reading texts, writing, speaking, and listening.

More Meaningful Language Arts Instruction

Wit & Wisdom is a knowledge-building K–8 curriculum that has transformed English language arts (ELA) instruction in classrooms across the nation. Great Minds® believes that classrooms are places where students and teachers encounter wit, wisdom, wonder, rigor, and knowledge, and that literature, history, art, and science all have a place in ELA instruction. *Wit & Wisdom* helps students build rich layers of knowledge. Our learning design inspires teachers and students to experience complex texts and ideas on a deeper level by fostering the questioning spirit that will shape the next generation of great writers, thinkers, and leaders.

Understanding *Wit & Wisdom*

The [Wit & Wisdom Implementation Guide](#) helps educators bring the curriculum into their classrooms. The guide provides a detailed map of the resources built into the curriculum and offers advice on how to prepare to teach each module. We'll highlight some of the information covered in the Implementation Guide to help you explore *Wit & Wisdom* Grade 3 Module 4.



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Guidance Built into *Every Lesson*

Our teacher-writers crafted *Wit & Wisdom* to provide students with a knowledge-building learning experience while giving teachers support in every module to facilitate the learning. Examples of supports include the following:

- Getting Started videos for teachers
- [Free Teacher Resources](#)
- Preparation Protocols
- Scaffold, extension, and differentiation notes
- Point-of-use Teacher Notes
- Multilingual Glossaries
- [Curriculum Overview for Families](#)
- Teacher Edition appendices resources

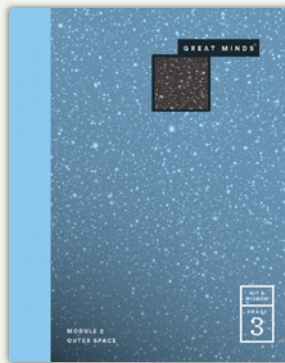
Building Knowledge Through *Complex Texts*

Wit & Wisdom teacher-writers identified texts and topics that will build students' knowledge of key topics in history/social studies, science, literature, and the arts. These topics and associated texts increase in complexity across the year and vertically across grade bands. Students build knowledge across diverse disciplines throughout each of the modules in Grade 3.

Grade 3 Module Topics and Texts



Module 1:
The Sea



Module 2:
Outer Space



Module 3:
A New Home



Module 4:
Artists Make Art

What students learn in one lesson, an arc of lessons, a module, and a grade level prepares them for the next lesson, arc of lessons, module, and grade level. Each experience builds on the previous one, so students establish strong background knowledge.

A Map to the *Learning*

Wit & Wisdom modules are organized around a compelling topic, an **Essential Question**, a curated set of texts, and a series of **Focusing Questions** that build students' knowledge and skills and prepare students for the module's culminating assessment—the End-of-Module (EOM) Task. Modules are written in a careful horizontal progression, each one building on the previous one through routines, content knowledge, skills, developmental appropriateness, and rigor. Each module is designed to support educators with the introductory Module Overview, which reviews the module's focus, organization, and elements.

For a snapshot of Grade 3 Module 4: Artists Make Art, head to the **Module Overview**. The overview sums up the student learning goals, provides insights on previous knowledge students will use in this module, shows where in the curriculum students will use this module's learning to build new layers of understanding and complex knowledge, lists the core texts and topics students will examine, and finally lists the standards this module will address.

Diving into a *Lesson*

Grade 3 Module 4: Artists Make Art, Lesson 11

In the module we've selected, students will learn about artists and the work they create in different media, including dance, poetry, painting, and music. Students will read about a fictional child's drawings, the dance of Alvin Ailey, the poetry of William Carlos Williams, the paintings of Jackson Pollock, and the music of Marian Anderson through texts that detail the creative processes, the successes, and the struggles involved in translating inspiration into words, sound, movement, or images. Paired with your sampler, you will find a copy of *A River of Words: The Story of William Carlos Williams* by Jen Bryant. This text, paired with the poem "The Great Figure" by William Carlos Williams, provides the backdrop for understanding the life of William Carlos Williams and identifying the unique characteristics of William Carlos Williams's poetry. This lesson shows how *Wit & Wisdom*'s rigorous grade-level tasks allow all students to productively engage with complex texts that offer a range of information.

Grade 3 Module 4

WIT & WISDOM

Module Summary

The only realism in art is of the imagination.

