



IMPLEMENTATION GUIDE

GREAT MINDS® WIT & WISDOM®

Implementation Guide

A Guide for Teachers



*Great Minds® is the creator of Eureka Math®,
Wit & Wisdom®, Alexandria Plan™, and PhD Science®.*

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INTRODUCTION

COMPREHENSIVE ELA INSTRUCTION

Wit & Wisdom is a comprehensive Kindergarten through Grade 8 English Language Arts curriculum developed by and for teachers. Each *Wit & Wisdom* module centers on the study of rich and engaging texts, curated to build student knowledge of important ideas in the liberal arts and sciences. *Wit & Wisdom* provides the knowledge-building and standards-aligned integrated instruction essential to literacy success. The curriculum provides the complex texts students need to be strong in reading comprehension.

Wit & Wisdom should be paired with a foundational skill program to provide a comprehensive literacy solution for students in Kindergarten through Grade 3; together, they address states' college- and career-readiness standards.

Geodes is a collection of accessible knowledge-building books for developing readers. *Geodes* Readables are a unique type of text in which specific decoding strategies are coupled with content and vocabulary. *Geodes* texts enable students to apply newly learned sound-spelling patterns and practice with phonemic awareness and phonics in readable texts. Each book in the collection is designed to cultivate a deep reading experience, enabling students to apply decoding skills while building knowledge in history, science, and the arts. While most early literacy books are quite basic, *Geodes* texts are rich with facts and ideas that spark students' curiosity about the world around them.

For an overview of the alignment between *Wit & Wisdom* modules and *Geodes*, see the Resources section. For high-level sample daily schedules, see the Setting Up a *Wit & Wisdom* Classroom section.

For more information on *Geodes*, see the Going Deeper with *Wit & Wisdom* section.

For information about Foundational Skills and *Wit & Wisdom*, see the Going Deeper with *Wit & Wisdom* section.

WHAT IS WIT & WISDOM?

Wit & Wisdom Kindergarten through Grade 8 centers on the study of compelling topics and engaging texts. Its framework of inquiry helps students build rich layers of knowledge. *Wit & Wisdom*'s integrated approach to learning enables students to activate and develop content and vocabulary knowledge while learning skills. In each module, students write about what they read, learn grammar, and then articulate the meaning of each text in formal and informal discussions with their peers.

The *Wit & Wisdom* approach helps teachers celebrate the joy of reading and writing with students, while also supporting all learners in meeting the rigor of the ELA standards. By reading engaging texts and participating meaningfully in their learning, students develop the knowledge and skills they need to be successful readers, critical thinkers, and effective communicators who love to learn and can succeed in college and careers.

Building Knowledge through Complex Text

The *Wit & Wisdom* curriculum is built on the foundational understanding that for students to become truly literate, they must develop a deep body of knowledge rather than simply master an isolated set of strategies. Research by cognitive scientists and literacy experts shows that students can learn more deeply and quickly when they have a foundation of knowledge in place.

Wit & Wisdom recognizes that, from the earliest grades, students must have access to complex grade-level text to build the background knowledge, vocabulary, and skills needed to be deep readers and literate citizens. Instead of basals, students read a wide range of full-length texts to build knowledge of the world and ideas. In approaching knowledge-building through the study of exemplary texts, *Wit & Wisdom* fully addresses the standards for text complexity. *Wit & Wisdom* texts merit close reading, lend themselves to the development of content knowledge and the mastery of skills, and, most importantly, engage students in productive—and joyful—struggle.

Wit & Wisdom includes a thoughtful balance of literary, informational, fine-art, and multimedia texts. Fictional and non-fictional texts include award winners, showcase diverse viewpoints, and represent varied genres: essays, speeches, articles, interviews, memoirs, and poetry. Texts are exceptional in both content and craft. Literary texts feature plot complexity, exemplary use of language and literary devices, and high-quality illustrations. Informational texts pique curiosity, build content knowledge, and introduce a range of perspectives and forms. With *Wit & Wisdom*, students learn to unlock the content and craft of texts to build a wide range of knowledge and apply their comprehension skills and background knowledge across academic disciplines.

In addition to literary and informational texts, *Wit & Wisdom* incorporates fine art, video, and audio recordings. Visual art texts include paintings, sculptures, architecture, and photographs that expand understanding of module topics and develop students' visual and cultural literacy. Visual and multimedia texts support striving readers while engaging all students with rich content.

Each *Wit & Wisdom* year is comprised of four modules, or units of study, which focus on a topic essential for building knowledge, vocabulary, and writing skills. For example, students learn about the seasons, the American Revolution, civil rights, and space exploration. Essential topics reoccur, empowering students to deepen understanding of core knowledge across Kindergarten through Grade 8. The focus on knowledge building is supported by research, which shows that knowledge begets knowledge. Students with background knowledge are equipped to tackle increasingly complex texts and ideas and have the vocabulary to learn new information and discuss their findings.

Together, a module's texts create the module's Knowledge Puzzle: each piece contributes to key learning about a topic. Individually and collectively, the pieces of each Knowledge Puzzle empower students with the literary, historical, scientific, artistic, and cultural knowledge required for successful thinking and citizenship. In each module, students encounter quality texts that influence, extend, and often challenge their knowledge of the world and their knowledge of ideas.

Knowledge Puzzles build across grades to foster essential connections within and across disciplines. The following is one example of how *Wit & Wisdom* students explore domain-specific literary and informational texts to build rich knowledge and vocabulary about American history—within a grade and across grades.

Kindergarten Module 3: *America, Then and Now*

Essential Question: How has life in America changed over time?

Core Texts

- Informational
 - *Communication Then and Now*, Robin Nelson
 - *Home Then and Now*, Robin Nelson
 - *Now & Ben: The Modern Inventions of Benjamin Franklin*, Gene Barretta
 - *School Then and Now*, Robin Nelson
 - *Transportation Then and Now*, Robin Nelson
 - *When I Was Young in the Mountains*, Cynthia Rylant
- Literary
 - *The Little House*, Virginia Lee Burton

Grade 2 Module 2: *The American West*

Essential Question: What was life like in the West for early Americans?

Core Texts

- Informational
 - *The Buffalo Are Back*, Jean Craighead George
 - *Journey of a Pioneer*, Patricia J. Murphy
 - *Plains Indians*, Andrew Santella
- Literary
 - *Johnny Appleseed*, Steven Kellogg
 - *John Henry: An American Legend*, Ezra Jack Keats
 - *John Henry*, Julius Lester
 - *The Legend of the Bluebonnet*, Tomie dePaola
 - *The Story of Johnny Appleseed*, Alike

Grade 2 Module 3: *Civil Rights Heroes*

Essential Question: How can people respond to injustice?

Core Texts

- Informational
 - *I Have a Dream*, Dr. Martin Luther King, Jr.; paintings, Kadir Nelson
 - *Martin Luther King, Jr. and the March on Washington*, Frances E. Ruffin; illustrations, Stephen Marchesi
 - *Ruby Bridges Goes to School: My True Story*, Ruby Bridges
 - *The Story of Ruby Bridges*, Robert Coles; illustrations, George Ford
 - *Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation*, Duncan Tonatiuh

Grade 3 Module 3: *A New Home*

Essential Question: How do stories help us understand immigrants' experiences?

Core Texts

- Informational
 - *Coming to America: The Story of Immigration*, Betsy Maestro
- Literary
 - *Grandfather's Journey*, Allen Say
 - *Tea with Milk*, Allen Say
 - *Family Pictures*, Carmen Lomas Garza
 - *The Keeping Quilt*, Patricia Polacco

Grade 4 Module 3: *The Redcoats Are Coming!*

Essential Question: Why is it important to understand all sides of a story?

Core Texts

- Informational
 - *George vs. George: The American Revolution as Seen from Both Sides*, Rosalyn Schanzer
- Literary
 - *Woods Runner*, Gary Paulsen
 - *The Scarlet Stockings Spy*, Trinka Hakes Noble
 - *Colonial Voices: Hear Them Speak*, Kay Winters

Grade 5 Module 3: A War Between Us

Essential Question: How did the Civil War impact people?

Core Texts

- Informational
 - *The Boys' War*, Jim Murphy
- Literary
 - *The River Between Us*, Richard Peck

Grade 6 Module 1: Resilience in the Great Depression

Essential Question: How can enduring tremendous hardship contribute to personal transformation?

Core Texts

- Literary
 - *Bud, Not Buddy*, Christopher Paul Curtis
 - *Out of the Dust*, Karen Hesse

Grade 7 Module 2: Americans All

Essential Question: How did World War II affect individuals?

Core Texts

- Informational
 - *Farewell to Manzanar*, Jeanne Wakatsuki Houston and James D. Houston
- Literary
 - *Code Talker*, Joseph Bruchac

Grade 8 Module 4: Teens as Change Agents

Essential Question: How do people effect social change?

Core Text

- Informational
 - *Claudette Colvin: Twice Toward Justice*, Phillip Hoose

Program Design

Expert advisors devised the *Wit & Wisdom* learning design based on current high-quality academic research. Skilled teachers, literacy coaches, and school leaders then brought their years of experience about what does and does not work within a classroom to write lessons based on that learning design. These teacher-writers applied their knowledge of how to meet students at their level, keep them engaged and challenged, differentiate when necessary, and build a love of books to propel young students into a successful academic career.

Through a rigorous and careful module design, students gain content knowledge and an awareness of how to read texts, write, speak, and listen. Each of the four modules in each grade has a topical focus. For each module, students read—or, in the case of younger students, hear read aloud—a series of authentic texts on the topic and consider those texts critically and systematically. Frameworks of questioning, the Content Stages and Content Framing Questions, engage students in the content and in the process of reading complex texts. Content Framing Questions guide students' daily work of encountering, understanding, and analyzing complex text. Students then distill each text's deeper meaning and, finally, articulate how the texts, individually and collectively, build their knowledge of the topic.

Another line of daily questioning, Craft Questions, teaches students the elements of strong craft—writing, speaking, and listening—so that students become adept at applying these skills for a variety of purposes. This knowledge of craft, in turn, allows students to create their own responses to the texts they read.

By engaging with these lines of inquiry and repeatedly applying a series of strategies to multiple texts and curated fine art, students solidify their critical thinking skills so they can transfer them to any future setting.

Throughout each module, standards are addressed in an integrated manner. Instead of addressing and assessing standards one by one, in isolation, the curriculum teaches reading, writing, speaking, listening, and language in an integrated manner so that students learn all skills in the context of module content. This integrated approach enables students to activate and build on their developing background and vocabulary knowledge of the module topic while learning skills in other areas. With standards across strands integrated together in every lesson in the service of learning, *Wit & Wisdom* helps all students be more successful in building higher-level literacy skills.

Research in Action

Wit & Wisdom helps teachers put research-based best practices into action.

| Research Says | Students Need | <i>Wit & Wisdom</i> Responds |
|--|--|---|
| <p>“Performance on complex texts is the clearest differentiator in reading between students who are likely to be ready for college and those who are not” (ACT 16–17).</p> <p>But as college and career reading expectations have held steady or increased, the complexity of Grades K–12 texts has declined (Adams 4–5; NGA Center and CCSSO 3).</p> | <p>Students need to be able to unlock meaning from complex texts.</p> | <p>Instead of basals, <i>Wit & Wisdom</i> students read complex grade-level books they love, from classics such as <i>The Story of Ferdinand</i> and <i>Animal Farm</i> to new favorites such as <i>Last Stop on Market Street</i> and <i>The Crossover</i> to captivating nonfiction such as <i>I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban</i> and <i>An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793</i>. Students use these texts at every turn to learn, and eventually master, essential reading, writing, speaking, listening, grammar, and vocabulary skills.</p> |
| <p>Students who usually struggle with reading can outperform those who usually score high—if they possess more knowledge of a text’s topic (Willingham).</p> <p>Students acquire vocabulary much faster when reading numerous texts focused on one topic rather than a collection on scattered topics. In an effect known as <i>bootstrapping</i>, reading increasingly complex texts focused on a single topic allows students to access texts above their typical independent reading level by expanding relevant background knowledge and vocabulary (Adams 9–10).</p> <p>Before students can flexibly apply a skill, such as determining main ideas or organizing an essay, they need multiple experiences working in meaningful contexts over extended periods of time (National Research Council 65–66).</p> | <p>Students need topic-focused vocabulary and background knowledge.</p> <p>Students need knowledge-rich experiences to develop skills and transfer them to new contexts.</p> | <p>Each <i>Wit & Wisdom</i> module focuses on an important, high-interest topic in literature, history/social studies, science, or the arts. Through carefully chosen literary, informational, and visual art texts, students examine each central topic from diverse angles. Across Grades K–8, significant topics strategically reoccur, establishing a foundation of background knowledge.</p> |

| Research Says | Students Need | <i>Wit & Wisdom</i> Responds |
|---|---|---|
| <p>To comprehend any text, readers coordinate and execute a huge number of complex thinking processes (Fountas and Pinnell 272–273; Frey and Fisher 18).</p> <p>Each text’s unique attributes inform the varied questions, tasks, and standards students explore and practice with that text (Shanahan 9–11).</p> <p>Successful readers hold a “standard for coherence,” expecting to understand each aspect of a text, from striking word choice to byzantine structure to puzzling allusions (Pearson and Liben 1).</p> <p>Repeatedly progressing through a sequence of purposeful, predictable close-reading stages (Adler and Van Doren 46–48; Liben 1–9) can establish and enable that standard for coherence.</p> | <p>Students need to develop the skills necessary to access any text they encounter.</p> <p>Students need a process for reading, understanding, and analyzing complex texts.</p> | <p><i>Wit & Wisdom</i> establishes a line of questioning to help students understand and discern the meaning of complex texts. Skill development follows a coherent sequence of English Language Arts standards while staying true to the demands of each individual text. Students employ many skills in service of understanding each text, while building mastery of a smaller number of focus standards that are particularly relevant to the specific texts within a module.</p> |
| <p>Reading, writing, speaking, and listening are interrelated aspects of the same act: communicating ideas through language. When studied together, these strands reinforce one another (Graham and Perin 20–21; Hawkins et al. 14).</p> <p>Content integration levels the playing field among students with different types of background knowledge by focusing on information gained through reading rather than through personal experience (Hawkins et al. 34–36).</p> | <p>Students need an integrated approach to literacy and content to increase learning.</p> | <p><i>Wit & Wisdom</i> takes an integrated approach to literacy, as the work students do with reading, thinking, speaking, listening, writing, vocabulary, and grammar all ties into the module’s topic or Essential Question. Teachers leverage the content knowledge students gain through the texts to support their abilities in other areas, such as having academic conversations or writing meaningfully and purposefully.</p> |

Wit & Wisdom in Sync

Wit & Wisdom in Sync[™] offers a robust suite of digital resources to enhance and extend instruction in various learning environments. Classroom teachers collaborated with Great Minds teachers to deliver synchronous and/or asynchronous lessons. These resources provide the flexibility to maintain seamless learning in face-to-face, online, and hybrid instruction, building on best practices for remote and in-person learning. The *Wit & Wisdom in Sync* Help Center <http://witeng.link/0983> provides additional information for implementation and ongoing support.

Wit & Wisdom in Sync includes these core *Wit & Wisdom* components:

- **Teacher Edition** (print and digital)
- **Student Edition** (print and digital)
- **Assessments** (print and digital)

Two central components build on this foundation to provide flexibility in teaching and learning:

- **Learn Anywhere Plan (LAP)**—The LAP is the backbone of *Wit & Wisdom in Sync* and the core planning resource for classroom teachers. Module LAPs provide overviews of each streamlined module. Daily LAPs show each day's sequence of instruction and how the Great Minds teacher and classroom teacher share instruction.
- **Daily Videos**—Great Minds teachers deliver key lesson content through Daily Videos, bringing their experiences of successfully teaching *Wit & Wisdom* to the virtual environment. Videos include closed captioning in English and audio in English and Spanish.

The following additional resources complete the digital suite:

- **Digital Student Edition**—Classroom teachers can assign all *Wit & Wisdom* handouts through the *Wit & Wisdom in Sync* platform. Students may complete and submit handouts within the platform, download handouts to complete offline, or print handouts to complete with paper and pencil.
- **Affirm**—All users have access to *Affirm*[®], Great Minds' online resource for major assessments. Classroom teachers assign assessments, and students complete and submit their work online. Teachers can auto score, rubric score, or provide written feedback and generate data reports. All assessments are printable.
- **Vocabulary Videos**—Brief videos, presented in both Spanish and English, align with the start of each Focusing Question arc and preview highly portable content-area and academic words.
- **Geodes digital flipbooks**—*Geodes* early literacy texts unite phonics with the content of *Wit & Wisdom* modules so students build both foundational reading skills and knowledge. For *Geodes* customers, *Wit & Wisdom in Sync* includes 30 digital flipbooks and read-aloud videos for Kindergarten through Grade 2.
- **Projected slides**—*Wit & Wisdom in Sync* users have access to slide presentations that correspond to the original *Wit & Wisdom* lessons. Slide decks are available for all modules for Grades 3 through 8, and for Modules 2–4 for Kindergarten through Grade 2.
- **Coaching**—To support teachers in implementing the *Wit & Wisdom in Sync* LAPs, Great Minds offers a one-and-a-half-hour coaching session, Learn Anywhere with *Wit & Wisdom in Sync*. This virtual session guides school and district leaders to support continuous learning using the LAPs and to toggle between in-person and virtual instruction.

Wit & Wisdom in Sync consists of a streamlined set of resources developed to meet the unique needs of distance and hybrid learning models, which often require abbreviated timeframes. While the Daily Videos and LAPs correlate with the original *Wit & Wisdom* curriculum, these resources are not comprehensive on their own and should always be used in conjunction with the complete *Wit & Wisdom* Teacher Edition.

In the processing of streamlining *Wit & Wisdom in Sync*, the following elements of *Wit & Wisdom* have been modified in *Wit & Wisdom in Sync* in the Daily Videos and LAPs, with careful consideration to maintain alignment to Focus Standards and Learning Goals:

- **Texts**—The *Wit & Wisdom in Sync* team carefully selected 93 of the original core texts to help students work with each module’s major assessments. See the *Wit & Wisdom in Sync*™ Core Text Library (<http://witeng.link/0945>) for the complete list.
- **Standards and Learning Goals**—Some Learning Goals have been slightly modified to achieve the standards in an online format. Given the asynchronous nature of the Daily Videos, Speaking and Listening standards are not fully covered in the videos, but are included in the classroom teacher guidance.
- **Lessons**—Some learning activities have been modified, combined, removed, or reordered for streamlining purposes or to meet the needs of the virtual environment.
- **Assessments**—Some assessments have been slightly modified to correspond to revised lessons. In addition, some assessments are categorized as Additional Instruction in the LAPs. These assessments may be assigned at the classroom teacher’s discretion to all or select students.
- **Deep Dives**—In general, Deep Dive lessons addressing style and conventions are categorized as Additional Instruction in the LAPs. These lessons may be taught at the classroom teacher’s discretion to all or select students.
- **Scaffolds and Extensions**—Scaffolds and extensions included in the Daily Videos may be different from those included in the *Wit & Wisdom* Teacher Edition.

Wit & Wisdom in Sync supports online, hybrid, and in-person teaching and learning. Educators use this flexible resource in varied ways, including:

- The digital resources that accompany *Wit & Wisdom in Sync*—including the *Wit & Wisdom* Projected lesson slides and the Vocabulary Videos—are helpful for in-person or distance learning contexts.
- Teachers can use the Great Minds teacher videos for professional learning as models of *Wit & Wisdom* delivery.
- Students who are absent can keep up with instruction through the Great Minds teacher videos.
- Teachers and students can continue to use the assessment resources provided through *Affirm*. For more guidance on implementing *Affirm*, see the Great Minds Help Center <http://witeng.link/0985>.

Wit & Wisdom in Sync materials are not meant to be used as primary instructional materials. While the pacing constraints of distance learning necessitate streamlining lesson content, use of the complete *Wit & Wisdom* curriculum is necessary to address each module’s learning fully and to provide a more rigorous, equitable learning experience for teachers and students. The full curriculum’s integration of the vocabulary and language conventions in the Deep Dives supports students’ literacy development. Some content and scaffolds found in the Teacher Edition have been modified or eliminated in LAPs. Careful consideration was taken regarding any eliminated content to maintain alignment to the Focus Standards and Learning Goals. See the Resources section for a list of eliminated content by grade level.

WIT & WISDOM CORE CURRICULUM COMPONENTS

Wit & Wisdom is a comprehensive curriculum, offering the following materials and resources for teachers and students.

| Component | Audience | Format | Feature | Purpose | Description |
|---|---------------------|--|--|---|--|
| Implementation Guide | Teacher | Downloadable PDF from Great Minds website | | Provide a user guide for the modules | Explanation of the components, philosophy, and resources of the curriculum |
| Module Zero, Grades K–2, Grades 3–5, and Grades 6–8 | Teacher and student | Downloadable PDF from Great Minds website | | Introduce students to key components and features while building a community of readers and writers | Six abbreviated lessons that walk students through the Content Stages and Craft Stages, as well as the types of questions, practices, and instructional routines they encounter in Modules 1–4 |
| Teacher Edition (TE) Print or Digital | Teacher | Print books; interactive digital platform | Module Overview | Introduce the teacher to the module | Summary, instructional goals, major assessments of the module, and map of the lessons |
| | | | Core lessons with Deep Dives | Provide instruction | Approximately 30 to 38 lessons and Deep Dives |
| | | | Appendices A–E | Supply additional teacher resources | Resources to build knowledge of text complexity, vocabulary teaching and learning, and assessments |
| Student Edition (SE) | Student | Print workbooks | Student handouts | Support student engagement with lesson instruction | Graphic organizers and handouts |
| | | | Volume of Reading Reflection Questions | Provide formative assessment questions | Questions to record knowledge gained from reading independently and widely on the module topic, and to measure accountable volume of reading |
| Core Texts | Teacher and student | Previously published texts available in classroom library sets | | Provide the foundation for instruction in every module at each grade level | Carefully sequenced literary and informational texts are utilized to develop students' knowledge and skills in each module |

| Component | Audience | Format | Feature | Purpose | Description |
|---------------------------------|---------------------|---|---------|---|---|
| <i>Geodes</i> | Student | Optional classroom library; Grades K-2 only | | Knowledge-building early readers allow students to practice taught phonics skills in authentic text | Early readers align with <i>Wit & Wisdom</i> module topics |
| Assessment Packs | Teacher and student | Print set of assessment materials; available at point-of-use in digital Teacher Edition | | Supply class set (thirty) of the assessments for distribution | Major assessment materials |
| <i>Wit & Wisdom in Sync</i> | Teacher and student | in Sync digital platform | | Provide digital resources to enhance and extend instruction in a variety of learning environments | A robust suite of teacher- and student-facing digital resources to supplement instruction from Teacher Edition |
| Family Tip Sheets | Student and family | Downloadable PDFs from the Great Minds website and in the print Student Edition | | Support family engagement with student learning in each module | Explanation of each module's topic, text list, and questions, as well as ideas for questions and texts to explore at home |

GETTING STARTED WITH *WIT & WISDOM*

OVERVIEW

Wit & Wisdom consists of modules of study designed to help students develop habits of mind common to strong readers and writers.

The Academic Year consists of an abbreviated introductory module, **Module Zero**, and four comprehensive modules to be taught in order.

The Teacher Edition for each of the four modules consists of:

- A Module Overview, which includes
 - a summary of the module’s knowledge story, the contribution of core texts, and topics examined
 - the Essential Question
 - suggested Student Understandings
 - a list of core and supplementary texts
 - module learning goals for content, reading, writing, language, and speaking and listening
 - explanations of how the module’s content and skill foci fit into the context of year-long learning
 - the focus and continuing standards addressed in the module
 - a description of the formative and summative assessments
 - a Module Map that provides a lesson sequence, identifying lesson-level Content Framing and Craft Questions, Learning Goals, and placement of formal assessments
- Thirty to thirty-eight core lessons and Deep Dives
- Five appendices
 - Appendix A: Text Complexity: quantitative and qualitative evaluations of module core texts’ complexity
 - Appendix B: Vocabulary: a list of the vocabulary words taught and assessed in the module, as well as the Words to Know (selected words to use in a teacher-created student glossary)
 - Appendix C: Answer keys, Rubrics, and Sample Student Responses: rubrics and tracking forms for student assessments and speaking and listening participation
 - Appendix D: Volume of Reading: a select bibliography of additional texts related to the topics and genres presented in the core module texts
 - Appendix E: Works Cited: a full bibliography of the sources used and referenced in the module

TERMINOLOGY

Wit & Wisdom uses precise terminology to describe key teaching and learning practices. The following table introduces key terms and their definitions.

| | |
|-------------------------------|---|
| Check for Understanding (CFU) | A lesson-level assessment included in each <i>Wit & Wisdom</i> lesson. CFUs take many forms, such as Exit Tickets, graphic organizers, or written responses. Aligned to specific skills acquisition, they focus on reading, writing, and/or speaking and listening. On average, one to three CFUs appear in each lesson. Every Deep Dive has its own CFU. |
| Content Framing Question | A lesson-level question representing the particular Content Stage in the reading of a complex text. Each of the five sequential Content Framing Questions articulates the lens through which students will explore the text in a given lesson. For more on this term, see the Content Stages and Content Framing Questions section. |
| Continuing Standards | Standards addressed pervasively across modules and accordingly not listed as focus standards for any particular module. |
| Core Practices | Four key practices— questioning , annotating , summarizing , and collecting evidence —used throughout all modules to help students learn how to read a text and communicate their understanding of a text. |
| Craft Question | A lesson-level question representing the particular stage in the process of learning, practicing, and demonstrating specific writing or speaking skills. For more on this term, see the Craft Stages and Craft Questions section. |
| Deep Dive | A 15-minute lesson designed to teach a particular vocabulary, grammar, or style and conventions concept or skill that elaborates on the learning in the core lesson. |
| End-of-Module (EOM) Task | The assessment at the end of a module through which students demonstrate both their understanding of the module's content and their ability to use the craft skills taught in the module. |
| Essential Question | A thought-provoking, transferable question that guides students' thinking, reading, writing, and discussion throughout a module, to be addressed in the EOM Task and investigated well after the module ends. |
| Exit Ticket | A strategy for quickly assessing student understanding in which, upon ending a lesson, students respond to a short-answer or multiple-choice question on an individual sheet of paper and submit it to the teacher. |
| Focus Standards | Standards explicitly taught, practiced, and assessed multiple times during a specific module. |
| Focusing Question | A question directing students' reading, thinking, discussion, and writing tasks throughout an arc of lessons that builds sequential knowledge of texts and the Essential Question and is addressed in the Focusing Question Task. |
| Focusing Question Task | An assessment at the end of a Focusing Question arc of lessons through which students demonstrate both their understanding of the arc's content and their ability to use the craft skills taught up to that point in the module. |
| Knowledge Journal | A journal that students use to reflect on, synthesize, and extend the knowledge they have developed—as a group and individually—over a stretch of time, emphasizing transferable learning about topics and skills. For more on this term, see the Setting Up a <i>Wit & Wisdom</i> Classroom section. |
| Module Map | Contained in the Module Overview for each module, the Module Map identifies the text(s), Content Framing Question, Craft Question, and learning goals for each lesson, providing teachers with an overview of lesson-level and sequential learning. |

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| New-Read Assessment | An assessment of students' ability to transfer select reading and language skills they have learned to a new text or portion of a text that they have not previously read. For more on this term, see the Assessment section. |
| Response Journal | A frequently used journal in which students record their thinking during core lessons and Deep Dives, including lists of brainstormed ideas, responses to questions and prompts, and reflections on texts or classroom discussions. |
| Socratic Seminar | A student-led collaborative discussion centering on a thought-provoking question related to a module's content. Students engage in inquiry, elaboration, and debate while expressing their own ideas clearly. For more on this term, see the Socratic Seminar Guidance section. |
| Supporting Standards | Standards practiced in a particular module due to their alignment with the study of a particular text but not explicitly taught or assessed. |
| Text-Dependent Question (TDQ) | Generally appearing as a series, TDQs develop a purposeful line of questioning that focuses on key aspects of a text and that students can answer only by referring to textual evidence. |
| Vocabulary Journal | A journal in which students engage in vocabulary-related work, such as making connections among words, applying their understanding of a word, or recording definitions of key words. |
| Volume of Reading | The reading students do independently. Research shows a correlation between the volume of high-quality texts students read and their development of reading skills and proficiency. |

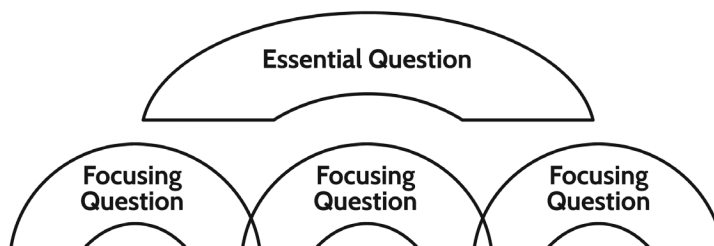
LEARNING DESIGN

Module Design

Each of the four modules:

- centers on one Essential Question;
- develops around complex texts (literary and informational) and visual art related to the Essential Question;
- typically consists of thirty to thirty-eight core lessons, 75 minutes in length, each followed by a 15-minute Deep Dive focused on vocabulary or style and conventions germane to the core lesson; and
- concludes with an EOM Task.