—William Carlos Williams

This quotation, from one of this module's artists, provides a glimpse into the artistic process. In this module, students will learn about artists and the work they create in different media, including dance, poetry, painting, and music. Students read about a fictional child's drawings, the dance of Alvin Ailey, the poetry of William Carlos Williams, the paintings of Jackson Pollock, and the music of Marian Anderson through texts that detail the creative processes, successes, and struggles involved in translating inspiration into words, sound, movement, or images. Students read a fictional story by Allen Say about a young artist and four richly illustrated informational texts about the lives and work of the previously mentioned artists. In addition, students engage with the artists' work firsthand: they watch the Alvin Ailey American Dance Theater perform excerpts of his renowned work, *Revelations*; they read and analyze numerous poems by William Carlos Williams; they study and discuss some of Jackson Pollock's best-known "action" paintings; and they listen to and reflect on Marian Anderson's remarkable voice.

Students use the core texts, the back matter of the texts, and additional preselected resources to research the lives of great artists. Students create short oral presentations and use technology to interact and collaborate with their peers and publish their work. For the culmination of this work, the End-of-Module (EOM) Task, students work in groups to synthesize what they learned about an artist and that artist's work, explaining the significance of the artist's contributions.

Module at a Glance

ESSENTIAL QUESTION

What is an artist?

SUGGESTED STUDENT UNDERSTANDINGS

- Art encompasses the visual arts, dance, music, and poetry.
- Artists use their imagination in different formats.

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Grade 3 Module 4 Lesson 11

WIT & WISDOM

Lesson 11: At a Glance

AGENDA

Welcome (5 min.)

Notice and Wonder about a Poem

Launch (5 min.)

Learn (55 min.)

Collaboratively Annotate a Poem (10 min.)

Notice and Wonder about Poems (15 min.)

Notice and Wonder about Poetry (10 min.)

Choose Words and Phrases for Effect (20 min.)

Land (5 min.)

Add to Shared Digital Organizer

Wrap (5 min.)

Assign Homework

Vocabulary Deep Dive: Examine Academic Vocabulary: Explore (15 min.)

STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

Reading

- RI.3.1, RI.3.4, RI.3.5, RI.3.6

Writing

- W.3.8, W.3.9

Speaking and Listening

- SL.3.1

Language

- L.3.3a, L.3.4d
- L.3.4d

MATERIALS

- Handout 10A: Thesaurus Homework
- Handout 11A: Words and Phrases for Effect
- Artists from Module 4 Digital Organizer
- Equipment to display digital organizer
- Chart paper to display six poems by William Carlos Williams
- Markers

Learning Goals

Identify characteristics of William Carlos Williams's poetry and generate questions about his work (RI.3.1, RI.3.5).

Record at least one observation and one question about William Carlos Williams's poetry; vocabulary related to poetry as appropriate.

Choose words and phrases for effect (L.3.3a).

Create different effects by choosing different words and phrases to use in William Carlos Williams's poem "Complaints."

Use a glossary or beginning dictionary to clarify the precise meaning of explore (L.3.4d).

In your Vocabulary Journal, Stop and jot at least two facts about how William Carlos Williams explored.

Check for Understanding

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Achieving the *Standards*

Wit & Wisdom integrates practice with the reading, writing, speaking and listening, and language skills students need in Kindergarten through Grade 8 to prepare for the demands of future study and ultimately for college and their careers. All reading, writing, speaking and listening, and language standards appear as Focus Standards in one or more modules, where they are explicitly taught, repeatedly practiced, and formally assessed. You can see a full list of the Focus Standards and Continuing Standards under **Standards** in the **Module Overview**.

Art in *Context*

We recognize that visual art is a universal and essential form of expression and communication, accessible to all learners. Each *Wit & Wisdom* module provides multiple opportunities for students to engage with significant works of art, such as paintings, drawings, prints, sculptures, architecture, and photographs. *Wit & Wisdom* teacher-writers chose each work to inspire students to grapple with broader concepts related to each module's knowledge story. For instance, in Module 4, students examine Charles Demuth's [*I Saw the Figure 5 in Gold*](#) and discuss the central message of the painting.



I Saw the Figure 5 in Gold, Charles Demuth

Text-Dependent Questions

In all grades of *Wit & Wisdom*, students learn how to read, access, and analyze complex texts by working through a sequence of five Content Stages: Wonder, Organize, Reveal, Distill, and Know.