Within each module, several Focusing Questions organize arcs of lessons that build sequential knowledge of texts and the Essential Question. Reading, writing, and discussion in each arc support student success on the EOM Task.



Each **Essential Question**:

- provides a compelling question for students to investigate during study and beyond;
- establishes inquiry-based learning; and
- guides students' thinking as they read, think, discuss, and write throughout a module.

Examples:

- Kindergarten Module 2: What makes a good story?
- Grade 2 Module 3: How can people respond to injustice?
- Grade 4 Module 1: What does it mean to have a great heart, literally and figuratively?
- Grade 8 Module 3: What is love?

The **Focusing Questions**:

- offer deeper investigations of different aspects of the Essential Question;
- direct students' reading, thinking, discussion, and written tasks throughout each arc of lessons in a module; and
- culminate in a Focusing Question Task, an opportunity for students to demonstrate learning and teachers to assess progress.

Example:

- Grade 5 Module 4 Essential Question: How can sports influence individuals and societies?

Focusing Questions:

- How can sports affect the way we view others?
- How can sports create opportunities for change?
- How can people challenge or overcome barriers through sports?

Each of the **Daily Lessons** consists of a core lesson and a Deep Dive.

- Core lessons (75 min.):
 - focus students' learning through lesson-level **Content Framing Questions** and **Craft Questions** that target specific content and craft learning;
 - offer a purposeful sequence of activities centered on reading, discussing, and writing about module texts; and
 - build students' content knowledge and skills acquisition.
- **Deep Dives** (15 min.) provide a deep study of pertinent vocabulary, grammar, or style and conventions connected to the core lesson.

Module Synopses

| Grade | Module 1 | Module 2 | Module 3 | Module 4 |
|-------|---|--|--|--|
| K | <p><i>The Five Senses</i></p> <p>Essential Question: How do our senses help us learn?</p> <p>Module Summary: The five senses help humans experience, learn, and communicate about the world.</p> <p>Knowledge Goals: Recognize and describe the five senses and related body parts.</p> <p>Identify rhyme and repetition within texts.</p> <p>Describe the use of color and shape in visual art.</p> <p>EOM Writing Type: Informative</p> <p>EOM Task: Students write a book describing how the five senses help both them and a character from a text learn about the world.</p> | <p><i>Once Upon a Farm</i></p> <p>Essential Question: What makes a good story?</p> <p>Module Summary: Stories of farm life and animals lead to a discovery of the universal elements of well-crafted stories.</p> <p>Knowledge Goals: Identify the differences among the seasons and how they affect life on the farm.</p> <p>Describe key details about different farm animals, including how they help humans.</p> <p>Retell classic folktales featuring farm animal characters, using various story elements as a guide.</p> <p>Understand the elements that make up a narrative and how these elements work together to create a cohesive story.</p> <p>EOM Writing Type: Narrative</p> <p>EOM Task: Students write an original narrative, set on Maple Hill Farm, featuring one farm animal they learned about in the module.</p> | <p><i>America, Then and Now</i></p> <p>Essential Question: How has life in America changed over time?</p> <p>Module Summary: While people's basic needs may not change over time, the ways that people meet their needs do change, as new inventions and innovations take hold.</p> <p>Knowledge Goals: Understand the difference between the past and the present.</p> <p>Identify how aspects of life in America—specifically, home life, school life, transportation, and communication—have changed.</p> <p>Describe key details about how the topics of home, school, transportation, and communication have changed over time.</p> <p>Understand how a main topic or topic statement is supported by key details.</p> <p>EOM Writing Type: Informative (Research)</p> <p>EOM Task: Students create an informative poster to explain how one aspect of life in America has changed over time.</p> | <p><i>The Continents</i></p> <p>Essential Question: What makes the world fascinating?</p> <p>Module Summary: The world's splendor comes to life through an examination of the unique natural features, animals, and activities of Earth's seven continents.</p> <p>Knowledge Goals: Identify the seven continents.</p> <p>Describe the different natural features, things to do, and animals on each continent.</p> <p>Demonstrate understanding of maps and their purpose.</p> <p>Understand how illustrations, photographs, and words in a text communicate important information.</p> <p>EOM Writing Type: Opinion</p> <p>EOM Task: Students sort module texts into informational texts and stories. They then create a travel brochure for a chosen continent.</p> |

| Grade | Module 1 | Module 2 | Module 3 | Module 4 |
|-------|---|--|---|--|
| 1 | <p>A World of Books</p> <p>Essential Question: How do books change lives around the world?</p> <p>Module Summary: Books bring joy to children and transform their lives in different ways, often through the heroic efforts of those who dedicate their lives to sharing reading with everyone.</p> <p>Knowledge Goals: Describe how books can change the lives of people around the world.</p> <p>Identify and describe how people in different places get books.</p> <p>Appreciate the people that dedicate their lives to helping others access books.</p> <p>Identify and explain the elements of a story and how those elements contribute to the joy of reading.</p> <p>EOM Writing Type: Narrative</p> <p>EOM Task: Students write and illustrate a narrative about a character whose life has changed because of books.</p> | <p>Creature Features</p> <p>Essential Question: What can we discover about animals' unique features?</p> <p>Module Summary: For as long as they have shared the planet, humans have been fascinated with observing, describing, and depicting animals and understanding their diverse bodies and behaviors.</p> <p>Knowledge Goals: Communicate ways and reasons that people observe animals and discover new things about them.</p> <p>Describe similarities and differences among diverse animal species, citing details about features of their bodies and behaviors.</p> <p>Explain how animals defend themselves and how people should act around animals to keep themselves and the animals safe.</p> <p>EOM Writing Type: Informative (Research)</p> <p>EOM Task: Using evidence, students create a large trading card for an animal.</p> | <p>Powerful Forces</p> <p>Essential Question: How do people respond to the powerful force of the wind?</p> <p>Module Summary: Although no one can see the wind, it affects our physical and emotional world in powerful ways.</p> <p>Knowledge Goals: Understand that wind force varies in intensity.</p> <p>Recognize that people can experience a range of feelings, including joy, anger, fear, jealousy, guilt, boredom, and sadness.</p> <p>Explain how wind is a form of energy.</p> <p>EOM Writing Type: Narrative</p> <p>EOM Task: Students create an original story about a character who must respond to the powerful force of the wind to solve a problem.</p> | <p>Cinderella Stories</p> <p>Essential Question: Why do people around the world admire Cinderella?</p> <p>Module Summary: With their unique aspects and commonalities, diverse Cinderella stories show Cinderella's ability to adapt as well as to endure.</p> <p>Knowledge Goals: Recognize that countries all over the world share similar stories.</p> <p>Identify common elements of Cinderella stories that are shared across different cultures (e.g., good vs. evil characters, magical elements, proof of identity).</p> <p>Infer traits based on character actions.</p> <p>Identify admirable traits such as being honest, hardworking, forgiving, and kind.</p> <p>EOM Writing Type: Opinion</p> <p>EOM Task: Students write an opinion paragraph telling which Cinderella character they most admire and why.</p> |

| Grade | Module 1 | Module 2 | Module 3 | Module 4 |
|-------|--|--|--|--|
| 2 | <p><i>A Season of Change</i></p> <p>Essential Question: How does change impact people and nature?</p> <p>Module Summary: Seasonal change shapes our yearly experience of nature, from our activities to our clothing choices, and launches an exploration of the concept of change as it relates to both nature and human experience.</p> <p>Knowledge Goals: Define change as the process of becoming different than before. Use key words <i>first, then,</i> and <i>finally</i> to identify the process of change. Recognize that friends can help people manage change. Identify the impact of weather on leaves in autumn. Identify how changes in fall weather impact people, plants, and animals.</p> <p>EOM Writing Type: Informative</p> <p>EOM Task: Students contribute to a class informational text by writing a paragraph about how changes in weather impact plants or animals in fall.</p> | <p><i>The American West</i></p> <p>Essential Question: What was life like in the West for early Americans?</p> <p>Module Summary: Westward expansion brought social and environmental changes to the lives of Native Americans and early settlers.</p> <p>Knowledge Goals: Recognize change over time in the West. Build understanding of the interrelationships between people and nature. Identify characteristics of life and challenges faced by the pioneers and Native Americans in the West. Recognize that stories can contain important life lessons.</p> <p>EOM Writing Type: Informative</p> <p>EOM Task: Students write a paragraph explaining how the life of either John Henry or Johnny Appleseed differed from the lives of real pioneers.</p> | <p><i>Civil Rights Heroes</i></p> <p>Essential Question: How can people respond to injustice?</p> <p>Module Summary: America is a nation founded on liberty and justice for all, and individuals fought for and defended these rights with actions that effected change in the United States.</p> <p>Knowledge Goals: Recognize how people responded to injustices in the United States. Understand the Civil Rights Movement in the United States and the changes that resulted from it. Identify leaders who fought against segregation. Recognize that speeches are an important type of literary text.</p> <p>EOM Writing Type: Narrative</p> <p>EOM Task: Students write an original narrative from the point of view of Ruby Bridges or Sylvia Mendez, describing a key moment from <i>The Story of Ruby Bridges</i> by Robert Coles or <i>Separate Is Never Equal</i> by Duncan Tonatiuh.</p> | <p><i>Good Eating</i></p> <p>Essential Question: How does food nourish us?</p> <p>Module Summary: Food nourishes our bodies both physically and emotionally and can build community.</p> <p>Knowledge Goals: Understand the process of digestion and the specific function of some organs. Conceptualize that food gives our body nutrients that we need to live. Identify the steps in the process of growing food (on a small and large farm). Recognize that communities come together around food.</p> <p>EOM Writing Type: Opinion (Research)</p> <p>EOM Task: Students write a paragraph stating their choice between two food plates, providing reasons and evidence from two module texts to support their choice.</p> |
| 3 | <p><i>The Sea</i></p> <p>Essential Question: Why do people explore the sea?</p> <p>Module Summary: The ocean is a complex ecosystem, made up of beautiful, mysterious, and important life forms that are a source of knowledge, beauty, and inspiration.</p> | <p><i>Outer Space</i></p> <p>Essential Question: How do people learn about space?</p> <p>Module Summary: Long before Neil Armstrong’s “one small step” on the moon, outer space has fascinated humans and driven people to study, explore, and deepen their understanding of the universe.</p> | <p><i>A New Home</i></p> <p>Essential Question: How do stories help us understand immigrants’ experiences?</p> <p>Module Summary: The history, challenges, and rewards of immigration shape the United States, and stories show how traditions blend with new experiences to create a rich, vibrant culture.</p> | <p><i>Artists Make Art</i></p> <p>Essential Question: What is an artist?</p> <p>Module Summary: Considering what it means to be an artist involves an exploration of different artists’ creative processes and the successes and struggles involved in translating inspiration into movement, words, images, and sound.</p> |

| Grade | Module 1 | Module 2 | Module 3 | Module 4 |
|-------|--|---|---|---|
| 3 | <p>Knowledge Goals: Identify how artists and writers use domain-specific elements to express ideas.</p> <p>Explain how scientists observe the ocean carefully to learn more about it.</p> <p>Explain why squid and sharks are important to the sea's ecosystem.</p> <p>Explain how people develop technology to solve problems.</p> <p>EOM Writing Type: Informative</p> <p>EOM Task: Students write two paragraphs in which they explain why an author, artist, or scientist explored the sea.</p> | <p>Knowledge Goals: Explain how people learn about space through technology, art, and literature.</p> <p>Explain how scientists adapt to the challenges of space.</p> <p>Gain basic information about the moon and the stars.</p> <p>Learn about Apollo 11, the first successful effort to put people on the moon.</p> <p>EOM Writing Type: Opinion</p> <p>EOM Task: Students write a four-paragraph essay in which they express their opinion about humankind's most important attempt to learn more about space.</p> | <p>Knowledge Goals: Gain an overview of the history of immigration to the United States.</p> <p>Understand some of the challenges that immigrants face in their new country.</p> <p>Understand the diversity of traditions immigrants bring with them.</p> <p>Gain basic information about the Statue of Liberty and its history.</p> <p>Learn about the use of scale and perspective in art.</p> <p>EOM Writing Type: Narrative</p> <p>EOM Task: Students write a short narrative from the point of view of a main character from one of the module's core texts.</p> | <p>Knowledge Goals: Demonstrate how artists use their imagination to present ideas in different media.</p> <p>Explain how artists teach us to see the world in different ways.</p> <p>Understand how the challenges that artists face can serve as an inspiration to us.</p> <p>Explain how artists and their work help us gain insight into our society and culture.</p> <p>Learn about the following artists:</p> <p>Marian Anderson was a famous American singer who helped Americans recognize that all citizens have gifts to offer.</p> <p>Alvin Ailey was an innovative American choreographer who used dance to express and share appreciation for his African American culture.</p> <p>William Carlos Williams was an innovative American poet who used language to express the beauty of the ordinary.</p> <p>Charles Demuth was an innovative American artist.</p> <p>Jackson Pollock was a groundbreaking American artist who experimented with line and form to express movement through art.</p> <p>EOM Writing Type: Informative (Research)</p> <p>EOM Task: Students research the life and work of one of the artists in the module and then write an essay explaining why that artist is important.</p> |

| Grade | Module 1 | Module 2 | Module 3 | Module 4 |
|-------|--|---|--|---|
| 4 | <p>A Great Heart</p> <p>Essential Question: What does it mean to have a great heart, literally and figuratively?</p> <p>Module Summary: The heart is a literal muscle that sustains human life and a figurative center of human emotions.</p> <p>Knowledge Goals: Explain why Clara Barton, Helen Keller, and Anne Frank could each be said to have had a great heart, figuratively.</p> <p>Explain what makes a human heart great, or healthy.</p> <p>Identify people or characters who have a figurative great heart because they are generous, courageous, or heroic.</p> <p>EOM Writing Type: Informative</p> <p>EOM Task: Students write an essay explaining what it means to have a great heart, literally and figuratively. They develop their essays using evidence from the two core texts.</p> | <p>Extreme Settings</p> <p>Essential Question: How does a challenging setting or physical environment change a person?</p> <p>Module Summary: A journey through various extreme settings reveals the challenges harsh environments present to humans, what it takes to survive in them, and how people's experiences in, and responses to, extreme settings can shape who they become.</p> <p>Knowledge Goals: Identify elements of an extreme setting or environment.</p> <p>Infer and describe the effect an extreme setting has on a character or speaker in a story or poem.</p> <p>Infer and describe the characteristics that help a person overcome the challenges of an extreme setting.</p> <p>Identify and describe different techniques used to survive in the wilderness.</p> <p>EOM Writing Type: Narrative</p> <p>EOM Task: Students write an original survival story in which they imagine they are lost on a mountain and must rely on their own survival skills.</p> | <p>The Redcoats Are Coming!</p> <p>Essential Question: Why is it important to understand all sides of a story?</p> <p>Module Summary: Multiple perspectives capture the conflict between the American colonies and the British empire to show how the American Revolution would forever change the United States' identity.</p> <p>Knowledge Goals: Explain how taxes, housing British soldiers, and the control of freedoms led to the American Revolution by the American colonists against the British government.</p> <p>Understand that American colonists had three main stances: they supported King George, they opposed his rule, or they were neutral regarding the conflict.</p> <p>Learn that the American colonists created secret organizations including the Sons of Liberty to spread news about the happenings in the colonies and to defend themselves against the British army.</p> <p>Learn about how Americans declared independence from Great Britain and then fought many bloody battles over eight years to eventually win their freedom.</p> | <p>Myth Making</p> <p>Essential Question: What can we learn from myths and stories?</p> <p>Module Summary: A comparative study of myths from Greek and Native American cultures explores the relevance of mythology and the power of stories to impart important life lessons.</p> <p>Knowledge Goals: Describe the characteristics of myths.</p> <p>Explain how people from different cultures used myths and stories to understand unexplained aspects of the natural world and to teach morals.</p> <p>Recognize how words in our English language originated from the characters and events in Greek and Roman mythology.</p> <p>Explain similarities and differences in how myths from different cultures teach similar lessons.</p> <p>EOM Writing Type: Informative</p> <p>EOM Task: Students write an essay to explain two themes that myths and stories can teach.</p> <p>Recognize that the war impacted everyone from soldiers to farmers to shopkeepers.</p> <p>Learn that multiple perspectives on events related to the American Revolution existed and impact our understanding of the conflict.</p> |

| Grade | Module 1 | Module 2 | Module 3 | Module 4 |
|-------|----------|----------|--|----------|
| 4 | | | <p>Develop an understanding of how American Patriots demonstrated an unwavering strength and spirit despite horrific conditions and terrible odds to defeat the most powerful army in the world.</p> <p>EOM Writing Type: Opinion (Research)</p> <p>EOM Task: Students write an essay to convince a friend as to whether American patriots were, or were not, justified in fighting for their independence from Britain.</p> | |

| Grade | Module 1 | Module 2 | Module 3 | Module 4 |
|-------|---|--|---|---|
| 5 | <p>Cultures in Conflict</p> <p>Essential Question: How do cultural beliefs and values guide people?</p> <p>Module Summary: In the conflict between the Nez Perce and the United States government during the era of U.S. westward expansion, different cultural beliefs and values guided people's actions, individually and collectively.</p> <p>Knowledge Goals: Explain how U.S. westward expansion impacted Native American cultures in the West.</p> <p>Identify the values and beliefs that are important to a group of people, specifically those of the Nez Perce, the U.S. government, and early white settlers.</p> <p>Explain how values and beliefs of a culture, particularly those of the Nez Perce, the U.S. government, and early white settlers, motivate and influence actions, and how those actions can lead to conflict.</p> <p>Explain how values and beliefs can differ within a culture and cause tension among that culture's peoples.</p> <p>EOM Writing Type: Informative</p> <p>EOM Task: Students write an essay to explain how Chief Joseph's "Lincoln Hall Speech" conveys two important beliefs and values of the Nez Perce people.</p> | <p>Word Play</p> <p>Essential Question: How and why do writers play with words?</p> <p>Module Summary: Norman Juster's <i>The Phantom Tollbooth</i> anchors an exploration of the richness of the English language from a humorous angle to see how authors use wordplay to engage audiences, create humor and meaning, and express themes.</p> <p>Knowledge Goals: Analyze how authors use wordplay meaningfully.</p> <p>Explain the relationships between wordplay and humor and wordplay and meaning.</p> <p>Recognize and explain examples of wordplay in various media.</p> <p>Develop understanding of different ways that writers use wordplay to create humor, interest, and meaning.</p> <p>EOM Writing Type: Narrative</p> <p>EOM Task: Students write an exploded moment narrative.</p> | <p>A War Between Us</p> <p>Essential Question: How did the Civil War impact people?</p> <p>Module Summary: Experiences of the Civil War from various perspectives, including boy soldiers in the North and South, girls and women on the home front, and free people of color in New Orleans, show how the Civil War irrevocably changed lives of individuals and families.</p> <p>Knowledge Goals: Explain the major factors in both the North and the South that led to the start of the Civil War.</p> <p>Analyze the impact that the Civil War had on men and women, soldiers, civilians, and free people of color in New Orleans.</p> <p>Compare and contrast the expectations and reality of war for boy soldiers in both the North and the South during the Civil War, and how their experiences shaped their perspectives on war.</p> <p>EOM Writing Type: Opinion</p> <p>EOM Task: Students write an essay to express their opinion about whether the Civil War has a mostly positive or mostly negative impact on the Pruitt family in <i>The River Between Us</i>.</p> | <p>Breaking Barriers</p> <p>Essential Question: How can sports influence individuals and societies?</p> <p>Module Summary: Sports have the power to bring people together, challenge injustices, and provide hope for the future.</p> <p>Knowledge Goals: Explain how the Negro Leagues created opportunities for African American baseball players and paved the way for the integration of Major League Baseball.</p> <p>Explain how individual athletes, teams, and coaches throughout history have challenged barriers of race, gender, and culture, as well as physical barriers.</p> <p>Develop an understanding of how sports can unify people, create opportunities, break down barriers in societies, inspire hope for youth, and strengthen individuals and communities.</p> <p>EOM Writing Type: Informative (Research)</p> <p>EOM Task: Students research one of three soccer organizations and write an essay that explains how the organization uses soccer to transform individuals and societies.</p> |

| Grade | Module 1 | Module 2 | Module 3 | Module 4 |
|-------|--|--|--|---|
| 6 | <p>Resilience in the Great Depression</p> <p>Essential Question: How can enduring tremendous hardship contribute to personal transformation?</p> <p>Module Summary: During the Great Depression, people faced hardships with resilience to find hope and even joy.</p> <p>Knowledge Goals: Determine the contexts and causes of the Great Depression and the Dust Bowl.</p> <p>Learn how individuals coped with hardships during the Great Depression.</p> <p>Develop insight into the process of transformation as one that requires endurance and struggle.</p> <p>EOM Writing Type: Informative</p> <p>EOM Task: Students write a cause-and-effect essay to explain how one character's responses to the hardships they face during the Great Depression contribute to their personal transformation.</p> | <p>A Hero's Journey</p> <p>Essential Question: What is the significance and power of the hero's journey?</p> <p>Module Summary: In contemporary versions of two ancient myths, the hero's journey follows extraordinary but flawed individuals who endure hard-fought struggle, experience transformation, and change the world for the better.</p> <p>Knowledge Goals: Learn about the monomyth's persistence throughout cultures and time.</p> <p>Develop an understanding of how the monomyth reveals the universal human struggle of overcoming one's flaws.</p> <p>Evaluate the influence of the monomyth on a contemporary story.</p> <p>EOM Writing Type: Narrative</p> <p>EOM Task: Students use their knowledge of the monomyth to create an original hero's journey.</p> | <p>Narrating the Unknown</p> <p>Essential Question: How did the social and environmental factors in the unknown world of Jamestown shape its development and decline?</p> <p>Module Summary: Unlocking mysteries of long-ago events through science and historical fiction provides an exploration of the factors that shaped and led to the decline and near extinction of Jamestown.</p> <p>Knowledge Goals: Learn about the challenges that Jamestown settlers faced, and the solutions they used in response, as they created a colony in the New World.</p> <p>Develop an understanding of how science can help uncover new historical truths.</p> <p>Evaluate whether social or environmental factors had a stronger impact on Jamestown's development and decline.</p> <p>EOM Writing Type: Argument</p> <p>EOM Task: Students evaluate the factors that had the most significant impact on the Jamestown colony's development and decline and write an essay in which they argue whether the social or environmental factors were most significant to the settlement's struggle to thrive.</p> | <p>Courage in Crisis</p> <p>Essential Question: How can the challenges of a hostile environment inspire heroism?</p> <p>Module Summary: Ernest Shackleton and Malala Yousafzai each acted heroically in the most hostile, challenging environments.</p> <p>Knowledge Goals: Describe what constitutes heroic action, such as focusing on others more than oneself and taking risks on behalf of others.</p> <p>Analyze how different types of hostile environments provoke and inspire individuals to respond with heroic action.</p> <p>Examine how an individual's or a group's heroic actions can positively impact the experiences and lives of others.</p> <p>EOM Writing Type: Informative (Research)</p> <p>EOM Task: Students research and write an essay about an individual whose heroic action during a time of challenge or controversy affected others' lives.</p> |