Each lesson begins and ends with a Content Framing Question that provides an overarching learning purpose for the text-dependent tasks and **text-dependent questions (TDQs)** in the lesson. The Content Framing Questions align with the Content Stages for close reading and follow a repeating structure. Framing each lesson with familiar questions helps students build the habits of mind they need to become independent close readers. The discussions, text-dependent tasks, and TDQs in each Content Stage serve a distinct purpose, illuminating key close-reading approaches.

W

WONDER: Students generate their own observations and questions, forming an initial impression of the text.

O

ORGANIZE: This stage ensures literal comprehension of the text's characters, events, and setting and the historical facts upon which it is based.

R

REVEAL: Readers focus intently on different and unique aspects of the text, such as language choice, literary devices, or structure and analyze how each element affects meaning.

D

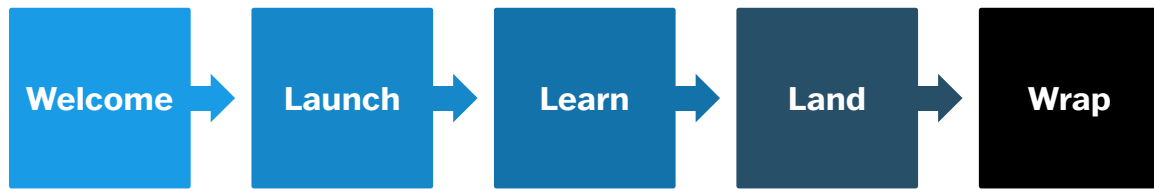
DISTILL: Students express the central ideas or themes of the text and determine how key aspects of the text support these ideas and themes.

K

KNOW: Students articulate how a text builds their knowledge, and they expand their knowledge by connecting the text to other texts and topics of study.

In Lesson 11, the Content Framing Question asks what do I notice and wonder about William Carlos Williams's poetry?

All *Wit & Wisdom* lessons organize student learning in the same five sections followed by a **Deep Dive**:



Grade 3 Module 4 Lesson 11

Lesson Section	Time	Description
Welcome	5 min.	Students engage in an activity that prepares them for the lesson's learning. Students do a first read of "The Great Figure" and record their initial questions and observations.
Launch	5 min.	The teacher introduces the lesson's Focusing Question and Content Framing Question . The teacher reads aloud "The Great Figure," modeling the elements of fluent reading, as students follow along and record any unknown words.
Learn	55 min.	Through varied instructional routines and tasks, teachers support students as they engage in productive struggle with their peers. Students collaboratively explore William Carlos Williams's works and gather in groups to generate observations and questions. Students begin to notice characteristics of the poet's work and to experiment with word choice, choosing their own words and phrases for effect.
Land	5 min.	The teacher facilitates student reflections on how they met lesson goals and answered the Content Framing Question : Wonder: What do I notice and wonder about William Carlos Williams's poetry?. In groups, students review what they have noticed and wondered about the poetry of William Carlos Williams and add to a shared digital organizer.
Wrap	5 min.	The teacher directs the closing activity by assigning students independent reading and fluency homework.
Deep Dive	15 min.	Using examples from the core text, students accomplish the vocabulary learning goal of using a glossary or dictionary to clarify the meaning of the word <i>explore</i> . Students have used <i>explore</i> throughout the year. The word was first introduced in Module 1 and has appeared in each module. Multiple meanings, morphology, and application make <i>explore</i> an important vocabulary word for Grade 3. The Deep Dive is divided into three sections: Launch, Learn, and Land. These sections align with the core lesson structure and provide predictability for teaching and learning.
Total Lesson Time = 90 min.		

Volume of *Reading*

In addition to core and supplementary texts, the curriculum includes a list of Volume of Reading texts. These are literary and informational texts that teachers can use for additional classroom instruction and that students can select for independent reading. *Wit & Wisdom* Volume of Reading texts help students of all abilities expand their knowledge of each module topic.