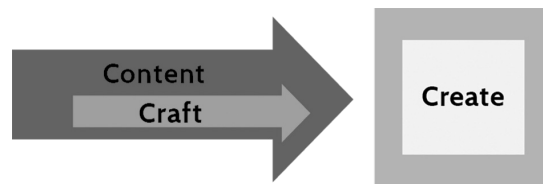
| Grade | Module 1 | Module 2 | Module 3 | Module 4 |
|-------|---|---|--|--|
| 7 | <p>Identity in the Middle Ages</p> <p>Essential Question: How does society both support and limit the development of identity?</p> <p>Module Summary: A literary expedition across medieval Europe reveals the rigid social hierarchy of medieval Europe and the ways that society can support and limit one's identity.</p> <p>Knowledge Goals: Identify factors that influence identity (what makes us who we are?).</p> <p>Describe the varied groups that formed the medieval period's social hierarchy and explain how one's social class influenced daily life.</p> <p>Identify characteristics that make <i>The Canterbury Tales</i> an enduring classic.</p> <p>Understand narrative elements and techniques, analyzing their function in works of fiction and exploring them in the students' own narrative writing.</p> <p>EOM Writing Type: Narrative</p> <p>EOM Task: Students write an exploded moment narrative expanding on a scene from one of the module literary texts to demonstrate how medieval society supports or limits a character's identity.</p> | <p>Americans All</p> <p>Essential Question: How did World War II affect individuals?</p> <p>Module Summary: When Germany's declaration of war and Japan's attack on Pearl Harbor shattered America's isolationist mood and swept the country into World War II, Americans experienced the war and the opportunities and challenges it presented differently.</p> <p>Knowledge Goals: Summarize the experiences of Japanese Americans and members of the Navajo tribe—before, during, and after World War II.</p> <p>Identify the effects of cultural assimilation on Navajo individuals, as shown through the story of <i>Code Talker's</i> protagonist.</p> <p>Describe the role of the Navajo code talkers in the United States' World War II victory and explain how the war affected Navajo individuals.</p> <p>Explain the causes of the Japanese internment, daily life at the Manzanar camp, and the internment's effects on Japanese American individuals.</p> <p>Identify the basic facts of World War II, including Pearl Harbor's role in escalating U.S. involvement and the major theaters of the war.</p> | <p>Language and Power</p> <p>Essential Question: What is the power of language?</p> <p>Module Summary: Poets strive to inspire, advertisers to persuade, and leaders to influence citizens, showing the power of language to inspire and manipulate.</p> <p>Knowledge Goals: Name and describe ways that language and words inspire, persuade, and control.</p> <p>Describe the structures and techniques used in poetry and political speeches, both in terms of their written expression and oral delivery.</p> <p>Analyze, contextualize, and critique George Orwell's <i>Animal Farm</i> to identify and evaluate its themes.</p> <p>Define and classify elements and examples of propaganda, argument, and persuasion: isolate varied persuasive techniques; and recognize appeals to pathos, logos, and ethos.</p> <p>Recognize <i>Animal Farm</i> as an allegory, connecting it to the Russian Revolution and the rise of Stalin.</p> <p>EOM Writing Type: Argument</p> <p>EOM Task: Students write an essay about whether language is more powerful when it is used to uplift and inspire or when it is used as a negative tool to manipulate.</p> | <p>Fever</p> <p>Essential Question: How can times of crisis affect citizens and society?</p> <p>Module Summary: In Philadelphia in 1793, the yellow fever epidemic presented a crisis that compelled the city's citizens and leadership to respond—and survive—the unknown with behavior driven by fear, compassion, and a desire to understand.</p> <p>Knowledge Goals: Describe aspects of late eighteenth-century Philadelphian life, including living conditions, political structures, and social norms.</p> <p>Explain how the epidemic affected and was affected by these factors.</p> <p>Explain how eighteenth-century medical practices and lack of scientific understanding contributed to the epidemic's spread and deleterious effects, as well as how the epidemic provided an opportunity to deepen scientific understanding.</p> <p>Analyze the impact that individuals had on the development of the crisis and the reciprocal impact that the crisis had on these individuals.</p> <p>Describe the roles of race, gender, and social class in early American society, and analyze how these factors influenced individuals' experiences of the crisis.</p> <p>Understand the purposes, benefits, and process of academic research.</p> |

| Grade | Module 1 | Module 2 | Module 3 | Module 4 |
|-------|--|---|---|--|
| 7 | | <p>EOM Writing Type: Informative</p> <p>EOM Task: Students write an essay to explain the effects that World War II had on the lives and identity development of either Ned Begay in <i>Code Talkers</i> or Jeanne Wakatsuki Houston in <i>Farewell to Manzanar</i>.</p> | | <p>EOM Writing Type: Informative (Research)</p> <p>EOM Task: Students write an essay explaining two or three ways that members of a selected group of Philadelphians responded to the yellow fever crisis and evaluate whether these responses were helpful, harmful, or both.</p> |
| 8 | <p>The Poetics and Power of Storytelling</p> <p>The Poetics and Power of Storytelling</p> <p>Essential Question: What is the power of storytelling?</p> <p>Module Summary: Through stories and storytelling, people navigate complex social situations, develop empathy, and understand different views to make sense of themselves and their worlds.</p> <p>Knowledge Goals: Identify and interpret the ways form, content, and expression contribute to the meaning of stories.</p> <p>Explain the concept of sense of self and the factors that can shape a person's sense of self.</p> <p>Summarize a range of cultural, scientific, and literary explanations of the distinctive role of storytelling in people's lives.</p> <p>Articulate a well-formed understanding of the power of storytelling.</p> <p>Delineate the purpose and effects of sensory, descriptive, and figurative language in storytelling.</p> | <p>The Great War</p> <p>Essential Question: How do literature and art illuminate the effects of World War I?</p> <p>Module Summary: The modern warfare introduced by World War I had profound effects on individuals and society that provoked complex expression in literature and art.</p> <p>Knowledge Goals: Identify how writers and artists depict attitudes toward World War I.</p> <p>Explain how war can have a significant effect on individuals, and society at large.</p> <p>Analyze how significant incidents from individual experiences of World War I can illuminate the physical and psychological effects of war.</p> <p>EOM Writing Type: Informative</p> <p>EOM Task: Students write an essay that explains how Paul's experiences in <i>All Quiet on the Western Front</i> illuminate the effects of World War I on individuals and suggest larger reverberations in society at large.</p> | <p>What Is Love?</p> <p>Essential Question: What is love?</p> <p>Module Summary: William Shakespeare's <i>A Midsummer Night's Dream</i> anchors an investigation of the roles of individual choice, fate, social status, and science in the development of love.</p> <p>Knowledge Goals: Identify how drama, fiction, and informational texts define love and its impact.</p> <p>Understand why love is a complex idea and experience.</p> <p>Analyze how love is affected by social norms, human agency, and matters beyond one's control.</p> <p>EOM Writing Type: Argument</p> <p>EOM Task: Students choose a character from <i>A Midsummer Night's Dream</i> and write an essay asserting whether the outcome of this character's romantic relationship is a result of agency or an outcome directed by fate.</p> | <p>Teens as Change Agents</p> <p>Essential Question: How do people effect social change?</p> <p>Module Summary: The story of Claudette Colvin and her fight for social change during the Civil Rights Movement launches deeper exploration of the Civil Rights Movement and broader examination of how people, individually and collectively, can effect real, lasting change.</p> <p>Knowledge Goals: Explain and re-evaluate the contributions different people made to the Civil Rights Movement, especially Claudette Colvin.</p> <p>Analyze Claudette Colvin's contributions to the Civil Rights Movement in relation to a broader range of historical events, actors, and ideas.</p> <p>Define what it means to challenge injustice in the context of specific historical, social, and individual circumstances.</p> <p>Identify diverse strategies to effect social change.</p> |

| Grade | Module 1 | Module 2 | Module 3 | Module 4 |
|-------|--|----------|----------|---|
| 8 | Define narrative elements and poetic terms. EOM Writing Type: Narrative EOM Task: Students write a portfolio of three poems, each of a distinct poetic type, that together tell a story about a significant time in their lives. | | | Apply an understanding of an individual's motivations and strategies for creating social change to the development of an original research project focused on a teen change agent. EOM Writing Type: Informative (Research) EOM Task: Students write a research essay in which they explain how a teen (or teen group) has responded to an important social issue and then present their findings in a multimedia presentation. |

Content-Craft-Create Framework

The Content-Craft-Create framework is the backbone of *Wit & Wisdom*'s learning design.



Specifically, *Wit & Wisdom* lessons are designed so that students develop the following:

- **Content knowledge.** Students learn how to comprehend complex literary, informational, visual, and multimedia texts.
- **Craft proficiency.** Students learn to convey information and express ideas through explicit instruction in the crafts of writing, speaking, and presenting.
- **Opportunities to create.** Through the merging of content and craft, students demonstrate their knowledge and express their ideas in formal written and oral assessments.

Each aspect of this framework is carefully organized to help students gain lifelong skills and habits of mind.

Content Stages and Content Framing Questions

Wit & Wisdom equips students with a flexible yet predictable process for deep reading of complex texts. Lessons are structured with a purposeful progression that enables students to access, understand, and analyze these texts. This progression consists of five Content Stages: Wonder, Organize, Reveal, Distill, and Know. Shaping each lesson is a Content Framing Question that guides students' exploration of a text and represents where they land in the lesson's learning.

- The following chart identifies each Content Stage, a typical version of its associated Content Framing Question, and the type of thinking and reading in which students engage during each stage.

| Content Stage | Content Framing Question | Description of Student Thinking and Actions |
|-----------------|--|---|
| Wonder | What do I notice and wonder about this text? | Students read the text with curiosity and attention and ask key questions about what they read. Students generate their own observations and questions, forming an initial impression of the text. |
| Organize | What is happening in this text? | Students organize their thinking on what the text is about, demonstrating their literal comprehension of a text. Readers get the gist of the text by sorting out characters, settings, and plot for literary texts; or speaker, audience, main ideas, and purpose for informational texts. TDQs and tasks in this stage focus on specific and challenging areas (e.g., domain-specific vocabulary, syntax, and background information) that are crucial to understanding the text and set the stage for deeper interpretation and analysis. |
| Reveal | What does a deeper exploration of [text-specific element] reveal in this text? | Students go deeper into the text, explore the author's craft and word choices, analyze the text's structure and its implicit meaning, and attend to other unique features of the text. |
| Distill | What is the essential meaning of this text? | Students synthesize their understanding of a text's elements to discern the full impact of the elements they studied. They seek to understand the text as a sum of its parts, with the goal of achieving a profound understanding of the whole work. Students express the central ideas or themes of the text and determine how key aspects of the text support these ideas and themes. |
| Know | How does this text build my knowledge of [specific topic]? | Students consider the text in the context of their own knowledge and learning. They examine the impact of the text on their world of knowledge and articulate how a text builds their knowledge and expands their knowledge by connecting the text to other texts and topics of study. |

By engaging in this process with multiple texts, students internalize the stages and develop habits of mind that will enable them to approach and be successful with many different types and levels of texts.

Craft Stages and Craft Questions

The crafts of writing, speaking, and presenting are also taught in a careful sequence that ultimately leads students to mastery and independence. Students begin by examining high-quality exemplars of the craft. Then they receive progressive direct instruction in the skills necessary to practice and master the craft. As it does with the Content Stages, *Wit & Wisdom* delineates each Craft Stage with a Craft Question.

The following chart identifies each Craft Stage, its associated Craft Question, and the type of thinking and reading in which students engage during each stage.

| Craft Stage | Craft Question | Description of Student Thinking and Action |
|-------------------|---|--|
| Examine | Why is [specific skill] important? | Students analyze an exemplar of a writing or speaking skill to recognize criteria for quality communication and, ultimately, to execute the skill on their own. The exemplar can come from authentic texts, class collaborative writing, or a module resource. |
| Experiment | How does [specific skill] work? | Students practice and hone the target writing or speaking skill in a scaffolded task. Scaffolded tasks provide significant support by limiting the volume of writing, providing parts of a writing piece, or focusing on a relatively simple topic. |
| Execute | How do I use [specific skill] in [specific task]? | Students plan or draft a full writing piece, paying particular attention to applying the target strategy to support the purpose of the task. |
| Excel | How do I improve my use of [specific skill]? | Students revise, edit, and respond to feedback on the pieces they drafted in the Execute stage, focusing on the target strategy. They reflect on their use of the strategy to refine their thinking about its use in current and future writing. |

With this carefully scaffolded instruction, students develop transferable skills in the crafts of speaking, writing, and presenting.

Create: The Demonstration of Content and Craft Learning

After building content knowledge through the Content Framing stages progression and developing their craft, students are ready to create a knowledge-based product. Students express their ideas and understanding of texts by completing these performance assessment tasks:

- Focusing Question Tasks
- End-of-Module Tasks

Focusing Question and EOM Tasks invite and inspire students to create and share great work. These tasks are specific to each module's texts and topic. Modules are backward-designed from these questions, which drive student inquiry and focus assessments.

The Content-Craft-Create Framework in Action

The following chart provides a snapshot of how the Content-Craft-Create framework plays out at the lesson level through examples from a *Wit & Wisdom* module.

| Grade 3 Module 2: <i>Outer Space</i> | | |
|--------------------------------------|--|--|
| Lesson | Content Framing Question | Craft Question |
| 19 | <u>Wonder</u> What do I notice and wonder about <i>One Giant Leap</i> ? | <u>Examine</u> Why is it important to support an opinion with reasons? |
| 20 | <u>Organize</u> What is happening in <i>One Giant Leap</i> ? | <u>Experiment</u> How do supporting reasons work in opinion writing? |
| 21 | <u>Reveal</u> What does a deeper exploration of figurative language reveal in <i>One Giant Leap</i> ? | <u>Execute</u> How do I use supporting reasons in an opinion paragraph? |
| 22 | <u>Distill</u> What is the essential meaning of <i>One Giant Leap</i> ? | <u>Excel</u> How do I improve supporting reasons in opinion writing? |
| 23 | <u>Know</u> How do <i>Moonshot</i> and <i>One Giant Leap</i> build my knowledge of space and the astronauts who study space? | |
| Create: Focusing Question Task | | |
| 25 | <p>You are entering an opinion essay contest. The essays will be judged by NASA scientists who want to understand young people's opinions about space travel. The question that you have to answer in your essay is:</p> <p>Would you like to have been an astronaut on the Apollo 11 mission?</p> <p>To answer this, write a four-paragraph opinion essay that includes the following:</p> <ul style="list-style-type: none"> ▪ an introduction paragraph ▪ two supporting paragraphs ▪ a conclusion paragraph <p>Support your opinion using evidence from the following texts:</p> <ul style="list-style-type: none"> ▪ <i>Moonshot</i>, Brian Floca ▪ <i>One Giant Leap</i>, Robert Burleigh | |

Core Practices

Within and across modules, *Wit & Wisdom* features four key practices—questioning, annotating, summarizing, and collecting evidence—to help students learn how to read a complex text and communicate their understanding of texts.

Each practice is task-specific, easy to implement, and experienced in a progression of gradual release. Within each grade, teachers guide and support students with each practice, increasing complexity and independence and gradually transferring responsibility from the teacher to students. The gradual release of the Core Practices occurs within individual modules as well as across modules throughout the year.

Specific Core Practices often appear in conjunction with a particular Content Stage. For instance, students practice **questioning** during the Wonder stage, as they generate their own questions about a text. **Summary** occurs during the Organize stage, when students focus on demonstrating literal comprehension of a text. In addition, Core Practices can appear, with a range of complexity, in conjunction with several stages. For example, students use **annotation** to note observations and unknown words during the Wonder stage and also to highlight text evidence essential for a summary in the Organize stage. Students also employ **annotation** during the Reveal stage to indicate specific textual elements, such as types of figurative language, or shifts in point of view.

This chart provides descriptions of each Core Practice and its value.

| Core Practice Description | Progression of Practice | Value |
|--|---|---|
| <p>Questioning</p> <p>Students monitor their understanding of the text by recording questions they have about it.</p> | <p>During their first encounter with a text, students record questions they have about it. When students return to the text, they continue to monitor their understanding, recording any additional questions that arise while also looking for answers to their initial questions. After the first stage of reading, students share and, when possible, answer these text-based questions, or problem-solve about how to answer the questions. For instance, students may return to the text, consult a reference source, or conduct research.</p> | <p>For Students</p> <p>When readers ask themselves (or others) questions during the first few readings of a text, they can maintain engagement with and focus on the text while reading and monitor their comprehension of what they are reading.</p> <p>For Teachers</p> <p>Examining students' questions serves as a valuable formative assessment tool as the questions students ask indicate their understanding of the text as well as learning from previous modules.</p> |

| Core Practice Description | Progression of Practice | Value |
|---|---|---|
| <p>Annotating</p> <p>While independently reading a text or section of text, students make notes with common annotation symbols and/or marginal notes.</p> <p>For a sample Annotation Symbols chart, see the Resources section.</p> | <p>Annotation during the first read aims to develop the habit of monitoring understanding of a text as students read. In subsequent reads, annotation focuses readers on deeper understanding, such as distinguishing among purpose, claim, and conclusion; noticing authors’ crafting of literary elements or text features; and/or supporting learning goals relevant to the text (e.g., character analysis, influence of setting).</p> | <p>For Students</p> <p>Annotation encourages active reading, inviting students to engage in a dialogue with the text while reading.</p> <p>For Teachers</p> <p>Annotations serve as indicators of students’ understanding of the text and learning from previous modules.</p> |
| <p>Summarizing</p> <p>Students summarize texts, or sections of longer texts, and reflect as they summarize to determine the main topic/idea or central idea of what they are reading.</p> | <p>While many strategies encourage summarization, the use of visuals and manipulatives (objects that can be used in a hands-on manner) from Kindergarten through Grade 8 supports all learners, particularly visual and kinesthetic learners. Students may begin practice work with graphic organizers. The goal is for students to achieve independence, ultimately no longer needing the structured organizer to summarize text and distinguish main ideas/themes/plot points from details.</p> | <p>For Students</p> <p>Summarizing a text, or portion of text, after reading helps readers to think about texts more deeply, both at the word and sentence level and as whole texts; identify main and central ideas and key and supporting details; distinguish between more relevant and less relevant details; and check their comprehension of what they have read.</p> <p>To summarize, a reader must make determinations about the following:</p> <ul style="list-style-type: none"> ▪ The main or central ideas (in informational texts) and plot points and/or themes (in literary texts) ▪ The key ideas versus details ▪ Relevance <p>For Teachers</p> <p>Student summaries are valuable assessment tools, providing insights into students’ understanding of texts, their ability to distinguish important versus unimportant details, and their comprehension of the central message or theme of a text.</p> |

| Core Practice Description | Progression of Practice | Value |
|---|---|---|
| <p>Collecting Evidence</p> <p>The purposeful collecting of evidence serves as the bridge from reading to writing. Students collect evidence during reading when they question and annotate. The Core Practice formalizes the process, pinpointing the period when students collect evidence in response to a specific prompt, task, or question.</p> | <p>Students excavate the text (or multiple texts) to respond in depth to any question or purpose requiring a complex analysis and synthesis of multiple pieces of evidence (from the same text or multiple texts).</p> <p>To gain practice, students collect evidence as a class, in small groups, or in pairs. Ultimately, students work individually with their own graphic organizers or their own notetaking or annotation systems to collect and record evidence prior to expressing their understandings through writing or speaking.</p> | <p>For Students</p> <p>Collecting evidence, grounding written and oral responses with textual evidence, answering text-dependent questions, and writing to sources have all been an emphasis of ELA instruction. To meet the rigor of the Standards for ELA, students must identify, evaluate, and cite textual evidence.</p> <p>For Teachers</p> <p>Students' purposeful and strategic selection of textual evidence provides insight into students' understanding of a task and a text and their ability to synthesize and contextualize evidence in writing or speaking.</p> |

Meeting Student Needs

Wit & Wisdom reflects the Great Minds belief that all children deserve rich, engaging learning opportunities. *Wit & Wisdom* lessons engage all students and address individual needs such as those of striving readers and English learners.

Student Engagement

Wit & Wisdom lessons are designed to maximize student engagement in multiple ways. The lessons include the following features:

- **Engaging texts, topics, and tasks.** The lessons engage students through challenging, high-quality texts; compelling topics in the humanities, history/social studies, science, and the arts; and tasks that encourage productive study and discussion.
- **A variety of instructional routines and approaches.** Teachers use a variety of instructional routines through which students explore content with classmates in a variety of ways, including seminars, class discussions, pairs, and groups. For a list of and directions for these varied approaches, see Instructional Routines in the Resources section.
- **Content Framing Questions that begin and end each lesson.** The recurring familiar structure of the Content Stages helps students internalize daily goals and develop transferable habits. It also ensures that students understand texts and build knowledge with a growing level of independence.
- **Sequences of Craft Stages focused on specific skills.** Students practice writing and speaking, mastering tools with which to communicate content knowledge clearly.
- **High expectations.** Learning goals are clear and measurable, and tracked through daily Checks for Understanding.
- **Scaffolds and extensions.** These tools help teachers support all students in successfully accessing core grade-level content.

- **Help for students to organize their thinking.** Individual Student Editions and journals provide opportunities for written responses, vocabulary and word work, and reflection on knowledge.
- **Content presented through multiple modalities.** These modalities include auditory, visual, kinesthetic, interpersonal, self-guided, and technological.
- **Student choice.** Students have opportunities to choose the topic, process, and product, often with options of multiple texts as they pursue interests.

As a result, all students are motivated to participate in and engage with lesson content.

Productive Struggle

Wit & Wisdom's rigorous curriculum ensures that thinking and analysis are done by students, not for students. In a *Wit & Wisdom* classroom, all students are given the opportunity to learn from a grade-level, complex curriculum, and correspondingly advanced texts. Instructional routines in the curriculum allow students to productively struggle with academic content—seeking to solve problems and find answers for themselves, so that they can master content and skills. Routines such as Chalk Talks and Socratic Seminars build students' sense of self-efficacy and competence, building their confidence as learners. The curriculum prioritizes giving students ample processing time and purposeful instructional matrices, such as Content Framing Questions and Craft Questions, so that students have the tools and time to engage deeply in their own learning.

With *Wit & Wisdom*, all students, regardless of language acquisition or background, encounter and engage with the same complex texts. Instead of providing lower-level texts and lower learning expectations for some students, lessons support students who read below grade level. By engaging all students in shared learning with the same rigorous texts, *Wit & Wisdom* promotes equity. The program supports all students with instruction in content and vocabulary. *Wit & Wisdom* promotes different paths to the same shared learning goals.

Text Diversity

The *Wit & Wisdom* teacher-writers created *Wit & Wisdom* with the goal of presenting its content as both a mirror and a window. Students see themselves reflected in the curriculum's texts, content, and ideas (the content acts as a mirror), and they gain insight into the viewpoints and experiences of others (the content acts as a window). For example, the Grade 6 core text *I Am Malala* will serve mostly as a window for students who have never faced the prospect of limited education or have no experience with violent, oppressive leadership. Other students and/or their families may have personal experience with similar cultural and political conditions; for them, the text serves as a mirror.

From Kindergarten through Grade 8, *Wit & Wisdom* students see in mirrors or through windows presented by the perspectives of authors such as Chimamanda Ngozi Adichie, Toni Cade Bambara, Matt de la Peña, Rita Dove, Nikki Giovanni, Langston Hughes, Walter Dean Myers, Andrea Davis Pinkney, Allen Say, and Jeanne Wakatsuki Houston. *Wit & Wisdom* students read culturally diverse texts, such as *Waiting for the Biblioburro* by Monica Brown; *Plains Indians* by Andrew Santella; *Ramayana: Divine Loophole* by Sanjay Patel; *Code Talker* by Joseph Bruchac, and *The Crossover* by Kwame Alexander. Students read about important historical figures, including Alvin Ailey, Chief Joseph, Ruby Bridges, Martin Luther King, Jr., and Sylvia Mendez. In addition to these authors, texts, and historical figures, *Wit & Wisdom* features deep study of the works of a diverse group of artists, including Marian Anderson, Romare Bearden, Duke Ellington, Katsushika Hokusai, and Pablo Picasso.

Support for All Learners

The *Wit & Wisdom* learning design, especially its use of Content Framing Questions to structure lesson-level learning, supports a range of students in numerous ways, including the following:

- **Deliberate sequencing.** Students build knowledge of each module topic by reading texts in a purposeful sequence. Students complete each module study with knowledge and skills that they can use to access grade-level text.
- **Predictability of structures.** The predictability of the recurring Content Stages helps students develop habits of mind and provides a scaffold for reading challenging texts. Students use the Content Framing Question as an entry point to difficult texts.
- **Reading scaffolds.** Organizing ideas from informational and literary texts establishes student understanding of the main ideas and plot points prior to the consideration of deeper ideas.
- **Focus on vocabulary and syntax.** Students learn to read closely and discuss important passages, with particular emphasis on:
 - learning the meanings of essential content words and academic vocabulary
 - studying roots and affixes to grow capacity to discern word meaning independently
 - dissecting phrases to reveal how syntax conveys meaning
- **Exploration of content in multiple forms.** Students explore print texts, visual art, videos, audio recordings, photographs, and maps to access module concepts and information.
- **Reliance on strong models.** Students examine models of strong writing to understand how to craft effective sentences, paragraphs, and essays.
- **Frequent feedback.** Students receive ongoing and explicit feedback from peers and teachers.
- **Scaffolds.** At key moments, lessons include specific suggestions for how to scaffold instruction. These scaffolds empower teachers to seamlessly integrate remediation suggestions into instruction. For students who may be challenged by the lesson's rigor, scaffolds provide another path to the learning goal, rather than minimizing or changing the learning goal.
- **Extensions and differentiation suggestions.** Lessons often offer suggestions for how to vary learning tasks for those who already have well-developed skills, or to extend learning for students who seek an additional challenge.

The chart below more specifically illustrates how *Wit & Wisdom* lessons support striving readers.

| Module Element | Strategies and Tasks That Help Striving Readers |
|--|---|
| Content Stage and Content Framing Question: <u>Wonder</u> <i>What do I notice and wonder about this text?</i> | Students build confidence as they articulate observations stemming from their curiosity and focus. Students engage in noticing and wondering at their current ability level, often activating prior knowledge, which fosters a feeling of success in striving readers. Students learn to take note of information and details as they read. Students learn to articulate their confusion about a text. Students learn to focus on the role of illustrations in building meaning, where applicable. |
| Content Stage and Content Framing Question: <u>Organize</u> <i>What is happening in this text?</i> | Building basic plot understanding before moving on to close reading exercises ensures that students will be able to succeed at more complex text analysis. The focus on text organization (sequential, narrative, cause/effect, etc.) helps students generalize how to approach and comprehend different types of texts. Tactile work through routines such as Boxes and Buttons and Story Stones engages and supports kinesthetic learners. |
| Content Stage and Content Framing Question: <u>Reveal</u> <i>What does a deeper exploration of ____ reveal in this text?</i> | Careful and repetitive work with certain standards using shorter segments of text for close reading gradually leads to student success with analyzing and understanding complex texts. Text-dependent questions and text-dependent tasks, such as Graphic Organizers or Chalk Talks, encourage students to reread the text several times to determine meaning. |
| Content Stage and Content Framing Question: <u>Distill</u> <i>What is the essential meaning of this text?</i> | Graphic Organizers and thoughtful instruction during this stage of reading and analysis lead students to a deeper understanding of a complex text. |
| Content Stage and Content Framing Question: <u>Know</u> <i>How does this text build my knowledge of ____?</i> | Intentional building of content knowledge improves comprehension and increases both domain-specific and academic vocabulary. |
| Deep Dives | Learning to apply understanding of roots and affixes helps students determine the meanings of unfamiliar words and access increasingly complex texts. |
| Writing Instruction | Writing models give students visuals for organizing their expository, argumentative, and narrative writing. Evidence Organizers prime students for success in identifying and organizing their ideas before writing. Sharing writing ideas orally prior to writing helps support students in understanding and expressing their ideas about texts. |

| Module Element | Strategies and Tasks That Help Striving Readers |
|---------------------|---|
| Volume of Reading | <p>Students benefit from frequent and increased exposure to a range of texts at a range of levels.</p> <p>The more students read and are read to, the more knowledge they build and the more they develop their academic vocabulary.</p> <p>Opportunities for choice in independent reading enhance student engagement.</p> |
| Fluency Instruction | <p>Repeated reading helps students work on the correct pronunciation of words, building confidence in their oral language.</p> <p>Frequent reading of complex passages for fluency helps build comprehension.</p> <p>Fluency performance with partners and small groups builds reading confidence, as students receive affirmation from teachers and peers.</p> |

Supporting English Learners

Wit & Wisdom supports English learners in two fundamental ways: content and instruction.

- 1 *Wit & Wisdom* content engages all students with complex texts, topics, and tasks.
- 2 *Wit & Wisdom* instruction empowers students with strategies to access complex language and ideas.

With *Wit & Wisdom*, all students—including English learners—learn the content they need to succeed in the classroom and beyond.

With *Wit & Wisdom*, students build content knowledge of:

- challenging, high-quality texts
- compelling topics in literature, science, history/social studies, and the arts
- key academic and content-specific vocabulary
- varied text genres (that students study and then produce in their own writing)

With *Wit & Wisdom*, students build skills with:

- reading
- writing
- speaking and listening
- collaborating
- vocabulary acquisition
- style and conventions

The *Wit & Wisdom* approach of developing the same rigorous content and skills for all students—including English learners—is critical, as Lily Wong Fillmore and Charles J. Fillmore note:

One of the biggest roadblocks to learning is that [English learners and language-minority students] never get a chance to work with complex texts. Why would that be a problem? Simply put, the easy texts schools give to [English learners and language minority students]—given prophylactically as a safeguard against failure—actually prevent them from discovering how language works in academic discourse. (2)

Wit & Wisdom lessons maximize all students' access to complex content and develop their skills. As Fillmore and Fillmore emphasize, “many students, but especially English learners, need instructional support from teachers to discover how to gain access to the ideas, concepts, and information that are encoded in the text” (6). The structures and routines of *Wit & Wisdom* that are particularly helpful for striving readers and English Learners include:

- **Deliberate sequencing.** Texts and activities are purposefully sequenced to build students':
 - knowledge of module topics in literature, science, history/social studies, and the arts.
 - skills with reading, writing, listening, speaking, and viewing.
- **Predictable structures.** The recurring Content Stages (that scaffold close reading) and Craft Stages (that scaffold the writing process) help students develop transferable habits of mind.
- **Focus on vocabulary and syntax.** In the 15-minute Deep Dives that follow each core lesson, students study vocabulary and grammar in the context of the module texts.
- **Content in multiple forms.** Students explore print, visuals (art, photographs, maps, videos, and more), and audio to access module concepts and information.
- **Ongoing, sequential, explicit writing instruction.** Students learn to write and write to learn every day in *Wit & Wisdom*.
- **Authentic opportunities for collaboration.** *Wit & Wisdom* includes daily opportunities for collaboration and explicitly teaches speaking and listening skills.
- **Varied instructional routines and approaches.** Teachers use varied instructional routines, such as visual graphic organizers or collaborative Think–Pair–Share activities or creative Readers' Theater performances, to support students' content and skill building.
- **Scaffolds, extensions, and suggestions for differentiation.** Lessons include frequent suggestions for scaffolding, extending, and differentiating instruction.
- **Help for students to organize their thinking.** Individual consumable Student Editions and journals are set up for written responses and reflection.
- **Student choice.** Students choose topics, processes, and products in the core lessons, and the Volume of Reading text lists offer options of additional texts at varied reading levels for students to continue to explore topics of interest.

The following chart illustrates how specific *Wit & Wisdom* lesson components support English learners.

| Module Element | Strategies and Tasks That Help English Learners |
|---|---|
| <p>Content Stage and Content Framing Question:</p> <p><u>Wonder</u></p> <p><i>In this first close reading stage, students ask, What do I notice and wonder about this text?</i></p> | <p>Annotating gives a structure for English learners to document their understanding.</p> <p>Discussing unknown vocabulary and comprehension confusion supports English learners in the process of making meaning.</p> <p>The focus on academic language and content vocabulary in context supports the development of such language in English learners.</p> <p>Teacher Read-Alouds of text during this stage—sometimes optional for differentiation but often the norm—offer support for students who are not yet fluent in English.</p> |
| <p>Content Stage and Content Framing Question:</p> <p><u>Organize</u></p> <p><i>To ensure comprehension, students ask, What is happening in this text?</i></p> | <p>Graphic organizers and other visual and tactile prompts support English learners in building comprehension. Instructional routines include the following:</p> <ul style="list-style-type: none"> ▪ Story Stones: Students use tactile symbols to represent plot elements. ▪ Literary Dominoes: Students record key plot events onto dominoes that they can place in sequence and use to summarize. ▪ Boxes and Buttons/Boxes and Bullets: Students record texts' main ideas (boxes) and key details (buttons or bullets). |
| <p>Content Stage and Content Framing Question:</p> <p><u>Reveal</u></p> <p><i>Students reread for deeper meaning: What does a deeper exploration of ____ reveal in this text?</i></p> | <p>Focused work on specific elements such as figurative language, point of view, and individual text features increases students' ability to access complex texts.</p> |
| <p>Content Stage and Content Framing Question</p> <p><u>Distill</u></p> <p><i>What is the essential meaning of this text?</i></p> | <p>Discussion in pairs and groups helps students determine the central ideas and themes of a text.</p> <p>Graphic organizers offer a structure for students to analyze how key aspects of the text support these ideas and themes.</p> <p>Thoughtful instruction leads students to a deeper understanding of complex texts.</p> |
| <p>Content Stage and Content Framing Question:</p> <p><u>Know</u></p> <p><i>At the end of reading, students reflect: How does this text build my knowledge of ____?</i></p> | <p>The predictable routine of using the Knowledge Journal gives students an opportunity to reflect on and record their learning.</p> <p>Connecting to prior knowledge, making connections with other texts, and reflecting on skill acquisition helps students solidify knowledge that will support future learning. Separate reflections on skill and content knowledge acquisition help students categorize and solidify what they are learning.</p> <p>Students build a cache of knowledge around various topics, learning a greater amount of vocabulary than they could through simply thematic collections.</p> |

| Module Element | Strategies and Tasks That Help English Learners |
|------------------------|--|
| Deep Dives | <p>Explicit vocabulary instruction builds English learners' bodies of known academic and content-specific words.</p> <p>Morphology analysis and other word-learning strategies give English learners the tools they need to learn new words.</p> <p>The study of syntax helps English learners understand a variety of sentence structures as they read them and use them in their own writing.</p> <p>Grammar study helps students learn parts of speech and word functions in context.</p> |
| Writing | <p>Modules and lessons feature learning-to-write activities and text-based writing-to-learn responses.</p> <p>The Craft Stages offer a sequence of predictable routines: 1. Examine, 2. Experiment, 3. Execute, 4. Excel.</p> <p>Writing models give students visuals for organizing their expository, argumentative, and narrative writing.</p> <p>Evidence Organizers prime students for success in identifying and organizing their ideas before writing.</p> <p>Sharing writing ideas orally prior to writing helps support students in understanding and expressing their ideas about texts.</p> <p>Sentence frames provide a structure and starting point for those who may struggle with language or syntax, and they model academic language students can internalize.</p> |
| Speaking and Listening | <p>Modules and lessons include opportunities for students to speak and listen in informal pair and group activities and in more formal, student-led discussions.</p> <p>Defined speaking and listening goals for each module offer instruction and practice in the development of a specific skill.</p> <p>Students have multiple opportunities to practice academic language: routines such as Think-Pair-Share give students a chance to practice ideas with a partner before sharing with the larger group.</p> <p>Small-group discussions and tasks offer the opportunities for collaborative learning and to having low-risk academic discussions, as English speakers model language use for English learners.</p> <p>Socratic Seminars provide models for participating in formal academic conversations.</p> <p>Suggested sentence frames, such as: I agree with _____ because _____, or, I want to add to what _____ said, help students frame their thinking and develop a bank of phrases to use in academic conversations in English.</p> <p>Vocabulary Journals and classroom charts are available to students as tools for ensuring precision of language in academic discussions.</p> |
| Volume of Reading | <p>Text choice fosters student engagement: students can choose additional texts based on their interests.</p> <p>Sustained study of the module topic helps students build knowledge and vocabulary.</p> |

| Module Element | Strategies and Tasks That Help English Learners |
|------------------------------------|---|
| Fluency Instruction | <p><i>Wit & Wisdom</i> provides explicit instruction in the elements of fluency, followed by opportunities for practice. In lessons and homework, students repeatedly read short, well-chosen excerpts from module texts.</p> <p>Fluency passages are often chosen to provide additional opportunities to engage with complex sections of text.</p> <p>Repeated reading helps students develop correct pronunciation of words and build confidence in oral English language skills.</p> <p>Feedback from peers, teachers, and others helps students focus on the specific skills they need to develop to read more fluently and with increasing automaticity.</p> <p>Developing greater fluency builds comprehension.</p> |
| Multilingual Vocabulary Glossaries | <p>Available in Arabic, Chinese, French, English, Haitian Creole, Portuguese, Russian, Spanish, Tagalog, Urdu, and Vietnamese for every module.</p> <p>A list of key content vocabulary supports students' engagement with a module topic while building academic discourse.</p> <p>Glossaries support students with literacy in another language to develop both their home language and English.</p> <p>Teachers can use the glossaries to help students make connections to their home language and access important funds of knowledge.</p> <p>Families can use the glossaries to deepen their understanding of the content being taught in school and to engage their children in rich conversations.</p> |

Wit & Wisdom and Social-Emotional Learning

Wit & Wisdom explicitly fosters students' development of the five social-emotional competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL):

- **Self-awareness:** Students explore topics and texts that help them recognize their emotions, thoughts, and values; cultivate a growth mindset through rigorous work; and learn to evaluate their own academic performance.
- **Social awareness:** Students examine topics and texts in which real and fictional people from diverse backgrounds and cultures respond to opportunities and challenges.
- **Self-management:** Students learn to organize their reading, thinking, writing, and speaking; make responsible choices about their learning; and deepen their innate sense of curiosity as they explore compelling questions.
- **Relationship skills:** Explicit instruction in speaking and listening, authentic opportunities to communicate with classmates, and collaborative learning structures help students work effectively with others to accomplish tasks.
- **Responsible decision-making:** Students learn to make responsible choices in their learning, in Socratic Seminars, and as they explore topics and texts in which real or fictional characters face challenging decisions.

At each grade level, the curriculum is designed to cultivate a community of readers and writers. A brief opening unit—**Module Zero**—enables teachers carefully introduce the curriculum, establish basic routines students will use all

year, and foster students’ connections to each other and their learning. Students begin to feel safe enough to take the academic risks needed to learn. Each of the remaining four modules is organized around a compelling topic. All students read, discuss, and write about the same texts aligned with that topic; in the process, they develop a sense of community that deepens through a shared purpose and pursuit of knowledge. The curriculum is also designed to expand students’ social-emotional development from grade to grade. *Wit & Wisdom’s* collaborative structures and learning frameworks evolve in age-appropriate complexity across the Kindergarten through Grade 8 span.

The instructional routines and strategies in *Wit & Wisdom* require students to activate different ways of thinking in order to process a text, thereby building content knowledge, deepening understanding, and developing literacy skills. Instructional routines increase student engagement and provide practices to make students’ thinking and learning visible. At the lesson level, Grouping Designations describe the primary way students work in a lesson section—as individuals, in pairs or small groups, or as a whole group.

The following table outlines the key ways *Wit & Wisdom’s* approach fosters students’ social-emotional development and describes how each of these elements builds SEL core competencies and gives examples of how this integration of academics and social-emotional learning looks in action in the curriculum.

| How Students Engage with Social-Emotional Learning in <i>Wit & Wisdom</i> | How This Element Builds SEL Core Competencies | How This SEL Integration Looks in Action |
|---|--|---|
| <p>Build Knowledge of Themselves</p> | <p><i>Wit & Wisdom’s</i> curriculum is designed to develop in students a deep knowledge of important topics in the liberal arts and sciences in the context of ELA. As students learn about various events from history and science, they often explore real and fictional human conflicts and challenges and people’s reactions to them. As a result, students acquire a deeper understanding of the human experience, which supports their own development of self-awareness.</p> <p>Students develop knowledge about these topics by reading curated sets of complex texts. In these texts, students frequently examine the thoughts, words, and actions of real and fictional people. Through this work, they identify, label, recognize, and analyze their emotions and how these emotions affect them and others. They develop a social-emotional vocabulary and build their ability to recognize their own emotions, thoughts, and values and how they influence their behavior, and essential aspects of self-awareness.</p> | <p>K–2 Grade Band:</p> <p>In Grade 2 Module 3: <i>Civil Rights Heroes</i>, students explore questions of fairness and justice. They analyze a variety of texts, including picture books, photographs, poetry, videos, and informational articles, to closely examine the impact of three key civil rights heroes: Martin Luther King Jr., Ruby Bridges, and Sylvia Mendez. The rich texts give students the opportunity to learn how these important individuals were affected by, felt about, and responded to injustice and the lasting effects of their actions.</p> <p>3–5 Grade Band:</p> <p>Grade 5 Module 1: <i>Cultures in Conflict</i> gives students the chance to explore a complicated and compelling question: How do cultural beliefs and values guide people? Students read texts about the effect of westward expansion on native American tribes. Their two primary texts, the novel <i>Thunder Rolling in the Mountains</i> by Scott O’Dell and Elizabeth Hall and the “Lincoln Hall Speech,” which Nez Perce Chief Joseph delivered to Congress in 1879, allow students to wrestle with perspectives and the impact of human choices and actions.</p> <p>6–8 Grade Band:</p> <p>In Grade 6 Module 1: <i>Resilience in the Great Depression</i>, students analyze human experience and resilience in one of the most challenging eras of American history: the Great Depression. Students examine texts in which ordinary people—Bud in Christopher Paul Myers’s novel <i>Bud, Not Buddy</i> and Billie Jo in Karen Hesse’s novel <i>Out of the Dust</i>—find a way to endure this bleak time. Students examine what makes humans resilient as they build understanding through historical accounts, newspaper articles, music, photographs, poetry, and videos.</p> |

| How Students Engage with Social-Emotional Learning in <i>Wit & Wisdom</i> | How This Element Builds SEL Core Competencies | How This SEL Integration Looks in Action |
|---|--|--|
| <p>Engage in Productive Struggle</p> | <p><i>Wit & Wisdom's</i> rigorous approach requires that all students engage in productive struggle. Students tackle complex topics and texts through reading, writing, and discussion and are pushed to do so at a deep, analytical level. The curriculum provides numerous supports to help them succeed, such as doing the work within a strong learning community and through scaffolding. Over time, students come to realize the value of taking on challenging tasks and pushing through their challenges. As a result, students develop self-awareness, including an increased sense of self-efficacy and a growth mindset.</p> <p><i>Other SEL competencies promoted: self-management</i></p> | <p>K-2 Grade Band:</p> <p>After reading a variety of Cinderella stories from around the world (Grade 1 Module 4: <i>Cinderella Stories</i>), students read an excerpt from “900 Cinderellas,” an informational article describing key features of Cinderella tales. Students then analyze one Cinderella tale to determine which of the key features in “900 Cinderellas” appear in their selected tale. While such analysis is challenging for Grade 1 students, comparisons performed in earlier lessons have prepared them for it.</p> <p>3-5 Grade Band:</p> <p>At the end of Grade 4 Module 3: “<i>The Redcoats are Coming!</i>,” students write an essay in response to the following question: In your opinion, were the American patriots justified in fighting for their independence from Britain? While this is a complex question, students have been preparing throughout the module to synthesize and think critically about what they have learned from multiple texts in order to thoughtfully respond to it.</p> <p>6-8 Grade Band:</p> <p>As part of a larger study of the power of language, Grade 7 students analyze a sophisticated <i>New York Times</i> article about advertising. With multiple supports to guide them, students examine the negative effect of advertising techniques on children, why children are particularly vulnerable to advertising techniques, and how advertisers attempt to exploit those vulnerabilities.</p> |
| <p>Evaluate their Academic Performance</p> | <p>Students frequently evaluate their own learning, deepening their self-awareness and self-management. For example, they regularly use checklists to compare their performance in areas such as speaking and listening or writing to established criteria for success. Using such checklists for self-evaluation teaches students the importance of taking incremental steps toward larger goals and helps students learn to accurately assess their strengths and identify areas for future growth. Over time, students internalize the skills of self-evaluation.</p> <p><i>Other SEL competencies promoted: responsible decision-making</i></p> | <p>K-2 Grade Band:</p> <p>Students assess their performance on major assessments using a yes/not yet rating of various statements written in student-friendly language. For example, in Grade 2 Module 4: <i>Good Eating</i>, students evaluate their End-of-Module Task performance considering statements such as: I introduce the topic I am writing about, I wrote an opinion statement, and I write two or more reasons to support my opinion statement.</p> <p>3-5 Grade Band:</p> <p>As part of the fluency homework routine, students orally reread the same fluency passage several nights in a row and self-evaluate their progress in terms of accuracy, phrasing, expression, and rate.</p> <p>6-8 Grade Band:</p> <p>Students evaluate their performance in Socratic Seminars by using specified criteria. In Grade 6, for example, students consider whether they acknowledged and elaborated on comments from peers, brought the conversation back on topic when needed, and used appropriate formal, academic language.</p> |

| How Students Engage with Social-Emotional Learning in <i>Wit & Wisdom</i> | How This Element Builds SEL Core Competencies | How This SEL Integration Looks in Action |
|---|--|--|
| <p>Develop Transferable Habits of Mind</p> | <p><i>Wit & Wisdom's</i> learning design intentionally fosters students' self-management skills. It guides them in developing habits of mind they can use to approach a given problem or situation and organize their reading, thinking, writing, and speaking as they do.</p> <p>For example, students learn to analyze texts through a sequence of five Content Stages—beginning at the essential literal level and progressing to deeper levels of understanding as they read the text. Applying these stages to their reading across texts and over time, students learn how to independently approach new texts and effectively organize their reading.</p> <p>The curriculum also offers students a variety of structures for organizing the evidence they gather from reading and for writing. Students learn useful structures to help them take that evidence and incorporate it into their writing in organized and effective ways.</p> <p><i>Other SEL competencies promoted: self-awareness; responsible decision-making</i></p> | <p>K–2 Grade Band:</p> <p>In Kindergarten, students begin using the five Content Stages to guide their text analyses. For example, the questions at each stage of students' exploration of Alikì's book <i>My Five Senses</i> are as follows:</p> <p>Wonder: What do I notice and wonder about <i>My Five Senses</i>?</p> <p>Organize: What's happening in <i>My Five Senses</i>?</p> <p>Reveal: What does a deeper exploration of words and pictures reveal in <i>My Five Senses</i>?</p> <p>Distill: What is the essential meaning of <i>My Five Senses</i>?</p> <p>Know: How does <i>My Five Senses</i> build my knowledge of the senses?</p> <p>3–5 Grade Band:</p> <p>In Grade 4 Module 1: <i>A Great Heart</i>, Lesson 4, students use an evidence organizer so that in Lesson 5, they are prepared to write a paragraph about how someone shows great heart, figuratively. In columns, students record text evidence, its source, and an explanation of how it supports a focus statement.</p> <p>6–8 Grade Band:</p> <p>Students use the CREEA–C model to organize their writing of argument paragraphs:</p> <p>C–Claim</p> <p>R–Reason</p> <p>E–Evidence</p> <p>E–Elaboration</p> <p>A–Alternate Claim(s)</p> <p>C–Concluding Statement</p> |

| How Students Engage with Social-Emotional Learning in <i>Wit & Wisdom</i> | How This Element Builds SEL Core Competencies | How This SEL Integration Looks in Action |
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| <p>Value Inquiry</p> | <p><i>Wit & Wisdom's</i> pervasive use of questioning to frame students' thinking taps into their innate curiosity and builds self-motivation, a key aspect of self-management. Students are driven to answer important questions as they learn, not just to complete isolated tasks.</p> <p>For example, each module centers on an Essential Question, an enduring question that guides their study throughout the module and can continue to captivate students well after a module ends. Students tackle that broad question through Focusing Questions that guide them to explore one key aspect of the Essential Question. Questions also frame students' exploration of texts and the crafts of speaking and writing. The framing of learning through meaningful questions imbues students' work with authenticity and purpose.</p> <p><i>Other SEL competencies promoted:</i> <i>Responsible decision-making</i></p> | <p>Essential Question from Grade 1 Module 1: <i>A World of Books</i>: How do books change lives around the world?</p> <p>Essential Question from Grade 5 Module 4: <i>Breaking Barriers</i>: How can sports influence individuals and societies?</p> <p>Essential Question from Grade 8 Module 4: <i>Teens as Change Agents</i>: How do people effect social change?</p> |

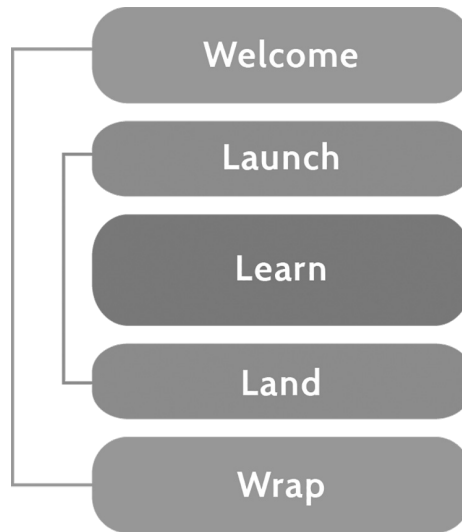
| How Students Engage with Social-Emotional Learning in <i>Wit & Wisdom</i> | How This Element Builds SEL Core Competencies | How This SEL Integration Looks in Action |
|---|---|--|
| <p>Build Knowledge of Others</p> | <p>Many module topics help students understand the experiences and perspectives of people across cultures and periods and to examine the need for basic social and ethical norms in communities. Students investigate these topics in depth, reading a broad range of texts that address them. The text-based investigations of these topics help students develop social awareness.</p> <p>Moreover, <i>Wit & Wisdom</i> purposefully chose texts that give students many opportunities to take different perspectives, empathize, appreciate diversity, and show respect for others.</p> <p><i>Other SEL competencies promoted: self-awareness; responsible decision-making</i></p> | <p>K–2 Grade Band:</p> <p>In Grade 1 Module 1: <i>A World of Books</i>, students consider how books change lives around the world. Students discover how access to books differs widely for children across cultures and communities and learn to see things from others’ perspectives. They learn the many ways that children access books, from waiting for librarians atop donkeys, packhorses, or camels to awaiting a library boat.</p> <p>3–5 Grade Band:</p> <p>In Grade 5 Module 4: <i>Breaking Barriers</i>, students learn how the power of sports has been harnessed, both throughout history and in our current day, to leave a positive, lasting impact in the world. They learn how South Africa’s rugby team helped unite and heal that nation’s wounds from decades of apartheid, and learn about the determination, spirit, and impact of players and coaches in America’s Negro Leagues.</p> <p>6–8 Grade Band:</p> <p>In Grade 8 Module 4: <i>Teens as Change Agents</i>, students explore Claudette Colvin’s role in the civil rights movement, and use Colvin’s story as an example of the possibilities for change agents in a variety of circumstances and how those agents might affect a variety of social issues.</p> |
| <p>Learn Through Collaboration</p> | <p>The curriculum’s collaborative approach to learning fosters students’ relationship skills. In every lesson, students work together to gather and analyze text evidence, communicate their ideas, and reflect on their learning. The curriculum uses a variety of instructional routines such as Think–Pair–Share, Jigsaw, Mix and Mingle, and Readers’ Theater to meaningfully structure this collaborative work so that it is productive and successful. Over time, through the careful use of these routines, students learn how to communicate and engage with others and work as a team, building relationships as they do so.</p> <p><i>Other SEL competencies promoted: social awareness</i></p> | <p>K–2 Grade Band:</p> <p>In Grade 1 Module 3: <i>Powerful Forces</i>, after writing sentences describing a scene from William Steig’s <i>Brave Irene</i>, students work in small groups to act out their scenes. Students learn to navigate various roles (narrator, actor) as they set up scenes.</p> <p>3–5 Grade Band:</p> <p>In Grade 3 Module 1: <i>The Sea</i>, Lesson 23, students identify which questions they generated about module texts in a previous module that have not yet been answered. Then they Mix and Mingle to share questions and discuss how they might go about answering the questions.</p> <p>6–8 Grade Band:</p> <p>Grade 7 students work together to explore the humor and meaning of “The Miller’s Tale” from <i>The Canterbury Tales</i> as they perform Readers’ Theater versions of it (Grade 7 Module 1: <i>Identity in the Middle Ages</i>, Lesson 11).</p> |

| How Students Engage with Social-Emotional Learning in <i>Wit & Wisdom</i> | How This Element Builds SEL Core Competencies | How This SEL Integration Looks in Action |
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| <p>Communicate Effectively</p> | <p>The curriculum's explicit teaching of speaking and listening promotes students' relationship skills. Through carefully sequenced instruction, including teacher modeling and student role playing, students learn the skills they need to effectively communicate in both academic and social settings.</p> <p>Moreover, the curriculum embeds numerous authentic ways for students to practice those skills (Think-Pair-Share, small group discussions, Socratic Seminars, and whole group conversations). Suggested sentence frames, such as: I agree with _____ because _____, or, I want to add to what _____ said, help students frame their thinking and develop a bank of phrases to use in academic and social conversations.</p> <p><i>Other SEL competencies promoted: Responsible decision-making; self-management; self-awareness; social awareness</i></p> | <p>K-2 Grade Band:</p> <p>In Grade 1 Module 2: <i>Creature Features</i>, students learn to notice pauses in conversations and use them to decide when to speak and when to listen. Students follow a set of steps to help them in conversation, such as: I hear you, and _____.</p> <p>3-5 Grade Band:</p> <p>In Grade 4 Module 4: <i>Myth Making</i>, Lesson 9, the teacher models and students practice giving each other feedback on writing. Lessons provide sentence frames for students to use to ensure that this feedback is helpful.</p> <p>6-8 Grade Band:</p> <p>In Grade 8 Module 3: <i>What Is Love?</i>, Lesson 11, students engage in a Fishbowl experience to learn about the importance of staying focused on the purpose of a discussion and of using logic in that discussion.</p> |
| <p>Value Evidence and Logical Reasoning</p> | <p>The curriculum's focus on the necessity of evidence and sound reasoning in productive academic conversations fosters students' responsible decision-making. Students learn that to make constructive choices as members of any community, they need to base their opinions and ideas on evidence and logical reasoning, not mere personal opinion. They learn how to gather facts and use logic to analyze situations and solve problems.</p> | <p>K-2 Grade Band:</p> <p>In Kindergarten Module 1: <i>The Five Senses</i>, students learn that finding evidence in texts is like looking for clues in a detective story. The teacher models rereading a text to find evidence in response to a question. Students then practice finding evidence to answer questions they previously generated. Students begin to discuss and understand why evidence matters.</p> <p>3-5 Grade Band:</p> <p>Students begin to understand how to base their opinions on evidence by first learning to support a claim with evidence from one source and then learning to pull relevant evidence from multiple sources to support a thesis.</p> <p>6-8 Grade Band:</p> <p>Across this grade band, as part of argument writing, students learn to gather and analyze evidence first, before taking a position on an issue or question.</p> |

| How Students Engage with Social-Emotional Learning in <i>Wit & Wisdom</i> | How This Element Builds SEL Core Competencies | How This SEL Integration Looks in Action |
|---|---|--|
| <p>Make Authentic Choices</p> | <p>Lessons foster self-management skills, as they frequently give students opportunities to make meaningful choices about their learning. Students choose what to learn, how to learn, and how to show their knowledge. By having to choose among topics to read or write about or among several options for how to respond to a prompt, students are more self-motivated and learn how to set learning goals and work toward them.</p> <p>In addition, in each module, students engage in several Socratic Seminars, student-led collaborative discussions centering on a thought-provoking question related to a module’s content. These seminars also give students authentic and meaningful opportunities to practice responsible decision-making. As students independently engage in inquiry, elaboration, and debate, they have to listen to others, evaluate what others say, and make constructive choices about when and how to express their own ideas.</p> <p><i>Other SEL competencies promoted: responsible decision-making</i></p> | <p>K–2 Grade Band:</p> <p>After studying all seven continents throughout Kindergarten Module 4: <i>The Continents</i>, students choose one continent and design a travel brochure to explain why someone should visit that continent.</p> <p>3–5 Grade Band:</p> <p>In certain tasks throughout the modules, students can choose which text, work of art, excerpt, or quotation they will analyze.</p> <p>6–8 Grade Band:</p> <p>In Grade 7 Module 4: <i>Fever</i>, students choose how they will show their understanding of the main events in a chapter by writing an imaginary newspaper interview with the main character about the chapter’s events, or by writing a letter home from the character about those events.</p> |

Lesson Design

Each *Wit & Wisdom* lesson organizes student learning into sections using the following structure:



| Lesson Section | Typical Time Allocated | Description |
|-----------------------------|------------------------|---|
| Welcome | 5 min. | Students independently engage in a task that prepares them for the lesson's learning. |
| Launch | 3 min. | The teacher introduces the lesson's Content Framing Question, and students interact with it in a meaningful way by unpacking terminology, or by making connections to the Focusing Question, Essential Question, and/or text. The teacher ensures student understanding of the lesson's Learning Goals. |
| Learn | 60 min. | Through a variety of instructional routines and tasks, teachers support students as they engage in productive struggle, both independently and with peers, and as they develop skills and knowledge needed to answer the lesson's Content Framing Question. |
| Land | 5 min. | The teacher facilitates student reflections on how they met lesson goals and answered the Content Framing Question. |
| Wrap | 2 min. | The teacher directs closing activities, such as assigning homework. |
| Deep Dive | 15 min. | The teacher supports students' learning of vocabulary, grammar, or style and conventions. The Deep Dive is also organized into Launch, Learn, and Land sections. |
| Total Lesson Time = 90 min. | | |

In addition, two teacher-facing sections frame each lesson, providing guidance about the purpose of the lesson and modes of assessing its success.