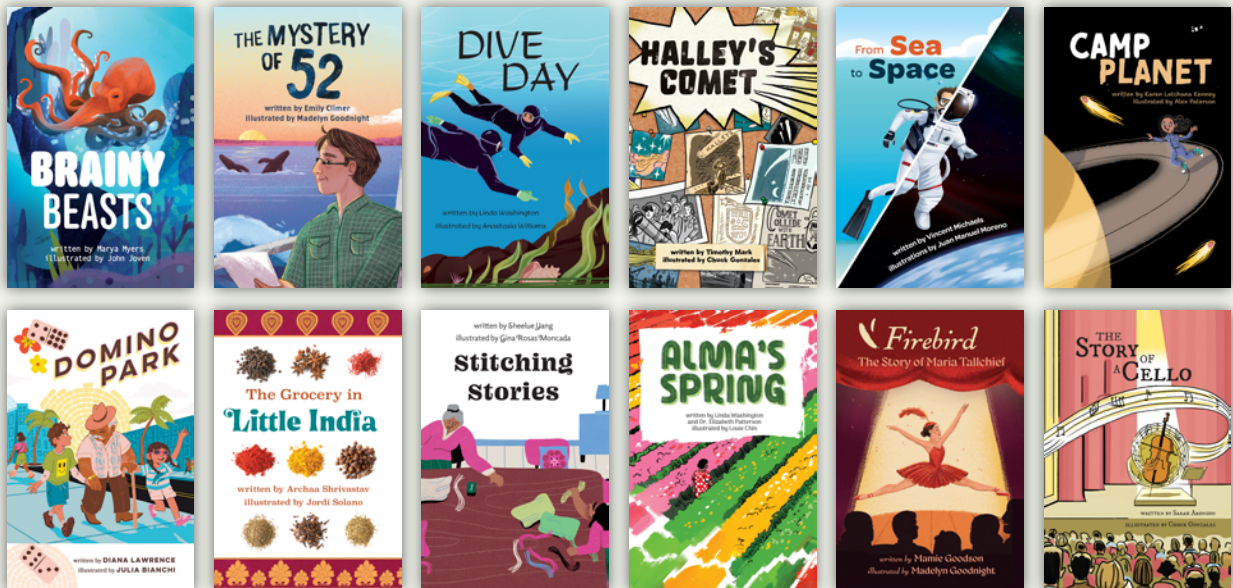


Multimedia *Learning Approach*

Great Minds gives students varied access points to learning in each module. Lessons include ways for teachers to incorporate media and create digital learning experiences to engage students in exploring module concepts. For example, in Module 3 Lesson 18, students listen to the song, “This Little Light of Mine,” sing along expressively, move with the music, and consider how this song connects with the module texts.

Knowledge Building for *Emerging Readers*

[Geodes®](#) are a collection of knowledge-building books (known as Readables) that support early and developing readers. They are stunningly illustrated and feature a diverse array of characters and stories. Geodes at Level 3 are engaging, science-backed chapter books that build knowledge and provide essential phonics and decoding practice, equipping students with the skills and confidence to take on more challenging texts.



Assessing Knowledge and Understanding

Wit & Wisdom provides five major types of assessments.

Assessment	Frequency	Type	What Does It Assess?
Check for Understanding	1+ per lesson	Formative	Lesson-level learning goal(s)
Focusing Question Task	3–6 per module	Formative or summative	Module learning goals for knowledge, reading, writing, speaking, and/or language
New-Read Assessment	2–3 per module	Formative or summative	Transfer of reading and/or language module learning goals to a new text or a portion of text focused on a topic that has been introduced
Socratic Seminar	2–3 per module	Formative or summative	Module learning goals for knowledge, speaking, and language
End-of-Module Task	1 per module	Summative	Module learning goals for knowledge, reading, writing, speaking, and/or language

For more information about the structure and design of major assessments in Grade 3 Module 4, look for the **Major Assessments** section under the **Module Overview**.