Every lesson begins with a **Prepare** section that:

- lists the lesson's **guiding questions**.
- conveys the lesson's **logical unity**. This section explains:
 - what students do in the lesson.
 - the relationship between activities.
 - how the lesson's learning connects to at least one broader module goal.

Every lesson concludes with an **Analyze** section that:

- explains a key assessment in the lesson, highlighting its purpose in relation to the lesson's and the module's learning goals.
- offers guidance on evaluating student success on the assessment and actionable next steps for scaffolding learning when students struggle with particular tasks.

Lesson Features

Wit & Wisdom's lesson design contains key information to support teachers' planning and understanding of the curriculum.

Designed to align with *Wit & Wisdom*'s preparation process—Prepare, Teach, Assess, Analyze (see the Lesson Preparation below)—the Prepare section shows a lesson's key questions. It then explains the lesson's learning, placing it in context with the module's cumulative knowledge and skill-building.

GOING DEEPER WITH *WIT & WISDOM*

ASSESSMENT

The *Wit & Wisdom* Approach to Assessment

A cornerstone of the curriculum's backwards design, assessment in *Wit & Wisdom* provides ongoing evidence of how deeply students understand what they are learning. Frequent and varied, assessments are tied to module and lesson content and build toward the final, End-of-Module Task. Assessments occur in every lesson. The teacher-facing Analyze box at the end of each lesson provides ideas for how to analyze and act upon the results of that lesson's assessments.

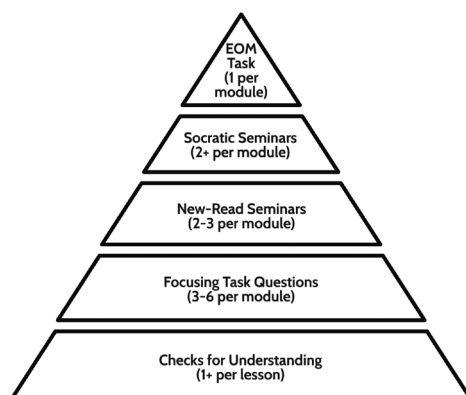
Wit & Wisdom grounds its assessments in four main principles:

- Assessment can be a powerful tool to **drive student learning**.
- Assessments should form a **coherent narrative**, reflecting the knowledge and skills students will build throughout a module.
- The most powerful type of assessment is the **content-based performance task**. Tasks should consist of work worth doing, reflecting best instruction.
- **Self-assessment empowers** students to understand and improve their learning.

Wit & Wisdom lessons include:

- frequent, varied assessments and other tasks that provide evidence of how deeply students understand what they are learning.
- frequent opportunities for self-assessment (often in the Land section of a lesson), using such tools as checklists, rubrics, goal-setting, and self-reflective journal prompts.
- Analyze sections that provide educative information about assessing student learning—what teachers should look for in lesson assessments and how to act upon the results.
- Rubrics for text-based writing, language, and speaking and listening with sample student responses.

The following graphic shows the five types of major *Wit & Wisdom* assessments, the frequency of each, and how the first four types are designed to build toward success on the EOM Task.



| 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 |

Assessment in Action

The following chart provides examples of the assessments at various grade levels.

| Assessment | Examples |
|-------------------------|--|
| Check for Understanding | <p>Grade K Module 1 Lesson 19 Students listen closely to the text on that page spread and make drawings to reflect the text. Reread as needed. Give students five minutes to create their interpretation from the text on pages 9–10.</p> <p>Grade 3 Module 3 Lesson 12 (This CFU occurs after students complete a graphic organizer about the following two texts.) Students use one color to highlight similarities between <i>Grandfather's Journey</i> and <i>Tea with Milk</i>. Students use the other color to highlight differences between <i>Grandfather's Journey</i> and <i>Tea with Milk</i>.</p> <p>Grade 6 Module 2 Lesson 22 Students complete a Quick Write in response to the following: Choose one of the illustrations analyzed in the Chalk Talk. Explain how analyzing Packer's use of art elements helped you better understand Penelope's character.</p> |
| Focusing Question Task | <p>Grade 2 Module 1, Focusing Question Task 4 Write an informative paragraph explaining the impact of fall weather on leaves.</p> <p>Grade 7 Module 4, Focusing Task 2 Deliver a five-minute presentation explaining an effect of the (1793 yellow fever) crisis, using examples from one or both core texts.</p> |

| Assessment | Examples |
|-----------------------------------|--|
| <p>New-Read Assessment</p> | <p>Grade 5 Module 3, New-Read Assessment 1</p> <p>Text: <i>The Boys' War: Confederate and Union Soldiers Talk About the Civil War</i>, Jim Murphy</p> <p>Part A</p> <p>What point does the author make about drummer boys in this excerpt?</p> <ul style="list-style-type: none"> a) Drummer boys will always be an important part of war. b) As war techniques changed, so did the need for drummer boys. c) Soldiers needed drummer boys in order to hear commands. d) Drummer boys caused too many problems during the Civil War, so armies stopped using them in later wars. <p>Part B</p> <p>Which evidence from the text supports your answer to Part A? Select <u>two</u>.</p> <ul style="list-style-type: none"> a) "The Civil War would be the last time drummer boys would be used in battle" (Murphy 41). b) "The roar of big cannons and mortars, the rapid firing of thousands of rifles, and the shouts of tens of thousands of men made hearing a drumbeat difficult" (Murphy 41–43). c) "Instead, smaller, fast-moving units and trench warfare, neither of which required drummers, became popular" (Murphy 43). d) "Even as their role in the fighting was changing, Civil War drummers stayed at their positions signaling orders to the troops" (Murphy 43). e) "Hundreds were killed and thousands more wounded" (Murphy 43). |
| <p>Socratic Seminar</p> | <p>Grade 1 Module 3 Lesson 29 Is science or magic more important to William?</p> <p>Grade 2 Module 3 Lesson 13 Why were Martin Luther King, Jr.'s words powerful?</p> <p>Grade 4 Module 3 Lesson 15 Participate in a Town Meeting to share your opinion as a colonist in Colonial Voices about whether or not you support dumping the English tea in Boston Harbor as protest for the tax placed on the tea by King George and Parliament.</p> <p>Grade 6 Module 3 Lesson 32 Did the Jamestown settlement fail? Why or why not?</p> <p>Grade 8 Module 3 Lesson 32 Is love real?</p> |

| Assessment | Examples |
|--------------------|--|
| End-of-Module Task | <p>Kindergarten Module 4 Part 1: Use knowledge of various text types to sort each module text into one of the following categories: informational text or storybook.</p> <p>Part 2: Choosing from among one of the following continents—Asia, Africa, Antarctica, Europe, Australia, or South America—create a travel brochure to explain why someone should visit that continent.</p> <p>Grade 8 Module 1 Write a portfolio of three poems that demonstrate an understanding of ideas of the power of stories, the effects of descriptive and sensory language, narrative arc, and the relationship between content and structure. Write a cover letter explaining the story, the relationship between form and content, and an understanding of the power of storytelling. Then perform the poetry portfolio for an audience, with attention to poetic expression.</p> |

Achieving the Standards

Lessons list aligned standards for each assessment. Major assessments (Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and EOM Tasks) primarily assess module focus standards. Occasionally they also assess supporting standards. By the end of the module, students have at least one opportunity to demonstrate mastery of each focus standard on a major assessment. Major assessments may assess some standards multiple times so that teachers can assess growth.

The Impact of Assessment

Whether in college or a career, students will frequently be held accountable for what they know and what they can do. Forms of assessment that are typically limited to the classroom, like multiple choice, can be helpful in giving teachers quick feedback on student learning. However, the best assessments mirror the work students will do in college and in their careers, allowing them to perform their learning in authentic contexts. *Wit & Wisdom's* Focusing Question Tasks, Socratic Seminars, and EOM Tasks are designed to elicit that kind of performance, giving students an opportunity to show what they can do by applying their learning to solving academic, intellectual, and real-world problems.

THE WIT & WISDOM APPROACH TO THE STANDARDS

The texts and tasks included in *Wit & Wisdom* present opportunities for students to practice and master state standards for English Language Arts. *Wit & Wisdom's* learning design premise is that texts speak, and standards answer. Instead of addressing standards one by one, in isolation, the tasks and activities associated with each *Wit & Wisdom* text integrate multiple standards from the Reading, Writing, Speaking and Listening, and Vocabulary strands.

Wit & Wisdom explicitly addresses all expectations of the state standards for English Language Arts, except the Foundational Skills standards. One (or more) module targets nearly all standards and sub-standards. The notable exceptions are W.9 and W.10, which are Supporting Standards in most modules to reflect the standards' purpose; RL.10, RI.10, and L.6, which are Continuing Standards in all modules; and the Foundational Skills standards. See the Foundational Skills section in the Going Deeper section for details.

To further highlight the integrated nature in which standards are taught, *Wit & Wisdom* utilizes three Standard categories: Focus, Supporting, and Continuing. Each module designates applicable standards.

- **Focus Standards** are taught explicitly in a given module through explanation, modeling, or gradual release of responsibility. Students practice the Focus standards in multiple lessons, and complete major assessments such as Focusing Question Tasks, New-Read Assessments, etc.
- **Supporting Standards** are not taught explicitly or assessed formally in the module, but students practice them using one or more module texts. Many standards are designated as Focus Standards just once or twice but reappear in other modules as Supporting Standards. Throughout the year, students apply Supporting Standards to new texts with increasing independence.
- **Continuing Standards** represent broad, end-of-year goals so assessment does not occur in a single task. Unlike Focus and Supporting Standards, Continuing Standards are taught and practiced pervasively across modules rather than individual lessons. Students practice and master these standards cumulatively. The Continuing Standards RL.10, RI.10, and L.6 are foundational to what students do daily and, therefore, appear in every grade module.

In each module, Focus Standards receive extensive instruction, practice, and assessment. Supporting Standards from across the strands provide multiple opportunities for students to practice and master grade-level literacy skills in context in module lessons. Woven into all lessons and modules, Continuing Standards represent broad goals foundations to students' daily work.

Within the Teacher Edition for each grade-level module, the Module Overview provides standards alignment information in the following sections:

- Module Learning Goals
- Standards
- Major Assessments
- Module Map
- Standards by Grade and Module

Through careful analysis of the texts and topics, each module aligns to the standards best suited to building students' understanding and knowledge of module content. As they practice and apply these skills throughout the year, students become confident, engaged, college- and career-ready learners. When appropriate and logical, both module and lesson-level learning goals group multiple standards within and across strands.

The following chart shows the Focus and Continuing Standards for each module.

| Grade | Module 1 | Module 2 | Module 3 | Module 4 |
|-------|--|---|---|--|
| K | <p><i>The Five Senses</i></p> <p>Reading RL.K.1, RL.K.6, RI.K.1, RI.K.4, RI.K.5</p> <p>Writing W.K.2, W.K.8</p> <p>Speaking and Listening SL.K.1.a, SL.K.1.b</p> <p>Language L.K.1.d, L.K.2.c, L.K.2.d</p> <p>Continuing RL.K.10, RI.K.10, W.K.10, L.K.6</p> | <p><i>Once Upon a Farm</i></p> <p>Reading RL.K.2, RL.K.3, RL.K.9</p> <p>Writing W.K.3, W.K.6, W.K.8</p> <p>Speaking and Listening SL.K.6</p> <p>Language L.K.1.a, L.K.1.e, L.K.1.f, L.K.2.c, L.K.2.d, L.K.5.a, L.K.5.c</p> <p>Continuing RL.K.10, RI.K.10, W.K.10, L.K.6</p> | <p><i>America, Then and Now</i></p> <p>Reading RI.K.2, RI.K.3, RI.K.6</p> <p>Writing W.K.2, W.K.7, W.K.8</p> <p>Speaking and Listening SL.K.3, SL.K.5</p> <p>Language L.K.1.b, L.K.1.c, L.K.2.a</p> <p>Continuing RL.K.10, RI.K.10, W.K.10, L.K.6</p> | <p><i>The Continents</i></p> <p>Reading RL.K.4, RL.K.5, RL.K.7, RI.K.7, RI.K.8, RI.K.9</p> <p>Writing W.K.1, W.K.5, W.K.8</p> <p>Speaking and Listening SL.K.2, SL.K.4</p> <p>Language L.K.1.f, L.K.2.a, L.K.2.b, L.K.4.a, L.K.4.b, L.K.5.b, L.K.5.d</p> <p>Continuing RL.K.10, RI.K.10, W.K.10, L.K.6</p> |
| 1 | <p><i>A World of Books</i></p> <p>Reading RL.1.1, RL.1.2, RL.1.3, RI.1.1, RI.1.7</p> <p>Writing W.1.3, W.1.5</p> <p>Speaking and Listening SL.1.1.a, SL.1.1.b</p> <p>Language L.1.1.b, L.1.1.f, L.1.1.j, L.1.2.b</p> <p>Continuing RL.1.10, RI.1.10, W.1.10, L.1.6</p> | <p><i>Creature Features</i></p> <p>Reading RL.1.2, RI.1.2, RI.1.3, RI.1.5, RI.1.8</p> <p>Writing W.1.2, W.1.6, W.1.7, W.1.8</p> <p>Speaking and Listening SL.1.5, SL.1.6</p> <p>Language L.1.1.h, L.1.1.i, L.1.1.j, L.1.2.b, L.1.2.e, L.1.4.a, L.1.5.b, L.1.5.d</p> <p>Continuing RL.1.10, RI.1.10, W.1.10, L.1.6</p> | <p><i>Powerful Forces</i></p> <p>Reading RL.1.4, RL.1.5; RI.1.4, RI.1.6, RI.1.9</p> <p>Writing W.1.3</p> <p>Speaking and Listening SL.1.1.c, SL.1.3</p> <p>Language L.1.1.c, L.1.1.e, L.1.1.f, L.1.4.b, L.1.4.c, L.1.5.c, L.1.5.d</p> <p>Continuing RL.1.10, RI.1.10, W.1.10, L.1.6</p> | <p><i>Cinderella Stories</i></p> <p>Reading RL.1.6, RL.1.7, RL.1.9</p> <p>Writing W.1.1, W.1.8</p> <p>Speaking and Listening SL.1.2, SL.1.4</p> <p>Language L.1.1.a, L.1.1.d, L.1.1.g, L.1.1.j, L.1.2.a, L.1.2.c, L.1.2.d, L.1.4.a, L.1.5.a</p> <p>Continuing RL.1.10, RI.1.10, W.1.10, L.1.6</p> |

| Grade | Module 1 | Module 2 | Module 3 | Module 4 |
|-------|--|---|--|--|
| 2 | <p><i>A Season of Change</i></p> <p>Reading RL.2.1, RL.2.2, RL.2.5; RI.2.1, RI.2.2</p> <p>Writing W.2.2, W.2.5, W.2.8</p> <p>Speaking and Listening SL.2.1.a, SL.2.1.b</p> <p>Language L.2.1.e, L.2.1.f, L.2.4.a, L.2.4.b, L.2.4.e, L.2.5.a, L.2.5.b</p> <p>Continuing RL.2.10, RI.2.10, W.2.10, L.2.6</p> | <p><i>The American West</i></p> <p>Reading RL.2.2, RL.2.3, RL.2.9, RI.2.4</p> <p>Writing W.2.2, W.2.5, W.2.6, W.2.8</p> <p>Speaking and Listening SL.2.5, SL.2.6</p> <p>Language L.2.1.a, L.2.1.b, L.2.2.a, L.2.4.a, L.2.4.b, L.2.4.c</p> <p>Continuing RL.2.10, RI.2.10, W.2.10, L.2.6</p> | <p><i>Civil Rights Heroes</i></p> <p>Reading RL.2.4, RL.2.6; RI.2.7, RI.2.9</p> <p>Writing W.2.3, W.2.8</p> <p>Speaking and Listening SL.2.1.c, SL.2.3</p> <p>Language L.2.1.e, L.2.1.f, L.2.4.d, L.2.5.b</p> <p>Continuing RL.2.10, RI.2.10, W.2.10, L.2.6</p> | <p><i>Good Eating</i></p> <p>Reading RL.2.7; RI.2.3, RI.2.5, RI.2.6, RI.2.8</p> <p>Writing W.2.1, W.2.7, W.2.8</p> <p>Speaking and Listening SL.2.2, SL.2.4</p> <p>Language L.2.1.c, L.2.2.b, L.2.2.c, L.2.2.d, L.2.2.e, L.2.3.a, L.2.4.e, L.2.5.a</p> <p>Continuing RL.2.10, RI.2.10, W.2.10, L.2.6</p> |
| 3 | <p><i>The Sea</i></p> <p>Reading RL.3.1, RL.3.2, RI.3.1, RI.3.2, RI.3.4, RI.3.5, RI.3.7</p> <p>Writing W.3.2, W.3.4, W.3.8</p> <p>Speaking and Listening SL.3.1.b</p> <p>Language L.3.1.a, L.3.1.e, L.3.1.i, L.3.2.a, L.3.2.e, L.3.4.a</p> <p>Continuing RL.3.10, RI.3.10, W.3.10, L.3.6</p> | <p><i>Outer Space</i></p> <p>Reading RL.3.2, RI.3.3, RI.3.6, RI.3.9</p> <p>Writing W.3.1, W.3.2, W.3.4, W.3.5, W.3.8</p> <p>Speaking and Listening SL.3.1.d, SL.3.2, SL.3.4</p> <p>Language L.3.1.a, L.3.1.h, L.3.1.i, L.3.4.a, L.3.4.b, L.3.5.a, L.3.5.c</p> <p>Continuing RL.3.10, RI.3.10, W.3.10, L.3.6</p> | <p><i>A New Home</i></p> <p>Reading RL.3.1, RL.3.6, RL.3.9</p> <p>Writing W.3.3, W.3.4</p> <p>Speaking and Listening SL.3.1.a, SL.3.1.c, SL.3.3</p> <p>Language L.3.1.b, L.3.1.c, L.3.1.d, L.3.1.e, L.3.1.f, L.3.2.b, L.3.2.c, L.3.2.d, L.3.4.c, L.3.5.b</p> <p>Continuing RL.3.10, RI.3.10, W.3.10, L.3.6</p> | <p><i>Artists Make Art</i></p> <p>Reading RL.3.4, RL.3.5, RL.3.7, RI.3.8</p> <p>Writing W.3.2, W.3.4, W.3.6, W.3.7, W.3.8</p> <p>Speaking and Listening SL.3.4, SL.3.5, SL.3.6</p> <p>Language L.3.1.g, L.3.2.e, L.3.2.f, L.3.2.g, L.3.3.a, L.3.3.b, L.3.4.d</p> <p>Continuing RL.3.10, RI.3.10, W.3.10, L.3.6</p> |

| Grade | Module 1 | Module 2 | Module 3 | Module 4 |
|-------|--|---|---|--|
| 4 | <p>A Great Heart</p> <p>Reading RL.4.2, RL.4.5, RI.4.2, RI.4.4, RI.4.7</p> <p>Writing W.4.2, W.4.8</p> <p>Speaking and Listening None</p> <p>Language L.4.1.d, L.4.2.a, L.4.2.b, L.4.2.c, L.4.5.a</p> <p>Continuing RL.4.10, RI.4.10, W.4.10, L.4.6</p> | <p>Extreme Settings</p> <p>Reading RL.4.1, RL.4.3, RL.4.7, RI.4.1, RI.4.5</p> <p>Writing W.4.2, W.4.3, W.4.4, W.4.5, W.4.8</p> <p>Speaking and Listening SL.4.4, SL.4.5, SL.4.6</p> <p>Language L.4.1.a, L.4.1.e, L.4.3.a, L.4.3.b, L.4.4.a, L.4.4.b, L.4.5.a</p> <p>Continuing RL.4.10, RI.4.10, W.4.10, L.4.6</p> | <p>“The Redcoats Are Coming!”</p> <p>Reading RL.4.2, RL.4.6, RI.4.3, RI.4.6, RI.4.8</p> <p>Writing W.4.1, W.4.6, W.4.7</p> <p>Speaking and Listening SL.4.1.a, SL.4.1.b, SL.4.1.c, SL.4.3, SL.4.4</p> <p>Language L.4.1.a, L.4.1.b, L.4.1.f, L.4.2.c, L.4.3.c, L.4.4.c, L.4.5.c</p> <p>Continuing RL.4.10, RI.4.10, W.4.10, L.4.6</p> | <p>Myth Making</p> <p>Reading RL.4.4, RL.4.5, RL.4.7, RL.4.9, RI.4.9</p> <p>Writing W.4.2</p> <p>Speaking and Listening SL.4.1.d, SL.4.2, SL.4.4</p> <p>Language L.4.1.c, L.4.1.g, L.4.2.d, L.4.3.c, L.4.4.b, L.4.5.b</p> <p>Continuing RL.4.10, RI.4.10, W.4.10, L.4.6</p> |
| 5 | <p>Cultures in Conflict</p> <p>Reading RL.5.3, RL.5.9, RI.5.2, RI.5.3</p> <p>Writing W.5.2, W.5.4</p> <p>Speaking and Listening SL.5.1.b</p> <p>Language L.5.1.a, L.5.2.d, L.5.3.a, L.5.4.a, L.5.5.c</p> <p>Continuing RL.5.10, RI.5.10, W.5.10, L.5.6</p> | <p>Word Play</p> <p>Reading RL.5.1, RL.5.2, RL.5.4, RL.5.5, RL.5.7</p> <p>Writing W.5.3, W.5.4, W.5.5</p> <p>Speaking and Listening SL.5.4, SL.5.6</p> <p>Language L.5.1.a, L.5.2.b, L.5.2.c, L.5.3.a, L.5.4.a, L.5.4.c, L.5.5.b</p> <p>Continuing RL.5.10, RI.5.10, W.5.10, L.5.6</p> | <p>A War Between Us</p> <p>Reading RL.5.6, RI.5.4, RI.5.6, RI.5.8</p> <p>Writing W.5.1, W.5.4, W.5.5</p> <p>Speaking and Listening SL.5.1.a, SL.5.1.c, SL.5.2, SL.5.3</p> <p>Language L.5.1.b, L.5.1.c, L.5.1.d, L.5.3.b, L.5.4.a, L.5.4.b, L.5.5.a</p> <p>Continuing RL.5.10, RI.5.10, W.5.10, L.5.6</p> | <p>Breaking Barriers</p> <p>Reading RI.5.1, RI.5.5, RI.5.7, RI.5.9</p> <p>Writing W.5.2, W.5.4, W.5.6, W.5.7, W.5.8</p> <p>Speaking and Listening SL.5.1.d, SL.5.4, SL.5.5</p> <p>Language L.5.1.a, L.5.1.e, L.5.2.a, L.5.2.e, L.5.3.a, L.5.4.b, L.5.5.c</p> <p>Continuing RL.5.10, RI.5.10, W.5.10, L.5.6</p> |

| Grade | Module 1 | Module 2 | Module 3 | Module 4 |
|-------|--|--|---|--|
| 6 | <p>Resilience in the Great Depression</p> <p>Reading RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.9, RI.6.1, RI.6.2, RI.6.9</p> <p>Writing W.6.2, W.6.4, W.6.5</p> <p>Speaking and Listening SL.6.1.b</p> <p>Language L.6.1.e, L.6.3.a, L.6.4.a, L.6.5.a</p> <p>Continuing RL.6.10, RI.6.10, W.6.10, L.6.6</p> | <p>A Hero's Journey</p> <p>Reading RL.6.3, RL.6.5, RL.6.7</p> <p>Writing W.6.3, W.6.4, W.6.5, W.6.6</p> <p>Speaking and Listening SL.6.1.d, SL.6.4, SL.6.5, SL.6.6</p> <p>Language L.6.1.b, L.6.1.d, L.6.2.a, L.6.2.b, L.6.4.b, L.6.5.a, L.6.5.c</p> <p>Continuing RL.6.10, RI.6.10, W.6.10, L.6.6</p> | <p>Narrating the Unknown</p> <p>Reading RL.6.3, RL.6.4, RL.6.6, RI.6.2, RI.6.3, RI.6.8, RI.6.9</p> <p>Writing W.6.1, W.6.4, W.6.5</p> <p>Speaking and Listening SL.6.2, SL.6.4</p> <p>Language L.6.1.a, L.6.1.c, L.6.3.a, L.6.4.c, L.6.4.d, L.6.5.c</p> <p>Continuing RL.6.10, RI.6.10, W.6.10, L.6.6</p> | <p>Courage in Crisis</p> <p>Reading RI.6.4, RI.6.5, RI.6.6, RI.6.7</p> <p>Writing W.6.2, W.6.4, W.6.7, W.6.8</p> <p>Speaking and Listening SL.6.1.a, SL.6.1.c, SL.6.3</p> <p>Language L.6.1.d, L.6.3.b</p> <p>Continuing RL.6.10, RI.6.10, W.6.10, L.6.6</p> |
| 7 | <p>Identity in the Middle Ages</p> <p>Reading RL.7.1, RL.7.2, RL.7.3, RL.7.4</p> <p>Writing W.7.3, W.7.4</p> <p>Speaking and Listening SL.7.1.b</p> <p>Language L.7.1.b, L.7.3.a</p> <p>Continuing RL.7.10, RI.7.10, W.7.10, L.7.6</p> | <p>Americans All</p> <p>Reading RL.7.2, RL.7.3, RI.7.1, RI.7.2, RI.7.3</p> <p>Writing W.7.2, W.7.4, W.7.5</p> <p>Speaking and Listening SL.7.4, SL.7.6</p> <p>Language L.7.1.a, L.7.1.c, L.7.2.b, L.7.3.a, L.7.4.b, L.7.5.b</p> <p>Continuing RL.7.10, RI.7.10, W.7.10, L.7.6</p> | <p>Language and Power</p> <p>Reading RL.7.4, RL.7.5, RL.7.6, RL.7.7, RI.7.7, RI.7.8</p> <p>Writing W.7.1, W.7.4</p> <p>Speaking and Listening SL.7.1.a, SL.7.1.c, SL.7.3</p> <p>Language L.7.1.b, L.7.3.a, L.7.4.a, L.7.4.b, L.7.5.a, L.7.5.c</p> <p>Continuing RL.7.10, RI.7.10, W.7.10, L.7.6</p> | <p>Fever</p> <p>Reading RL.7.2, RL.7.3, RL.7.9, RI.7.4, RI.7.5, RI.7.6, RI.7.9</p> <p>Writing W.7.2, W.7.4, W.7.6, W.7.7, W.7.8</p> <p>Speaking and Listening SL.7.1.d, SL.7.2, SL.7.4, SL.7.5</p> <p>Language L.7.2.a, L.7.4.b, L.7.4.c, L.7.4.d, L.7.5.c</p> <p>Continuing RL.7.10, RI.7.10, W.7.10, L.7.6</p> |

| Grade | Module 1 | Module 2 | Module 3 | Module 4 |
|-------|--|--|--|--|
| 8 | <i>The Poetics and Power of Storytelling</i> | <i>The Great War</i> | <i>What Is Love?</i> | <i>Teens as Change Agents</i> |
| | Reading RL.8.1, RL.8.2, RL.8.4, RL.8.5, RI.8.2 | Reading RL.8.3, RL.8.7, RI.8.1, RI.8.3 | Reading RL.8.2, RL.8.4, RL.8.6, RL.8.9, RI.8.4, RI.8.8 | Reading RI.8.5, RI.8.6, RI.8.7, RI.8.9 |
| | Writing W.8.3, W.8.4, W.8.5 | Writing W.8.2, W.8.4 | Writing W.8.1, W.8.4, W.8.5 | Writing W.8.2, W.8.4, W.8.6, W.8.7, W.8.8 |
| | Speaking and Listening SL.8.4, SL.8.5, SL.8.6 | Speaking and Listening SL.8.1.b, SL.8.1.d | Speaking and Listening SL.8.1.a, SL.8.1.c, SL.8.3 | Speaking and Listening SL.8.2, SL.8.4, SL.8.5 |
| | Language L.8.1.c, L.8.2.a, L.8.5.a | Language L.8.1.b, L.8.1.d, L.8.2.b, L.8.5.b, L.8.5.c | Language L.8.1.c, L.8.1.d, L.8.2.a, L.8.2.c, L.8.4.b, L.8.4.c, L.8.4.d, L.8.5.a, L.8.5.c | Language L.8.1.a, L.8.3.a, L.8.4.a, L.8.4.d, L.8.5.b |
| | Continuing RL.8.10, RI.8.10, W.8.10, L.8.6 | Continuing RL.8.10, RI.8.10, W.8.10, L.8.6 | Continuing RL.8.10, RI.8.10, W.8.10, L.8.6 | Continuing RL.8.10, RI.8.10, W.8.10, L.8.6 |

READING

The Wit & Wisdom Approach to Teaching Reading

Wit & Wisdom’s rigorous and joyful text-based approach to reading instruction creates skilled readers who love to read. Through inquiry-based engagement, students build their comprehension and deepen their analysis of texts.

Wit & Wisdom reading instruction:

- is precisely and deliberately crafted to ensure rigor, lead to authentic work arising from the texts, and create coherence across a module.
- requires that learners do the cognitive work.
- is structured within and across lessons to guide purposeful engagement during each Content Stage of a text, thus enabling deeper understanding of the text.
- is sequenced across each module to cultivate content connections and skill development among multiple texts.

Each lesson begins and ends with a Content Framing Question that provides an umbrella for the text-dependent tasks and text-dependent questions in the lesson. Framing each lesson with familiar question stems helps students build the habits of mind they need to become independent close readers.

The discussions, text-dependent tasks, and TDQs within each Content Stage serve a distinct purpose, illuminating key close reading habits.

Reading Instruction in Action

Wit & Wisdom lessons execute this learning approach through:

- an average of 55 minutes or more of reading instruction per lesson.
- carefully constructed TDQs and text-dependent tasks that require students to return to and reread texts for authentic and engaging purposes, ultimately leading to deeper understanding and analysis. The following two examples—the first from Lesson 2 of Grade 2 Module 1, and the second from Lesson 8 of Grade 8 Module 1—illustrate the power of this combination of joy and rigor:

4 Reread lines 1–4. What would the rain sound like? Which words make you think this? (If needed, define *flick* as “a light, sharp movement,” and *windowpane* as “a piece of glass that fills a window frame.”)

- *The rain would sound like little drops on the window.*
- *It would not be very loud.*
- *I know this because of the words dot and spotting. A dot is a small spot, like a teeny-tiny raindrop. A teeny-tiny raindrop wouldn't make very much noise.*
- *The words freckle and speck also mean tiny dots, so they would be small dots of rain.*

Lightly tap your fingertips on a hard surface to make the sound of quiet raindrops. Then invite students to make the sound of rain spotting a windowpane.

Students add responses to TDQ 2 to the Beginning section of Handout 2B.

5 Reread lines 5–6. What would the rain sound like at this point? Which words make you think this? (If needed, define *clatter* as “a continuous rattling sound,” and *rumble* as a “low, heavy, rolling sound.”)

- *The rain would sound louder because the words clatter and rumble are words that describe loud sounds.*
- *The clatter might be the sound of the cat knocking something over outside.*
- *Rumble is probably the sound of the thunder.*

Drum the palms of your hands on a hard surface to make the sound of thunder rumbling. Intermittently clap your hands to make the sounds of the rainstorm. While you read aloud lines 1–6 of the poem, tell students to use their fingers and hands to make the sounds of the rain and thunder.

Students jot responses to TDQ 3 in the End section of Handout 2B.

ANALYZE AND WRITE ABOUT “DEAR JORDAN” 25 MIN.

Pairs

Direct students to the poem “Dear Jordan” (159).

Remind students of their discussion in Lesson 1 about how the way a poem is written on the page tells you how to read it.

Ask: “How does the way this poem is written on the page help you understand how to read it?”

Guide students to see that this poem can be read in two different ways, vertically and horizontally.

Partners read aloud “Dear Jordan,” with one student reading the poem vertically, and the other reading it horizontally, modeling strong fluency practices.

Ask: “How does the structure of “Dear Jordan” contribute to the poem’s meaning?”

- *The poem has two structures, one going horizontally and the other vertically, and they create two separate stories.*
- *Josh and Jordan are twins. At the beginning of the book, they were different but connected. This structure shows a change or split in their relationship.*
- *The physical structure of splitting the poem into two columns shows the physical split between the brothers.*
- *The structure allows for two different ways of reading. It could represent Josh’s and Jordan’s two different perspectives.*

- multiple and varied opportunities to reflect on and discuss texts—individually, with a partner or small group, or in the whole group. This allows for increased engagement, giving the time to develop thinking and deepen understanding through the exchange of ideas, as in this lesson from Grade 2 Module 3:

Display *Separate is Never Equal* and remind students that in the previous lesson they examined and wondered about the rich illustrations. Have students Think-Pair-Share, and ask: “What is something you noticed and wondered about the illustrations in *Separate is Never Equal*?”

- a variety of ways to explore text meaning and demonstrate understanding of texts—such as Response Journal entries, writing in a variety of genres, Graffiti Walls, Tableaux, or Chalk Talks like the one in this lesson from Grade 4 Module 2:

**TEACHER
NOTE**

Prepare the Chalk Talk charts ahead of class by writing one question from the set below at the top of each chart.

Students read the poem another time. This time, they mark the poem where they can identify the speaker’s thoughts. Give students a couple of minutes to do this while you hang the charts around the room.

Next, explain to students that they will participate in a Chalk Talk to discuss the setting, mood, and theme of the poem.

Point out the chart paper with the Chalk Talk questions around the room. Divide students into small groups to rotate through the different TDQs. Each student should have one marker. They should spend about two minutes at each question. Remind students that in a Chalk Talk, their marker does the talking. They can build on each other’s responses.

Question 1: What is happening in the poem?

- frequent reading assessments, including daily CFUs, New-Read Assessments, Focusing Question Tasks, and EOM Tasks.
- support for the important practice of Volume of Reading, students’ independent and self-selected reading of a volume and range of texts to build knowledge and vocabulary. For more on *Wit & Wisdom*’s support of this practice, see Volume of Reading Guidance.

Achieving the Standards

The chart below shows typical standards that the lessons address at each Content Stage.

| Stage | Typical Standards |
|----------|---|
| Wonder | R.1, R.4 (determine word meaning) |
| Organize | R.2 (summarize key ideas and details), R.5 |
| Reveal | R.3, R.4 (analyze word choice), R.5, R.6, R.7, and/or R.8 |
| Distill | R.2 (interpret central ideas or themes) |
| Know | R.9 |

The Impact of Reading Instruction

Through close reading of complex texts, students come to understand the elements of effective writing, recognizing that each element of a text contributes to its richness and cohesion. When students expect to understand a text deeply, they persevere through confusion, reading and rereading until they have unlocked the layers of meaning in the text (Boyles 4–7; Jones et al. 4–5). Practicing close reading in the classroom builds the mental muscles needed for deep comprehension during independent reading—which is the ultimate goal. These habits of mind will serve students well as they encounter challenging texts in Kindergarten through Grade 12 assessments, in college, at work, and throughout their daily adult lives (ACT 16–17; NGA Center and CCSSO 2–4; PARCC).

VOCABULARY

The *Wit & Wisdom* Approach to Teaching Vocabulary

Thorough knowledge of word meanings is key to understanding any complex text and to learning as a whole (Chall and Jacobs; Anderson and Freebody 77). Vocabulary instruction in *Wit & Wisdom* is accordingly designed to achieve three key student outcomes:

- Better comprehension of complex texts
- Broader and deeper knowledge of words and word parts (including affixes and roots)
- Increased ability to determine the meanings of unknown words

As a text-based curriculum, *Wit & Wisdom* teaches vocabulary both implicitly and explicitly using words in the core and supplementary texts. Through repeated readings of complex, knowledge-building texts, students implicitly learn many new words (Feitelson, Kita, and Goldstein 340; Miller and Gildea 96; Nagy and Scott 273). Explicit vocabulary instruction focused on the three student outcomes emphasizes three categories of high-leverage vocabulary words and phrases.

- **Content-Specific Vocabulary:** Relates to key ideas of a domain-specific topic.
- **Academic Vocabulary:** Frequently occurs across disciplines and is often abstract, with multiple meanings.

- **Text-Critical Vocabulary:** Essential to understanding a specific text.

Note that one word might fit into multiple categories.

Vocabulary Instruction in Action

Wit & Wisdom lessons execute the vocabulary learning design through:

- explicit vocabulary instruction essential to understanding texts that students read, as shown through this example from Lesson 30 of Grade 3 Module 2:

Explain that traditional stories that use fantastic elements, such as references to “the gods,” magical creatures, or other great heroes, to explain things in the real world are called *myths*. They are often related to a culture’s religious beliefs.

Provide the following definition for students to add to the “New Words” section of their Vocabulary Journals. Explain that this is an example of *academic vocabulary* that allows them to discuss the genre of a text more precisely.

| Word | Meaning |
|-----------|---|
| myth (n.) | A story, often about gods or supernatural characters, passed down through generations to explain something about the world. |

1 How does the story of Pegasus fit the definition of a myth?

- *The story is about something that happened long ago in Greece, so it might refer to “the traditional knowledge of a society.”*
- *A flying horse, heroes who kill monsters, and gods and goddesses are examples of “imaginative plots and characters.”*
- *The story explains how a constellation began.*

- encouraging students to use target vocabulary in their discussions and writing about texts, as in this excerpt from Lesson 9 of Kindergarten Module 1:

TEACHER NOTE

Promote vocabulary acquisition and comprehension by prompting students to use the word *aware* in their responses. Practicing new vocabulary in context encourages ownership and application.

3 How does being aware help him interact with the world around him? Give examples from the book.

- *Being aware helps him play with the ball.*
- *Being aware helps him eat his food.*
- *Being aware helps him enjoy his dog. Or the moon and stars.*

- vocabulary-specific instructional strategies and routines in the core lessons. See the Resources section for a description of instructional routines and examples of how some of those routines might be used for vocabulary instruction.
- Deep Dive vocabulary instruction and practice to develop student knowledge of high-value words and word-solving strategies, as in this example from Lesson 1 of Grade 7 Module 3:

Explain that this lesson will help students develop a strong and precise understanding of the word *inspire* to ensure that, as they explore the Focusing Question and texts, their writing and discussions about inspiring language are clear and purposeful.

Ask a student to remind the class of the definitions of *inspire* from their Vocabulary Journals.

- To fill someone with positive emotions, feelings, or thoughts.
- To cause an increase in one's desire to accomplish or create something, or to make a positive change in one's life or attitude.

Provide the following definitions for students to add to their Vocabulary Journals.

| Word Part | Meaning |
|---------------------------------|---------------------|
| <i>in-</i> (prefix) | In, on, onto. |
| <i>spir, spiro</i> (Latin root) | Breathe, blow into. |

Clarify that the prefix *in-* has multiple definitions. Students may already be aware that *in-* can mean “not,” as it does in the word *inaccurate*. It can also mean “in, on, onto,” as it does in the words *incarcerate* and *inspire*.

Then instruct students to independently jot an explanation of how the meanings of this prefix and Latin root relate to the Vocabulary Journal definitions of *inspire*. Also consider offering the option of drawing to reflect this connection.

- focusing on elements of vocabulary, such as abstract or multiple meanings, connotation, relationships among words, and morphology.
- quick, targeted assessments, as well as indirect assessments, such as use of new vocabulary in context.
- Word Walls and Vocabulary Journals for students to record newly acquired words and vocabulary strategies.
- Appendix B in each module, which supports teachers in customizing vocabulary instruction to the needs of their students.

Achieving the Standards

Wit & Wisdom's systematic, text-based vocabulary instruction intentionally aligns with the many standards promoting deep word study. The modules optimize opportunities for students to acquire and deepen vocabulary knowledge in the context of complex texts. L.6 is a continuing standard in *Wit & Wisdom*, as it represents the cumulative achievement of using a range of vocabulary knowledge throughout modules. Deep Dives frequently address the specifics of L.4 and L.5, offering explicit instruction and practice.

The Impact of Vocabulary Instruction

Vocabulary knowledge correlates strongly with reading comprehension. Students with a broad vocabulary tend to understand more of what they read, while students who know fewer words understand less of what they read. Enormous disparities in students’ word knowledge begin early in life, then grow greater over time (Stanovich 373). *Wit & Wisdom’s* systematic, text-based vocabulary instruction addresses these critical needs, ensuring that *Wit & Wisdom* students develop the vocabulary knowledge and skills they need to succeed in school and beyond.

FOUNDATIONAL SKILLS

The *Wit & Wisdom* Approach to Foundational Skills

Before independently reading and writing about complex texts, students must master the building blocks of reading and writing. In Kindergarten through Grade 3, the core *Wit & Wisdom* curriculum should be implemented alongside a systematic, research based foundational skills program. In Kindergarten through Grade 3, the core *Wit & Wisdom* curriculum is implemented alongside a systematic, researched based foundational skills program. The core lessons in *Wit & Wisdom* do not explicitly teach foundational skills other than fluency, which is explicitly and comprehensively addressed. (See the Fluency section that follows.) Nonetheless, *Wit & Wisdom* lessons are specifically designed to reinforce the foundational skills instruction in through:

- occasionally having students transfer previously learned foundational skills to a lesson’s reading or writing tasks about complex texts. For example, some writing lessons cue teachers to review previously taught sound-spelling patterns that students are frequently misspelling, then give students time to edit their text-based writing with a focus on those patterns.
- Foundational Skills Connections activities in Modules 2–4. In these optional activities, students practice skills from the foundational skills curriculum with *Wit & Wisdom* module texts, as in the following example from Lesson 12 of Grade 1 Module 2. Teachers can implement the activity before, after, or in the middle of the lesson.

Ask: “What different types of punctuation do you see?” Use student responses to confirm that there are periods and commas. If needed, explain that an ellipsis is a set of three periods or dots.

Explain that these punctuation marks give clues for how to read the passage. A period signals to take a longer pause than a comma. An ellipsis also signals a longer pause. Punctuation helps with phrasing—reading sets of words in chunks. The length of the pause between chunks depends on the punctuation marks.

Handout 10A: Fluency Homework
Directions: Read the text for homework. Have an adult or peer initial the unshaded boxes each day that you read the passage.

Me...Jane, Patrick McDonnell
 And Jane loved to be outside.
 She watched birds making their nests,
 spiders spinning their webs, and
 squirrels chasing one another up and down trees.

22 Words

McDonnell, Patrick. Me...Jane. New York: Little, Brown and Company, 2011.

| Student | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|-------------|-------------|-------------|-------------|-------------|
| Performance Checklist: | Yes/Unsure* | Yes/Unsure* | Yes/Unsure* | Yes/Unsure* | Yes/Unsure* |
| Read the passage fluently | | | | | |
| Read with appropriate phrasing and intonation | | | | | |
| Read with appropriate expression | | | | | |
| Read at a general pace, not too fast and not too slow | | | | | |
| Read to be heard and understood | | | | | |
| *Marked as peer-respondent | | | | | |

Remind students to continue practicing their fluency passage at home.

Foundational Skills Connection

If the foundational skills curriculum uses scooping for phrasing, draw lines to scoop natural reading phrases on a large copy of the passage before students Echo Read.

- alignment of expectations for students' independent reading and writing with developmentally accessible and rigorous foundational skill levels.
- frequent Read-Alouds of complex texts in early grades in which students are building foundational skills.
- task- and text-specific scaffolds for struggling readers and writers.
- frequent fluency practice with carefully selected passages from *Wit & Wisdom* core texts. See the Fluency section below for details.

Teachers can and should customize lessons in other ways to provide other opportunities for applying previously taught foundational skills in *Wit & Wisdom* lessons. Foundational skills are necessary but not sufficient for students to navigate the complex reading and writing required in college and careers. By engaging all students with complex text, *Wit & Wisdom* allows students with varying proficiency in foundational skills to build grade-level knowledge of the world, ideas, vocabulary, and syntax. Thus, when striving students catch up in foundational skills, they are ready to tackle complex texts.

GEODES

The *Wit & Wisdom* Approach to Early Literacy

Providing a bridge between foundational skill instruction and the core ELA instruction provided in *Wit & Wisdom*, schools and districts can adopt the ancillary product, *Geodes* classroom libraries, for their Kindergarten through Grade 2 classrooms. *Geodes* are accessible, knowledge-building books created to engage emerging and developing readers. *Geodes* reinforce sequentially and explicitly taught phonics while building content knowledge about important ideas in science, history, and the arts. Each book in each grade-level collection is designed as an authentic reading experience, using a variety of text structures and features, sentence lengths, vocabulary, illustrations, and multiple layers of meaning. This approach empowers young students as they develop foundational reading skills, reading confidence, and intellectual curiosity.

Rooted in the belief that children are capable of reading to learn while learning to read, *Geodes* fill the gap between decodable texts and leveled readers. Unlike decodables, *Geodes* review explicitly taught phonetic patterns and contain a greater volume of content-related vocabulary. *Geodes* also build knowledge around particular topics by including a limited number of non-decodable words allowing for more knowledge-rich informational or narrative text. This differentiates *Geodes* from leveled texts which typically string together random topics and are not designed to build a depth of knowledge. By reading *Geodes*, students learn that the purpose of reading is not only to decode but also to seek meaning and gain understanding.

Designed to be at least 80 percent decodable, *Geodes* are a powerful educational resource that can be used in conjunction with any systematic, research-based phonics instruction program. Beautiful illustrations and photographs enrich and expand on the text. Designed for flexible instruction, with ample supports for educators' instructional decision-making, *Geodes* help all students grow as readers as they access the same text, creating the foundation for shared learning and equity in the classroom.

Geodes are designed to allow teachers to tailor instruction to meet the range of student needs. Teachers may use *Geodes* in whole group or small group instruction or use them for student independent reading. The teacher resource, *Inside Geodes*, which accompanies every classroom library, provides educators with multiple options for using the texts to support all students, regardless of their current language acquisition or reading level. Activities which can either scaffold or extend instruction around fluency, phrasing, expression, reading rate, and comprehension are clearly outlined within the teacher resource.

Geodes Components

Each Level 1 and Level 2 Classroom Library Contains:

| Item | Description | Quantity |
|---------------------------------|---|---|
| Individual Titles | Books are organized into four modules per year, based on the <i>Wit & Wisdom</i> module topics Each Module contains four sets of books Each set has four titles | 64 individual titles 6 full-color copies of each title |
| My Geodes | A bound collection of the four texts that make up one set. These texts, printed in greyscale, can be used for extra practice in school or at home. Each book in the set has its own icon paired with page numbers to help students navigate the collection. | 20 of each of the 16 sets making up a grade-level |
| Inside Geodes | The educator resource guide for <i>Geodes</i> that includes a comprehensive guide to module design and <i>Geodes'</i> components. Also provides suggestions for incorporating <i>Geodes</i> in literacy instruction. | 1 Classroom Library |
| Geode with display stand | Real Geode rock and display stand | 1 per classroom |

Each Level K Classroom Library Contains:

| Item | Description | Quantity |
|--------------------------|---|--|
| Individual Titles | Books are organized into four modules per year, based upon the <i>Wit & Wisdom</i> module topics. | Modules 1 and 2: 8 individual titles 2 Wordless Picture Books 6 Sound Search Books 12 full-color copies of each title Modules 3 and 4: 16 individual titles All Duet Books 6 full-color copies of each title |
| My Geodes | A bound collection of the four texts that make up one set. These texts, printed in greyscale, can be used for extra practice in school or at home. Each book in the set has its own icon paired with page numbers to help students navigate the collection. | 20 copies of <i>My Geodes</i> , organized by set |

| Item | Description | Quantity |
|--------------------------|--|-------------------------|
| <i>Inside Geodes</i> | The educator resource guide for <i>Geodes</i> that includes a comprehensive guide to module design and <i>Geodes'</i> components. Also provides suggestions for incorporating <i>Geodes</i> in literacy instruction. | 1 per Classroom Library |
| Geode with Display Stand | Real Geode rock and display stand | 1 per classroom |

FLUENCY

The *Wit & Wisdom* Approach to Teaching Fluency

Reading fluency is the ability to read print words aloud accurately and effortlessly, with appropriate speed and meaningful expression and phrasing. Fluent readers make meaning from text as they read it aloud.

As young students learn to read, multiple knowledge systems develop concurrently. Students learn phonics, phonological awareness, decoding, spelling, and vocabulary. During these early learning stages, the teacher usually reads complex texts aloud to students. As they listen strategically and repeatedly to challenging texts, students develop the knowledge and language they need to read and think about complex text independently.





As readers grow into their elementary- and middle-school years, their knowledge systems progress, and fluency functions as a bridge to comprehension. For a variety of reasons, some readers may continue to require targeted and intentional fluency supports through the middle-school grades. As these supports help them improve their fluency, these striving readers can become independent readers of complex text, no longer dependent on audiobooks, teacher Read-Alouds, or other means of accessing the text.

Wit & Wisdom fluency instruction is designed to foster fluency development for all readers. It is grounded in the belief that the goal of fluent reading is rich comprehension, rather than a quantitative assessment of reading rate. Students learn to read grade-level complex text through repeatedly reading short, well-chosen text excerpts from module texts. Practicing these fluency excerpts builds students' overall fluency skills while also scaffolding understanding of specific module texts. In lessons and homework, repeated oral readings of these excerpts help students to understand the texts and communicate more effectively about them.

Fluency Instruction in Action

Wit & Wisdom modules build fluency through

- an explicit introduction to fluency in Module 1 (Grades 1 through 8), including Anchor Charts like this one from Lesson 2 of Grade 2 Module 1:

| Fluency Anchor Chart | |
|---|--|
| Criteria | What Do Fluent Readers Do? |
| Accuracy  | Read without any mistakes |
| Phrasing  | Pay attention to punctuation. Chunk information into meaningful pieces. |
| Rate  | Read at the appropriate speed—not too fast and not too slow. |
| Expression  | Read words with emotion. |

TEACHER NOTE Use this Fluency Anchor Chart as a reference for fluency expectations throughout the year. Post it in a prominent location in the classroom for easy reference.