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G3 > Module 4

Major Assessments

Focusing Question Task	Elements That Support Success on the EOM Task	Standards
1. Research the life and work of Alvin Ailey, and write a four-paragraph essay answering the following question: "What inspired Alvin Ailey?" In your essay, include a thesis statement, supporting paragraphs using selected research, and a conclusion. Type one body paragraph.	<ul style="list-style-type: none"> Build knowledge about an artist and their work. Conduct research. Organize information in a multiparagraph essay. Use technology to produce and share work. Sort evidence into categories on a graphic organizer. Use the conventions of written English. 	RI.3.1, W.3.2, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8
2. First, create an audio recording of a favorite poem by William Carlos Williams, using a visual aid to support comprehension. Next, write a well-constructed paragraph in response to the prompt, "How did William Carlos Williams create poetry?"	<ul style="list-style-type: none"> Build content knowledge about the life and work of an important American poet. Give oral presentations. Use the conventions of spoken and written English. 	RL.3.1, RL.3.5, W.3.2, W.3.4, W.3.5, SL.3.5
3. With a partner, give a short oral presentation that identifies two character traits that helped either Marian Anderson or Jackson Pollock succeed as artists. Use information from core texts, background, and additional informational texts to explain how the art and work of the artist shows these traits.	<ul style="list-style-type: none"> Build background knowledge about two artists who could be the focus of the EOM task. Conduct research. Use technology to interact and collaborate. 	RI.3.1, W.3.7, W.3.8, SL.3.5, SL.3.6, L.3.1g, L.3.3.a

New-Read Assessment	Elements That Support Success on the EOM Task	Standards
1. Read "Willow Poem" by William Carlos Williams, and answer a series of multiple-choice questions and two short-response questions about nonliteral language and how specific lines of the poem build on earlier lines.	<ul style="list-style-type: none"> The task requires students to analyze the unique features of an artist's work. Students write a short paragraph. 	RL.3.1, RL.3.4, RL.3.5, W.3.10, L.3.4.d
2. Read an article from <i>Muse</i> magazine about an art historian with a theory about Jackson Pollock's <i>Mural</i> , and complete short-answer comprehension questions, including questions about text structure. Craft a short response to the article.	<ul style="list-style-type: none"> Students build their background knowledge of Jackson Pollock and his art. 	RL.3.1, RI.3.1, RI.3.2, RI.3.8, W.3.10, L.3.4.d

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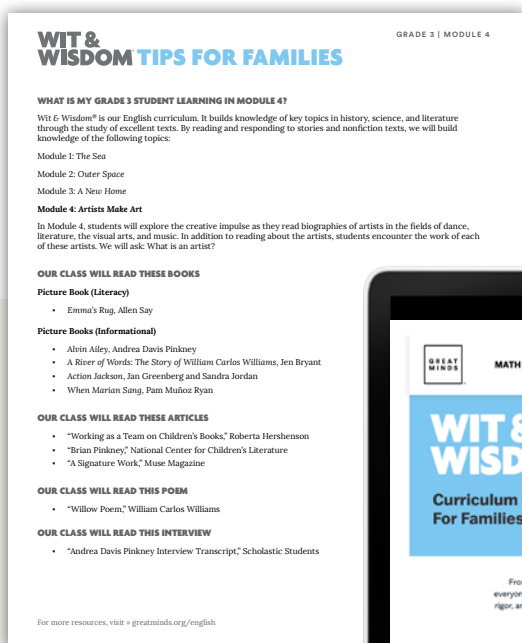
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Enhanced Supports for *Multilingual Learners*

The Multilingual Learner Resources are research-aligned supports to boost grades K-5 multilingual learners' experience with *Wit & Wisdom* and can be found within the *Wit & Wisdom* digital experience. Each resource includes:

- Multilingual Learner Resource Module Map, which lists the lessons and their supports in module sequence
- Overview of module learning and alignment to WIDA (World-Class Instructional Design and Assessment) and ELP (English Language Proficiency) standards
- Lesson-specific supports for each literacy strand: reading, writing, language, and speaking and listening; existing supports are listed first, followed by new recommendations.

The **Family Engagement Resources** invite families and caregivers of multilingual students to participate in their learning. Supports include multilingual glossaries for each grade, Welcome Letters, and Family Tip Sheets in multiple languages.



Engaging Learners and *Boosting Literacy*

At Great Minds, we strongly believe that every child is capable of greatness, especially when they're given access to engaging, knowledge-building instructional materials. For a deeper dive into the learning design behind *Wit & Wisdom*, check out our free teacher resources or get in touch with your Great Minds representative.

Professional Learning From *Trusted Colleagues*

For schools and districts adopting *Wit & Wisdom*, we offer professional learning opportunities crafted by our team of teacher-writers. We've developed two tracks of learning, one for teachers and one for leaders. Through ongoing support, we will help you effectively implement the curriculum and grow in confidence as you learn to lead your *Wit & Wisdom* classroom.



Please contact your Great Minds representative to access the digital *Wit & Wisdom* resources.