- reflection on the importance of fluency and modeling of fluent reading as in Lesson 1 from Grade 6 Module 1:

Display the Craft Question: *Why is fluency important?*

Explain that fluency is the ability to read print words aloud accurately and effortlessly and that fluent reading leads to rich comprehension.

Ask: “What are some reasons fluent reading is important?”

- When you read fluently, people listening can better understand the text.
- Fluent reading helps you better understand the meaning of words and ideas in the text.
- It’s more interesting to listen to fluent readers.

Display and read aloud the excerpt, modeling masterful fluency:

Most folks think you start to be a real adult when you’re fifteen or sixteen years old, but that’s not true, it really starts when you’re around six. It’s at six that grown folks don’t think you’re a cute little kid anymore, they talk to you and expect that you understand everything they mean. And you’d best understand too, if you aren’t looking for some real trouble, ’cause it’s around six that grown folks stop giving you little swats and taps and jump clean up to giving you slugs that’ll knock you right down and have you seeing stars in the middle of the day. The first foster home I was in taught me that real quick (4–5).

Ask: “What made my reading of that excerpt interesting and engaging?”

- routine fluency homework chosen strategically from complex texts (required for all students in Grades 1 through 5; optional, though encouraged, in Grades 6 through 8).
- formal and informal reading fluency performances, such as Readers' Theater, individual reading performances for the class, or partner readings of selected texts.
- authentic fluency tasks integrated with students' close reading and text-based writing, as in this example from Lesson 21 of Grade 7 Module 3:

Explain that students will now focus on one event from the chapter—Squealer's speech about Napoleon and Snowball.

Introduce the students who signed up for fluency performances. Post the elements of fluent reading.

Have those students perform an oral, fluent reading of Squealer's speech on pages 55–56, starting with “Comrades...” and ending with “Surely, Comrades, you do not want Jones back?” (56). Instruct the remaining students to think as they listen to Squealer's speech about what his claim, reason, and evidence are, and whether his argument is convincing.

At the right moment, play the role of “somebody” who interrupts Squealer by saying, “He fought bravely at the Battle of the Cowshed” (55), or choose a student volunteer to do so. Instruct students to Think-Pair-Share, and ask: “What is Squealer's claim, and what are his reasons, and evidence?”

- *Squealer claims that Napoleon has done away with debates and will be making all decisions himself for the good of the other animals.*
- *One reason is that if animals made their own decisions, they might make the wrong ones.*

Achieving the Standards

The primary standards connection for fluency work is Reading Foundational Skills Standard 4. This standard calls for students to read with sufficient accuracy and fluency to support comprehension. It is the Reading Foundational Skills Standard that the *Wit & Wisdom* curriculum addresses directly, because attention to fluency aids students' comprehension of complex texts and scaffolds students' mastery of and ability to read and comprehend complex literary and informational texts independently and proficiently. Although RF.4 is Kindergarten through Grade 5 standard only, *Wit & Wisdom* includes fluency work in Grades 6 through 8 as well. Teachers in Grades 6 through 8 have the option of using fluency instruction and practice with all students or as an intervention for striving readers.

The Impact of Fluency Instruction

According to Dr. Timothy Rasinski, “oral reading performance has the potential to transform a self-conscious student into a star performer—especially when he or she is coached and given opportunities to practice” (*The Fluent Reader* 23). Fluency is the bridge to success with reading. As students become able to read a greater number of words per minute with increased understanding, they read more. The more they read, the more they build knowledge.

VISUAL ART

The *Wit & Wisdom* Approach to Teaching Visual Art

Wit & Wisdom teacher-writers recognize that as one of the earliest modes of human communication, visual art is a universal and essential form of expression and communication, accessible to even the youngest of learners. Each module provides multiple opportunities for students to engage with significant works of art as core and supplementary texts, including paintings, illustrations, prints, sculptures, architecture, and photographs. Rather than serving as illustrations of module content, each selection has been chosen to inspire students to grapple with broader concepts related to the module knowledge story.

The *Wit & Wisdom* Content Stages guide students to view these artworks with wonder, curiosity, and imagination, and then to build knowledge and appreciation of artistic elements, genres, styles, and media. Next, students explore how artists express important thoughts and ideas, identify the essential themes, and connect their learning to the greater Knowledge Puzzle of the module.

Visual Art Instruction in Action

Wit & Wisdom art lessons

- guide students to apply the habits of mind they have developed as readers to the analysis of visual art, using the five Content Stages to structure their inquiry;
- introduce and extend understanding of fundamental elements of visual art such as color, space, line, and form, as exemplified in a variety of media—as shown in this excerpt from Lesson 21 of Grade 3 Module 3:

Scaffold

Refer students to their Vocabulary Journals for a definition of *line*. If necessary, provide the following definitions:

line: How the shapes and outlines in a piece of art move our eyes.

space: The areas around, between, or within shapes or forms in a work of art.

In their Response Journals, students create evidence organizers:

| | <i>Untitled</i> | <i>The Steerage</i> |
|--|-----------------|---------------------|
| Where do I see big lines? | ▪ | ▪ |
| Where do I see small lines? | ▪ | ▪ |
| What is the effect of the lines in the photograph? | ▪ | ▪ |
| How does the photographer use space in the image? | ▪ | ▪ |

- establish discipline-specific vocabulary for naming, describing, and interpreting works of visual art, as shown by this example from Lesson 33 of Grade 5 Module 2:

| Word | Meaning |
|--------------------|--|
| surreal (adj.) | Bizarre, weird, or eerie; having a dream-like quality. |
| juxtaposition (n.) | The act of placing things close together or side by side in a work of art. |

Instruct students to take out their Painting Analysis Charts on Handout 9A and read over their responses to these questions in the first three columns:

- What everyday objects do you see in this painting?
- How have these everyday objects been changed to seem surreal or dream-like?
- How does the arrangement or placement of objects make them appear surreal?

- teach students to base their analysis and interpretations on evidence from the artwork, as students are asked to do in Lesson 20 of Grade 8 Module 2:

Now, display the following quotation by Léger from the Encyclopedia Britannica:

“I was dazzled by the breech of a 75 [artillery piece] in full sunlight, by the magic of the light on the bare metal” (<http://witeng.link/0028>).

Facilitate a brief discussion on how this comment compares to the responses to war artillery in the novel.

Then, create and display a spectrum that marks the extremes of ideas about the effects of the mechanized warfare of World War I. Mark the right side with “dazzled.” Solicit ideas from students to decide on a word to describe the most negative effect.

Have students Think-Pair-Share, and ask: “What attitudes toward warfare and its effects do the depictions of soldiers in the painting suggest?”

Differentiation

Assign pairs a specific attitude to explain. For instance, ask some pairs to suggest how the painting portrays a negative attitude toward the use and effects of machinery, and ask others to suggest how the painting portrays a positive attitude.

Record and display responses along the spectrum.

- offer diverse perspectives from a variety of culturally significant artists, artistic movements, and historical contexts;
- provide occasional opportunities for students to create their own visual response to artwork;
- relate understandings about works of art to the broader module Knowledge Puzzle; and
- provide opportunities for all learners, regardless of prior knowledge and skills, to access themes and ideas expressed through visual art.

The Impact of Visual Art Instruction

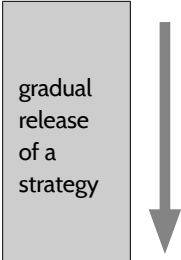
In a world increasingly dependent on visual media to communicate meaning, it is essential to teach students visual literacy. Through intentional exposure to great works of art in the *Wit & Wisdom* curriculum, students build understanding, appreciation, and awareness of the ways in which the elements of visual language influence people and the world of ideas. Moreover, many of the selected works represent a wide cultural vocabulary, providing students with a common visual experience to carry throughout their lives as educated citizens.

WRITING

The *Wit & Wisdom* Approach to Teaching Writing

Wit & Wisdom students learn to write and write to learn about complex texts. Writing builds on a foundation of content knowledge developed through the close reading of texts about important topics. All writing is text-based or text-inspired. Through narrative, opinion/argument, and informative writing, students build and express understanding within and across texts.

Through explicit learning-to-write instruction, teachers gradually release responsibility for a specific writing strategy through a series of lessons. One or more Craft Stages shapes each lesson.

| | |
|--|---|
| <p>Supported</p>  <p>gradual release of a strategy</p> <p>Independent</p> | <p>Examine: Students analyze how an exemplar models one or more writing strategies. The exemplar can come from authentic texts, class collaborative writing, or a module resource.</p> |
| | <p>Experiment: Students practice applying a target strategy. Scaffolded tasks provide significant support by limiting the volume of writing, providing parts of a writing piece, or focusing on a relatively simple topic.</p> |
| | <p>Execute: Students plan or draft a full writing piece, paying particular attention to applying the target strategy to support the purpose of the task.</p> |
| | <p>Excel: Students revise, edit, and respond to feedback on the pieces they drafted in the Execute stage, focusing on the target strategy. They reflect on their use of the strategy to refine their thinking about its use in current and future writing.</p> |

Writing Instruction in Action

Wit & Wisdom lessons include:

- an average of twenty or more minutes of writing per lesson.
- explicit learning-to-write instruction on transferable strategies for effective writing, as in this excerpt from Lesson 11 of Grade 2 Module 4, in which students begin to learn strategies for opinion writing:

Remind students of their learning about opinion statements in the previous lesson. Ask: “What makes a sentence an opinion statement?” Volunteers respond.

- *An opinion statement tells what someone thinks about a person or thing.*
- *It tells how someone thinks or feels.*
- *If it is just a fact, it is not an opinion statement.*

As needed, review what makes an *opinion statement*. Remind students that in the previous lesson, they stated their opinion about the best soup to eat. Have students whisper share this opinion to a partner.

Explain to students that when they make an opinion statement, it is important to be able to express why they think or feel that way. It is important to offer a reason.

Ask students to turn back to their partner and name one reason that supports their opinion about the best soup. Model for students by doing a Think Aloud. For example:

My favorite soup is chicken noodle. I think this because it has the best-tasting broth.

- routine writing-to-learn opportunities in which students write informally and formally to explore complex texts, as in Lesson 30 of Grade 5 Module 3:

Invite one or two students to share their ideas with the whole group.

Then, display and read aloud these questions:

- How was Delphine’s life as a free person of color in New Orleans like living “on a kind of island, lapped by a sea of slavery”? How did her life there differ from the lives of most African Americans in the South during the Civil War?

Tell students that they will now draw on what they learned in chapter 12 about Delphine’s life as a free person of color in New Orleans, as well as what they learned about slavery in Focusing Question 1, to answer these questions. Share that students will explore Delphine’s analogy in more depth over the next several lessons. In fact, they will write about this analogy for Focusing Question Task 4! Assure students that for today they should just focus on trying to explain, to the best of their understanding, what Delphine means in her analogy.

✓ Students complete a Quick Write in response to these questions in their Response Journals.

- a variety of writing performance tasks, each with a clear audience and purpose, such as this one from Lesson 31 of Grade 7 Module 3:

Individuals

Display the Craft Question: *How do introductions work?*

Explain that students will write an introduction that responds to the following prompt, and that in an upcoming lesson, they will complete and publish their own book review.

You are a writer for a website that provides book reviews. Write a review for an audience unfamiliar with Animal Farm, arguing that they should or should not read the novel.

- rubrics, checklists, and sample student responses to assess students' writing.

Achieving the Standards

Wit & Wisdom organizes the skills of ELA writing standards and Language Standards 1–3 into five Craft Features, defined below. These features also align to the Craft Features for Speaking and Listening.

- **Structure:** Focusing a writing piece on a unifying idea; organizing the parts of the piece to clearly communicate the idea and how details relate to it.
- **Development:** Stating and elaborating on details using evidence or narrative devices.
- **Style:** Strategically using language to convey meaning; includes writer's voice, diction (word choice), syntax (sentence structure), and adaptation to task, audience, and purpose.
- **Conventions:** Following rules of Standard English grammar, mechanics, spelling, and usage.
- **Process:** Planning, drafting, giving and responding to feedback, revising, editing, and presenting writing pieces; choosing a process appropriate for the task, purpose, and audience.

Students often begin study of a writing type with a focus on its structure and development and then deepen their understanding of how style can strengthen tasks using that writing type. Throughout the year, students apply their conventions and process knowledge with increasing depth and independence. **Writing** rubrics and checklists are used to assess students' mastery of these Craft Features, while explicit instruction in each feature guides students to success.

The Impact of Writing Instruction

The ability to communicate effectively in writing and speech is essential for success in college and most careers. *Wit & Wisdom* learners build both deep knowledge and the tools to articulate that knowledge in writing and speaking. Through explicit instruction in all aspects of the writing process, repeated opportunities to practice writing for authentic purposes, and receiving and learning to apply meaningful feedback on their writing, these students will be well prepared for the writing challenges they will face in school and beyond.

SPEAKING AND LISTENING

The *Wit & Wisdom* Approach to Teaching Speaking and Listening

Wit & Wisdom builds students' ability to communicate orally by maximizing the quality, quantity, and variety of their speaking and listening experiences.

- **Quality:** Students learn speaking and listening just as they would any other discipline—through rich, rigorous, and joyful instruction. From explicit modeling to experimentation to independent expression, students build capacity in discrete speaking and listening skills that make their communications stronger. As with writing instruction, this speaking and listening instruction is always text-based or text-inspired.
- **Quantity:** Daily lessons intentionally shift the balance of talking to students, engaging them in multiple, meaningful opportunities to speak and listen.
- **Variety:** Students hone their skills and awareness of the many purposes for speaking and listening, and they learn how to tailor their speaking and listening for a specific purpose and audience. For example, students learn how to participate informally in daily academic conversations and also how to deliver a formal presentation.

Teachers use the Craft Stages of Examine, Experiment, Execute, and Excel to guide students through explicit speaking instruction while gradually releasing responsibility to students for these skills.

A key aspect of the *Wit & Wisdom* approach to Speaking and Listening is the Socratic Seminar. In a Socratic Seminar, students prepare for and participate in a structured, text-based, academic conversation. Each seminar is organized around a rigorous question that provokes new thinking. Students apply the crafts of speaking and listening to express and extend what they have learned from their reading and writing. For more information on Socratic Seminars, see Socratic Seminar Guidance.

Speaking and Listening Instruction in Action

Wit & Wisdom lessons execute this approach to teaching speaking and listening through:

- explicit instruction in transferable strategies for speaking and listening, as in this example from Lesson 4 of Grade 8 Module 3:

Examine: *Why is focusing on the purpose of a discussion important?*

Tell students that they will be discussing Act 1, Scene 1 with the purpose of focusing on summary.

Ask: “Why might it be important to focus on the purpose of discussion when you are speaking during this activity?”

- *Focusing on the purpose of this discussion will keep me on task.*
- *Focusing on the purpose of summarization will help me from being distracted by other aspects of the text that I am interested in.*
- *Focusing on the purpose of this discussion will help me make relevant comments, and my peers will be better able to understand what I'm saying.*

- frequent opportunities and ways for students to develop and practice speaking and listening. These include a variety of instructional routines and engaging activities designed to foster high-quality academic discussion, as in Lesson 32 of Kindergarten Module 4, in which students are actively engaged in learning the importance of incorporating details into verbal descriptions:

Ask: “If someone has never read these texts or seen these photographs, would they understand these differences if I just said “They both have forests?” Volunteers respond.

- *No, because it doesn't tell them what is different.*
- *You need to tell them more about it.*

Instruct students to close their eyes. Explain that now you will describe, or give more detail about, one of these forests. If students know what continent the forest is from they stand up.

Verbally describe the forest from *Europe*, introducing new details one at a time. For example,

This forest has green on the trees. There is grass on the ground. The grass is a little bit brown. The trees have branches. The branches have small pine needles at the end.

Continue describing this scene until every student is standing. Use Equity Sticks to call on students to identify the forest described. Confirm that this forest was from *Europe*.

Ask: “How did I describe the picture? How did describing the details about this forest help you know which forest it was?” Volunteers respond.

- development of speaking and listening skills through students' work with reading fluency and comprehension.
- intentional connection between oral and written communication by having students orally rehearse what they will write by first talking about it with classmates.
- assessment of oral language comprehension and skill, including Socratic Seminars and grade-level speaking and listening rubrics.

Achieving the Standards

Wit & Wisdom structures the skills of Speaking and Listening standards into four Craft Features, defined below, which align to the Craft Features for writing and language. Explicit speaking skill instruction focuses on a single feature for each module.

- **Process:** Process goals help learners participate effectively in academic conversations.
- **Delivery:** Delivery, or style and conventions for communicating orally, goals help learners follow conventions for public speaking and hone their speaking style to engage an audience.
- **Structure:** Structure goals help learners organize ideas to communicate clearly.
- **Development:** Development goals help learners speak logically and use evidence.

Students learn and apply one new speaking and one new listening goal in each module. These goals build incrementally over four modules to fully address the Speaking and Listening standards for each grade.

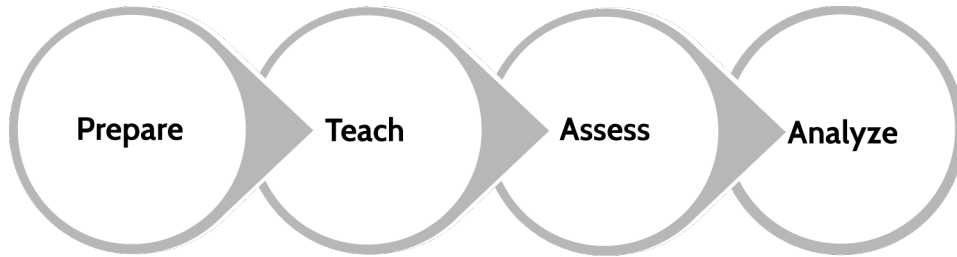
The Impact of Speaking and Listening Instruction

The ability to effectively communicate with others is crucial to success in college, careers, and civic life. Those who can speak in an articulate, organized, and thoughtful way and respectfully raise questions, concerns, and disagreements can engage in the collaborative work characteristic of most college and career settings. Similarly, the ability to listen deeply and for a purpose promotes both collegiality and learning. Through the speaking and listening instruction that *Wit & Wisdom* lessons provide, students expand their vocabularies, improve their reading fluency, readily make cognitive connections, collaborate effectively, and ultimately develop the capacity to engage in conversations with both peers and adults.

PLANNING FOR IMPLEMENTATION

LESSON PREPARATION

To successfully implement *Wit & Wisdom*, teachers take part in a familiar, four-part preparation process.



While each of these stages can be described separately, they overlap considerably in practice. For example, much assessment and analysis occurs during the teaching phase. Each stage involves the following teacher actions.

| Prepare | Teach | Assess | Analyze |
|--|---|--|--|
| <p>Before teaching the module, reread the core texts, read the Module Overview, and make note of its key elements, such as the Essential Question, the EOM Task, and standards.</p> <p>Before teaching each lesson, reread the texts; look at the Lesson's At a Glance page, noting the lesson's learning goals; study the Prepare box, information to determine the lesson's focus; read the lesson in depth, paying particular attention to the Content Framing Question and Learning Goals; and based on data and analysis, plan to adapt the lesson to students' needs, using alternate activity ideas from the lesson or your own ideas</p> | <p>Teach lessons as written and intended, paying attention to recommended time suggestions for each section. Multiple reads of each complex text shaped by the Content Framing Questions lead to comprehension of the texts over multiple lessons and prepare students to speak and write about them. Student engagement and understanding increase with crisp, concise instruction.</p> <p>When students demonstrate additional support is needed, provide opportunities for:</p> <ul style="list-style-type: none"> ▪ Read-Alouds ▪ oral rehearsal before writing ▪ use of sentence frames ▪ graphic organizers included in the lessons | <p>Assess student understanding and performance during and after the lesson. Among other actions, be sure to do the following:</p> <p>Collect (or take anecdotal notes on) the lesson's CFUs.</p> <p>Collect other student work products from the lesson.</p> <p>Pay attention to whole class conversations and circulate as students work in pairs or small groups to continually assess student understanding.</p> <p>Observe students' speaking and listening skills during lessons and assess how those are progressing.</p> | <p>Analyze students' work and discussions to make future instructional decisions.</p> <p>Use information in the Analyze boxes to assess performance on the CFUs and plan next steps.</p> <p>Use rubrics or checklists to score written work and generate quantitative data.</p> <p>Evaluate instruction:</p> <p>Revisit lesson preparation notes.</p> <p>Videotape the teaching, and then analyze the performance.</p> <p>Invite a colleague or administrator to observe the lesson and give feedback.</p> |

WIT & WISDOM PREPARATION PROTOCOLS

To make the most of *Wit & Wisdom*, teachers must internalize the curriculum before they implement it. *Wit & Wisdom*'s preparation protocols support this internalization, building a deep understanding of the curriculum's what and why. This understanding helps teachers think through lesson materials and logistics, as well as pace and scaffold instruction.

Wit & Wisdom was created through backward design:

- 1 **Content Topics and Grade-Level Outcomes:** Great Minds started development by:
 - a mapping important topics and curating core text sets to build knowledge of each topic.
 - b identifying skill outcomes for each grade.
- 2 **Texts:** *Wit & Wisdom* teacher-writers closely read each core text and determined what made each worthy of deep study.
- 3 **Learning Goals:** Teacher-writers then analyzed the grade-level content and skill outcomes and carefully matched each with the appropriate texts to determine module and lesson Learning Goals.
- 4 **Assessments:** Next, teacher-writers designed the End-of-Module Task for each module, the summative assessment of student learning for that module, to assess the Learning Goals.
- 5 **Questions:** Teacher-writers structured each module around a series of questions. The module's Essential Question leads students on a path of inquiry to the EOM Task performance. Lessons are organized as a series of learning arcs, each of which is directed by a Focusing Question and culminates in a formative assessment.
- 6 **Lessons:** Last, teacher-writers wrote the individual lessons.

The *Wit & Wisdom* protocols follow the module structure:

- The **Module Study Protocol** guides educators in examining a module's topic, texts, and skill focus and analyzing the knowledge and skills students are expected to develop.
- The **Focusing Question Arc Study Protocol** guides educators in understanding what knowledge and skills an arc of lessons, addressing a particular Focusing Question, will develop and how that arc fits in with the module as a whole.
- The **Lesson Study Protocol** supports educators in preparing to teach a lesson through understanding what happens in the lesson and why. This deep analysis helps educators pace instruction and make sound decisions, such as how long to discuss a question before moving on, as well as anticipate where students may struggle and plan how to support them with follow-up questions.

With the protocols, *Wit & Wisdom* teachers can follow this backward design, recognize how the pieces of each module fit together, and thus prepare for successful implementation. Teachers can complete the protocols individually or collaboratively. Teachers use these protocols when they are new to the curriculum or the grade level. After Year One, teachers can refer to the completed protocols, updating and supplementing as needed. Preparation protocols are available as downloadable PDFs from Great Minds' website.

MAPPING A YEAR OF *WIT & WISDOM*

Wit & Wisdom Modules Zero–4 include approximately 150 lessons, allowing schools to accommodate mandates such as school-wide events or standardized tests. A curriculum with approximately 145 days of instruction helps schools tailor the curriculum to specific opportunities, resources, and needs, leaving a measure of flexible time between or within modules.

For the best student experience, modules should be scheduled around longer vacation periods or extended stretches of intense assessment time that could interrupt the flow of module learning.

Using Time Between Modules

Wit & Wisdom learning can be supplemented through relevant, practical learning activities between modules to accommodate student interests and employ community resources. Activities to connect periods between modules might include the following:

- Short studies of favorite texts related to module topics or other important topics
- Research projects to apply skills and build knowledge
- Field trips that connect to module topics and build community connections

Planning Pause Points Within Modules

In addition to time between modules, *Wit & Wisdom* can accommodate extra time within modules for teachers to respond to specific student needs. Teachers can consider building in strategic Pause Points, which are days for re-teaching, scaffolding, or extending lessons. Based on students' strengths, needs, and interests, teachers might use Pause Points to do the following:

- Complete lessons that require more time
- Reteach or provide additional support for content or skills that students need to practice (See the Analyze Section at the end of each core lesson for ideas for additional support)
- Connect content to current events or opportunities that arise in the community
- Review vocabulary terms that are essential to understanding the module content
- Boost fluency through Readers' Theater performances, student-led declamations, or poetry slams
- Provide more time and support for complex writing assignments
- Increase the Volume of Reading on the topic of study by reading and discussing additional texts
- Explore extension activities, texts, or videos suggested in the module
- Complete student-led research projects that capitalize on students' interests

Sample Annual Calendar

Quarter 1

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------|---|------------------------|------------------------|------------------------|-------------------|
| Week 1 | School and Class Culture Building | | | | |
| Week 2 | <i>Wit & Wisdom</i> Module Zero Lessons | | | | |
| Week 3 | Holiday | Module 1 Lessons 1–8 | | | |
| Week 4 | | | | | Pause Point |
| Week 5 | Module 1 Lessons 9–13 | | | | |
| Week 6 | Pause Point | Module 1 Lessons 14–19 | | | |
| Week 7 | | | Pause Point | Module 1 Lessons 20–21 | |
| Week 8 | Holiday and Parent Conferences | | Module 1 Lessons 22–28 | | |
| Week 9 | | | | | Pause Point |
| Week 10 | Module 1 Lessons 29–32 | | | | Publish EOM Tasks |

Quarter 2

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|----------------|---------------------------|------------------------|---------------|--------------|-------------------|
| Week 11 | Teacher Choice Text Study | | | | |
| Week 12 | Module 2 Lessons 1–9 | | | | |
| Week 13 | | | | Holiday | |
| Week 14 | Pause Point | Module 2 Lessons 10–18 | | | |
| Week 15 | | | | | |
| Week 16 | Pause Point | Module 2 Lessons 19–24 | | | |
| Week 17 | | | Holiday Party | Winter Break | |
| Week 18 | | | | | |
| Week 19 | Module 2 Lessons 25–29 | | | | |
| Week 20 | Pause Point | Module 2 Lessons 30–32 | | | Publish EOM Tasks |

Quarter 3

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------|------------------------|-------------------------------|-----------------------|----------------------|--------------|
| Week 21 | Holiday | Student-Led Research Projects | | | |
| Week 22 | Module 3 Lessons 1-6 | | | | |
| Week 23 | | Pause Point | Module 3 Lessons 7-13 | | |
| Week 24 | | | | | Pause Point |
| Week 25 | Holiday | Module 3 Lessons 14-21 | | | |
| Week 26 | | | | | Pause Point |
| Week 27 | Module 3 Lessons 22-28 | | | | |
| Week 28 | | | | Overnight Field Trip | Spring Break |
| Week 29 | | | | | |
| Week 30 | Module 3 Lessons 29-35 | | | | |
| Week 31 | | | Publish EOM Tasks | Assessment Review | |

Quarter 4

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------|--------------------------|------------------------|----------------------|--------------------------------|-------------|
| Week 32 | Standardized Assessments | | | | |
| Week 33 | | | Module 4 Lessons 1-3 | | |
| Week 34 | Pause Point | Module 4 Lessons 4-9 | | | |
| Week 35 | | | Pause Point | Module 4 Lessons 10-16 | |
| Week 36 | | | | | |
| Week 37 | Pause Point | Module 4 Lessons 17-22 | | | |
| Week 38 | | | Pause Point | Module 4 Lessons 23-27 | |
| Week 39 | Holiday | | | | Pause Point |
| Week 40 | Module 4 Lessons 28-34 | | | | |
| Week 41 | | | Publish EOM Tasks | Parent Conferences/Celebration | |

Total: 180 instructional days

SETTING UP A WIT & WISDOM CLASSROOM

Wit & Wisdom is designed to foster a classroom culture of knowledge-building and active student engagement.

Room setup can promote such a culture and engagement with, for example, desks arranged to accommodate flexible working arrangements (individuals, pairs, groups), a designated whole group meeting area in early grades, and strategic displays of anchor charts and student work.

Students and teachers also need easy access to key tools that support their work with *Wit & Wisdom*. In addition to the texts and student handouts, the following resources support success with *Wit & Wisdom* modules.

Student Journals

Students maintain a Response Journal, a Vocabulary Journal, and a Knowledge Journal. Teachers choose the format that works best for their classrooms: a three-part spiral notebook, an individual composition book for each journal, a binder with three tabs (one for each journal), or another option of the teacher's design. Formats will vary; teachers create a format that distinguishes the three journals and optimizes usability for their students and themselves.

- **Response Journal:** A frequently used resource, the Response Journal provides one place for students to document their thinking during core lessons and Deep Dives, including lists of brainstormed ideas, responses to questions and prompts, and reflections on texts or classroom discussions. In this journal, students write to learn and learn to write. Inclusive in nature, the Response Journal records the wide range and various stages of thinking instrumental to academic success.
- **Vocabulary Journal:** A dedicated journal for students' vocabulary-related work, the Vocabulary Journal reinforces the importance of vocabulary to knowledge- and skill-building. In this journal, students engage in activities such as making connections among words, applying their understanding of a word, or recording definitions of key words.
- **Knowledge Journal:** Reserved for use in Know lessons, the Knowledge Journal invites students to reflect on, synthesize, and extend the knowledge they have developed—as a group and individually—over a stretch of time. Although it is used sparingly in each module (rather than daily), the Knowledge Journal captures students' thinking at key intervals, requiring students to process and analyze what they have learned. Students apply, stretch, and connect ideas and themes throughout the whole year.
 - For Kindergarten through Grade 2, the Knowledge Journal consists of two sections: Knowledge of the World (What I Know) and Knowledge of Skills (What I Can Do).
 - For Grades 3 through 8, there are four sections: Knowledge of the World, Knowledge of Ideas, Knowledge of Skills, and Reflections.
 - Knowledge of the World: Students articulate and synthesize knowledge about pertinent topics. As students realize they are building world knowledge, they apply this background knowledge to the reading of the next text and to wide reading in other academic situations.
 - Knowledge of Ideas: *Wit & Wisdom* values inquiry-based learning about the big ideas that inform our experiences and understandings of culture, history, and identity. As students realize they are building idea knowledge, they notice how these big ideas (like justice or agency) surface and resurface and apply their knowledge to articulate differences and express an increasingly deeper understanding of the idea.

- Knowledge of Skills: Recording skill knowledge ensures that students are learning standards and applying that knowledge in subsequent modules. Skill review and application to a new text teaches students that we intend for them to use what we teach them for life, not just for one module.
 - Reflections: This section allows for uncategorized thinking, encouraging students to explore connections and extend their thinking.
- Knowledge Journal activities vary but share an emphasis on open-ended inquiry. Sample questions include the following:
 - What are the three most important things you've learned from this text?
 - What difference does it make that *The Crossover* is written as a novel-in-verse?
 - If we were continuing our study of this module topic, what would you examine next? Why?
 - Knowledge Journal prompts are never part of an assessment. The goal of the Knowledge Journal is for students to use writing (and drawing) to process and learn, and come to understand what they know. They are designed so that students' thinking is not inhibited by the prospect of an assessment.
 - Students often reference their Knowledge Journals in Wonder lessons. They apply—and extend—previous learning and begin to notice what they never noticed before.
 - With increasing independence, students reflect on important ideas they learned, world knowledge that is important as background knowledge, and skills that help them see new things in a text.

Projection Device

Lessons often call for teachers to display art, writing models, and other visuals. Ideally, classrooms will be equipped with a projector, interactive whiteboard, or other presentation tool.

Student Access to Technology

To meet the expectations of the standard Technology in Communication (C.5.2), students must use technology and will need access to a computer lab or personal devices.

Materials for Collaborative and Individual Student Use

Each lesson uses specific materials particular to that lesson, which are identified in the Materials list on the At A Glance page of each lesson. (For an example of an At A Glance page, see the Lesson Features section.) Modules often require materials specific to their content and Knowledge Puzzles, like the following examples:

- In Grade 1 Module 1: *A World of Books*, students use a large world map to track how other children around the world get books.
- In Grade 4 Module 1: *A Great Heart*, students use modeling clay and straws to help connect what they have read about the human heart to what they observe about their own pulses.

For more specific information, see Suggested Materials Lists for Modules 1 and 2 in the Resources section.

SAMPLE DAILY SCHEDULES

Wit & Wisdom lessons dedicate ninety minutes of instruction in order to meet the goals of productive struggle with close reading of complex texts, integration of all ELA strands, in-depth mastery of the Standards, and knowledge-building with a range of topics. Ninety-minute lessons allow for focused reading and writing instruction and whole, small group, paired, and independent work; these lessons do not include time dedicated to foundational literacy skills, Volume of Reading, differentiated small group literacy instruction, or strategic literacy intervention. Teachers in Kindergarten through Grade 2 will need to dedicate additional time for phonics and small group instruction, as shown in the following Sample Daily Schedules.

What follows are several sample schedules showing how schools might allocate time in the daily schedule so that teachers can implement *Wit & Wisdom* with integrity.

SAMPLE SCHEDULES A

| Grades K-2 | |
|-----------------|--|
| 90 min. | <i>Wit & Wisdom</i> English |
| 30 min. | Small-group literacy instruction with <i>Geodes</i> or Volume of Reading |
| 30 min. | Foundational literacy skills |
| 60 min. | Lunch and recess |
| 75 min. | Math |
| 45 min. | Science and history |
| 60 min. | Special subjects: Art, music, physical education, and media (alternating) |
| 6 hrs., 30 min. | |

| Grades 3-5 | |
|-----------------|--|
| 90 min. | <i>Wit & Wisdom</i> English |
| 40 min. | Differentiated Volume of Reading and small-group literacy |
| 60 min. | Lunch and recess |
| 90 min. | Math |
| 50 min. | Science and history |
| 60 min. | Special subjects: Art, music, physical education, and media (alternating) |
| 6 hrs., 30 min. | |

| Grades 6–8 | |
|-----------------|--|
| 90 min. | <i>Wit & Wisdom</i> English |
| 60 min. | Math |
| 45 min. | Lunch and recess |
| 60 min. | Science |
| 60 min. | History |
| 60 min. | Special subjects: Art, music, physical education, and media (alternating) |
| 15 min. | Study hall (could be used for Volume of Reading) |
| 6 hrs., 30 min. | |

Sample Schedules B

| Grades K–2 | |
|------------------------|--|
| 75 min. | <i>Wit & Wisdom</i> English (core lesson) |
| 30–45 min. | Small-group literacy instruction with <i>Geodes</i> or Volume of Reading |
| 30 min. | Foundational literacy skills |
| 15 min. | <i>Wit & Wisdom</i> English (Deep Dive) |
| 60 min. | Lunch and recess |
| 60 min. | Math |
| 30 min. | Kindergarten: Play-based Knowledge Centers Grades 1–2: Science and history (alternating) |
| 60 min. | Special subjects: Art, music, physical education, science lab, and social studies media lab (alternating) |
| 6 hrs.–6 hrs., 15 min. | |

| Grades 3–5 | |
|------------------------|--|
| 90 min. | <i>Wit & Wisdom</i> English English (core lesson and Deep Dive) |
| 45–60 min. | Differentiated Volume of Reading and small-group literacy |
| 60 min. | Lunch and recess |
| 60 min. | Math |
| 45 min. | Science and history (alternating) |
| 60 min. | Special subjects: art, music, physical education, science lab, and social studies media lab (alternating) |
| 6 hrs.–6 hrs., 15 min. | |

| Grades 6–8 | |
|------------------------|--|
| 75 min. | <i>Wit & Wisdom</i> (core lesson) |
| 75 min. | Math |
| 45 min. | Lunch and recess |
| 45–50 min. | Science |
| 45–50 min. | History |
| 45–50 min. | Special subjects: art, music, physical education, and media |
| 30 min. | Deep Dive and Volume of Reading |
| 6 hrs.–6 hrs., 15 min. | |

SHARING WIT & WISDOM WITH FAMILIES

Research demonstrates that students are most successful when parents and caregivers are meaningfully engaged with their child's school and curricula. *Wit & Wisdom* supports engagement with families by providing Family Tip Sheets for each module.

The Family Tip Sheets provide families with the following:

- An overview of what students will learn in the module
- The core texts students will read
- The Essential Question and Focusing Questions guiding each module
- A list of books families can read together at home
- Questions families can discuss with students at home
- Ideas for what families can do together to explore the module's content at home

Family Tip Sheets for each module can be accessed as PDF downloads from a teacher's dashboard on the Great Minds website. Family Tip Sheets are also available in the print Student Edition of each module.

In addition, *Wit & Wisdom* teachers can engage families by doing the following:

- Sharing information about *Wit & Wisdom* with families at Back-to-School and Open House nights
- Frequently displaying *Wit & Wisdom* student work
- Sharing student work or anecdotes from *Wit & Wisdom* lessons through newsletters or on classroom websites and social media sites
- Inviting family members to observe a *Wit & Wisdom* lesson in action

LEADING AND SUPPORTING SCHOOL-WIDE IMPLEMENTATION

Strong and supportive leadership is essential to successful school-wide implementation of *Wit & Wisdom*. While there are many ways to exercise such leadership, what matters most is having a thorough plan for the many aspects of implementation and a sturdy leadership structure to execute the plan. Key players in a successful implementation include the following:

- Teachers, who work directly with students and provide instruction
- Coaches, who support teachers in developing and executing high-quality instruction
- School leaders, who determine the overall vision, expectations, and goals for implementation; create an environment that fosters accountability, ownership, and investment; and provide structures and resources that allow coaches and teachers to succeed

These three roles are united by a common goal: promoting student success.

STUDENT GRADING AND ACHIEVEMENT

By studying student work and using the qualitative and quantitative data it generates to scaffold instruction responsively, teachers and leaders can support student growth on any standards-aligned measure of achievement.

Because grading systems and policies differ vastly across schools and districts, *Wit & Wisdom* assigns no specific grading method, rule, or point value to most tasks. However, the modules were carefully designed to elicit a range of information about student performance that teachers can use to generate quantitative grades. (For more information, see the sections on assessment and rubrics.) As a result, *Wit & Wisdom* is compatible with any grading or reporting system.

Grade-level modules include tools teachers can easily use to generate numeric scores for assessment tasks: writing rubrics, speaking and listening rubrics, and text-based writing checklists. While numerical grades are a component of many grading systems, *Wit & Wisdom* places great emphasis on the value of studying student work and using written responses and other student artifacts to look for evidence of deep and enduring understanding. This evidence is one of the strongest indicators of a student's success on future assessment tasks and performances.

TEACHER OBSERVATION AND INTEGRITY OF IMPLEMENTATION

Effective teacher observation and coaching are key elements of successful implementation. As with grading systems, the methods for observation and coaching will differ greatly across districts and states. However, effective observation and coaching systems share the following characteristics:

- A collaborative commitment to evaluating the actions teachers take to create a classroom experience that promotes optimal learning
- A focus on the quality of student products, performances, and tasks
- Strong communication between observer and teacher, including descriptive feedback
- Supportive coaching

When observing teachers, school leaders should keep in mind that *Wit & Wisdom* is not a scripted program, and *Wit & Wisdom* instruction will vary from classroom to classroom. While the lessons can be implemented as written, teachers will study the modules and come to know them as deeply as the educators who wrote them. Teachers should use their knowledge of the modules and of their students to customize lessons when needed.

Within this context, school leaders need to ensure that teachers teach the program with integrity. In practice, tension often exists between the desire to teach with fidelity to the lesson as written and the necessity of being flexible to meet students' needs. The graphic below captures that tension.



Optimal learning occurs when teachers strike a balance between flexibility and fidelity, landing in the integrity portion of the spectrum. Implementing with integrity means:

- honoring the essential components of a module—its major questions (Essential, Focusing, and Content Framing), learning goals, and summative assessments.
- internalizing a lesson's goals and plans, then customizing the lesson as needed during lesson preparation.
- ensuring students receive a rigorous and successful learning experience by maintaining the expectations of the task, lesson, and module.
- providing scaffolds and differentiation to meet students where they are and ensure that their efforts are productive.
- attempting different approaches to engage students with content.
- solving problems and making decisions based on evidence and data, especially from student work.

To ensure integrity in implementation, instructional leaders can empower teachers to customize while setting expectations for key habits, strategies, and methods that embody *Wit & Wisdom*'s learning design.

To focus and guide their classroom observations, observers can consider whether teachers and students are engaging in the following behaviors.

Teachers should

- support student mastery of specific, transferable, **learning goals**.
- ensure that students **closely read complex texts**, completing multiple reads.
- use the **Content Framing Questions** to set a clear purpose for each read of a text.
- ensure that students respond to the **text-dependent questions** and text-dependent tasks that require them to gather evidence from each text and examine its unique language and features.
- check students' understanding through multiple **assessments (including daily Checks for Understanding)** arranged in a deliberate progression that builds the skills and knowledge students need to perform successfully on the End-of-Module Task.
- strategically **scaffold** instruction to support all students.

Students should

- **build knowledge** by reading and connecting *Wit & Wisdom* texts.
- **engage in explicit writing instruction** and **frequent, diverse writing opportunities**, which enable them to articulate their understanding of texts.
- **actively speak and listen**, demonstrating and reinforcing their learning in reading, writing, and oral language.
- **study vocabulary** to improve comprehension of complex texts, increase knowledge of words and word parts, and determine the meanings of unknown words.
- **regularly practice fluency**, reading with accuracy at an appropriate rate and with appropriate phrasing and expression to deepen comprehension.
- **analyze visual art** as a text, examining evidence within the four corners of the frame.
- **actively engage** with texts and tasks, navigating productive struggle.

In addition to observations, instructional coaches can help teachers deepen their understanding of and enhance their skill in implementing *Wit & Wisdom* in many other ways, including the following:

- Conducting demonstration lessons or co-teaching lessons
- Capturing lessons on video for teachers to later reflect upon the implementation
- Working with teachers to assess student work
- Collaborating with teachers to analyze evidence of student learning to make instructional decisions and plans for future lessons

PROFESSIONAL DEVELOPMENT AND BUILDING TEACHER CAPACITY

To reach the full potential of *Wit & Wisdom*, schools should adopt an embedded process of building teachers' capacity. In addition to participation in Great Minds' curriculum specific professional development sessions and implementation success services, the modules, module texts, and *Wit & Wisdom*-specific resources can serve as resources to deepen and enhance teachers' understanding of literacy instruction. These resources include:

- *Wit & Wisdom* Implementation Guide
- *Wit & Wisdom* Preparation Protocols
- *The Art of Wit & Wisdom*

Instructional leaders can help teachers make the most of these resources by creating time and space for teachers to study, discuss, and practice with these materials with their colleagues and with guidance from coaches and mentors. One way to achieve these ends is by establishing a curriculum team, or Professional Learning Community (PLC), in which teachers from the same grade level share collaborative planning time.

Some actionable processes that can help build teacher capacity include the following:

- Reading core texts and discussing them in a book club with grade-level colleagues (For more ideas, see texts from the Background Reading section)
- Preparing to teach a module by reading the core texts and Module Overview and doing a test drive of the EOM Task
- Engaging in a learning experience from the student's perspective. A coach or lead teacher teaches a *Wit & Wisdom* lesson while other teachers participate as learners. Then coaches and teachers discuss and reflect on the experience and its implications for instruction.
- Review sections of the Implementation Guide and discussing implications for practice at curriculum team or PLC meetings. Sections of particular relevance to teachers include (but are not limited to) the following:
 - Learning Design
 - Core Practices
 - Assessment
 - Vocabulary
 - Socratic Seminar Guidance
 - Volume of Reading Guidance
 - Instructional Routines
 - Assessment and Rubrics
- Planning how to deliver and assess lessons, Focusing Question arcs, and modules with a curriculum team utilizing the *Wit & Wisdom* Preparation Protocols. Team teachers then map the lessons and major assessments onto a school calendar, note places to build in time to differentiate, and create a plan to collect and analyze data from formative assessments.

Successful *Wit & Wisdom* professional development honors these key elements of the curriculum design:

- Keeping content at the core to emphasize illuminating study of texts, modules, and student work
- Building teachers' knowledge of content, as well as their instructional practice
- Empowering teachers to play a key role in extracting meaning from and making connections to the curriculum
- Honoring teachers' experience, insight, and knowledge of their students

Great Minds offers a comprehensive suite of *Wit & Wisdom*-specific professional development options and implementation success services to support teachers, schools, and districts in implementation. For more information, please visit <https://greatminds.org/english/PD>.

RESOURCES

CONTENT NOT INCLUDED IN *WIT & WISDOM IN SYNC*

The following chart indicates the content removed in *Wit & Wisdom in Sync*, with careful consideration to maintain alignment to the Focus Standards and Learning Goals.

| Content Not Included in <i>Wit & Wisdom in Sync</i> * | |
|---|---|
| Grade K | |
| Module 2 | <ul style="list-style-type: none"> ▪ <i>The Little Red Hen</i>, Jerry Pinkney ▪ New-Read Assessment 1 ▪ Focusing Question Task 5 |
| Grade 1 | |
| Module 2 | <ul style="list-style-type: none"> ▪ Lesson 26 |
| Module 3 | <ul style="list-style-type: none"> ▪ <i>Feelings</i>, Alik ▪ Lessons 11–12 ▪ Focusing Question arc 2 ▪ Focusing Question Task 2 |
| Module 4 | <ul style="list-style-type: none"> ▪ <i>The Korean Cinderella</i>, Shirley Climo |
| Grade 2 | |
| Module 1 | <ul style="list-style-type: none"> ▪ “Weather,” Eve Merriam ▪ Focusing Question arc 1 |
| Module 2 | <ul style="list-style-type: none"> ▪ <i>The Story of Johnny Appleseed</i>, Alik ▪ <i>Johnny Appleseed</i>, Steven Kellogg ▪ Focusing Question arc 5 ▪ New-Read Assessment 2 ▪ Focusing Question Task 5 |
| Module 4 | <ul style="list-style-type: none"> ▪ <i>The Digestive System</i>, Jennifer Prior |
| Grade 3 | |
| Module 1 | <ul style="list-style-type: none"> ▪ <i>Ocean Sunlight: How Tiny Plants Feed the Seas</i>, Molly Bang and Penny Chisholm |
| Module 2 | <ul style="list-style-type: none"> ▪ <i>Zathura</i>, Chris Van Allsburg ▪ Lessons 28–29 |

| Grade 4 | |
|----------|--|
| Module 1 | <ul style="list-style-type: none"> ▪ Lessons 6, 22 |
| Module 2 | <ul style="list-style-type: none"> ▪ Lessons 6, 31–34 ▪ Focusing Question Task 3 |
| Module 3 | <ul style="list-style-type: none"> ▪ <i>The Scarlet Stockings Spy</i>, Trinkka Hakes Noble ▪ Focusing Question arc 3 ▪ Focusing Question Task 3 ▪ Lessons 16–20 |
| Grade 5 | |
| Module 1 | <ul style="list-style-type: none"> ▪ Lessons 9–12 ▪ Focusing Question arc 3 ▪ New-Read Assessment 1 ▪ Socratic Seminar 1 ▪ Focusing Question Task 3 |
| Module 4 | <ul style="list-style-type: none"> ▪ Lessons 31–35 ▪ Focusing Question arc 4 ▪ End-of-Module Task |
| Grade 8 | |
| Module 1 | <ul style="list-style-type: none"> ▪ Lessons 18–22, 28 ▪ Focusing Question arc 3 ▪ Socratic Seminar 2 ▪ New-Read Assessment 2 ▪ Focusing Question Task 3 ▪ Focusing Question arc 4 ▪ Socratic Seminar 3 ▪ Focusing Question Task 4 |

*No major content was removed from Grades 6 through 7 for *Wit & Wisdom in Sync*.

VOLUME OF READING GUIDANCE

In addition to close reading of core and supplementary texts, the *Wit & Wisdom* learning design emphasizes the need for students to read a volume and range of texts for four key purposes:

- 1 To systematically build knowledge and vocabulary through sustained study of a topic
- 2 To address the need for students to both stretch their reading abilities and experience the satisfaction and pleasure of easy, fluent reading within them by offering a range of texts at different levels of complexity
- 3 To engage and motivate students with opportunities to choose additional texts based on interest
- 4 To provide students with opportunities to use mental habits developed in the Content Stages

In each module, **Appendix D** contains a curated Volume of Reading text list, which includes quality texts that add to the module Knowledge Puzzle and offer students choices at varying levels of complexity. As teachers get to know the range of student needs and interests within a topic of study, they can add favorite titles to this list—leveraging classroom, school, and community libraries to maximize choices.

Based on the Content Framing Questions, a set of **Volume of Reading Reflection Questions** appears in the **Student Edition** of each module, giving students guidance and structure to apply the Content Framing Questions independently to books of their choice.

Time for Volume of Reading is not included within the ninety-minute module lessons, but it should be a high priority. Independent work time and Pause Points could be used for such reading, or it could be connected to students' work in other disciplines. (For scheduling ideas, see the Sample Daily Schedules section on)

SOCRATIC SEMINAR GUIDANCE

In a Socratic Seminar, students prepare for and participate in a structured, text-based, academic conversation. Students apply the crafts of speaking and listening to express what they have learned from their reading and writing.

In *Wit & Wisdom*, each Socratic Seminar relates to the Content-Craft-Create framework in two explicit ways:

- 1 Socratic Seminars connect to **Content** by engaging students in text-driven inquiry.
- 2 Socratic Seminars connect to **Craft** by providing an authentic and comprehensive vehicle through which students can **apply** (Execute) and **hone** (Excel) their oral communication goals.

Socratic Seminar Content

In *Wit & Wisdom*, questioning is foundational to student success. Each module's Essential Question, Focusing Questions, and lesson-level Content Framing Questions and Craft Questions play key—and different—roles in focusing student learning and knowledge development.

Socratic Seminars also feature the importance of questioning. Each seminar is organized around a rigorous question that pushes students' thinking. While synthesizing learning is a goal of many of *Wit & Wisdom*'s summative tasks, in Socratic Seminars the goal is for students to synthesize and extend their learning by exploring and debating intriguing questions that provoke new thinking. Students' conversation should go beyond summarizing learning they have done in previous lessons.

To help students accomplish this goal, establish time for a **prewriting** activity in which students:

- Respond to a question that stimulates or organizes their thinking
- Collect textual evidence
- Jot down initial responses to the opening Socratic Seminar question
- Compare and connect evidence from different texts in relation to a topic or question germane to the seminar
- Share responses with a peer and develop a question about their peer's writing

To help students discern how the Socratic Seminar extended their learning, dedicate time to a content-focused **post-writing activity** in which students:

- Explain the transformative power of strategic speaking and keen listening by responding to the question: How has my previous thinking been transformed by my talking and listening?
- Focus not on telling what they did (e.g., I spoke five times), but show what they learned through this form of collaborative, inquiry-based learning

Lesson Procedures

- 1 **Preparation:** Students complete a close rereading of the text(s) prior to the seminar.
- 2 **Formation:** Students sit in a circle. In larger classes, students may sit in two concentric circles for participants and observers or conduct simultaneous seminars.
- 3 **Expectations and goals:** The teacher and students work collaboratively to set group and individual expectations and goals (e.g., I will speak at least once; or, We need to improve on taking turns.). Consider establishing guidelines for expectations of what to do and what to avoid in a seminar. Things to do might include taking turns, citing the text, and building upon what others have stated. Things to avoid might include interrupting and telling elaborate, disconnected stories.
- 4 **Opening question:** The teacher poses the opening question. (As students gain confidence, they might pose the opening question.)
- 5 **Sustained dialogue:** Students engage in collaborative speaking and listening, employing text evidence.
- 6 **Debrief:** Students reflect on their participation.

Student actions include the following:

- Responding to peers, posing new questions, and offering new lines of inquiry
- Practicing and developing skills such as citing evidence; asking questions; speaking, listening, and responding to one another; making connections; paraphrasing; summarizing; and building ideas based on the opening question

Teacher actions include the following:

- Asking follow-up questions to elicit greater understanding of the text, bring out viewpoints, etc. (See sample questions below.)
- Remaining neutral by not affirming or challenging ideas, verbally or nonverbally, because the goal is for students to think for themselves, not just agree should the teacher affirm something
- Taking notes for reflective practice and improvement (See sample tracking chart below.)
- Debriefing as a class after the seminar with questions such as the following:
 - How well did we meet our goals?
 - What worked?
 - What didn't work?

Lesson Timing

Time dedicated to Socratic Seminars will vary based on grade level, students' needs, the text, and the topic. Sample outlines appear below and can serve as models for allocating lesson time.

Grade 1 (30 min.)

| Seminar Component | Minutes | Description |
|------------------------|----------------|--|
| Preparation | Before seminar | Students complete close reading and annotation in previous lessons. |
| Formation | 2 | Students form dialogue circle(s) and bring their texts. |
| Expectations and Goals | 3 | The class as a whole reviews expectations, speaking goals, etc. |
| Opening Question | 2 | The teacher asks the opening question, and students Think-Pair-Share in response. |
| Sustained Dialogue | 20 | Students engage in collaborative speaking and listening, employing text evidence. |
| Debrief | 3 | Students reflect by answering questions such as the following: <ul style="list-style-type: none"> ▪ What new knowledge did you gain? ▪ How did your thinking change? ▪ What went well? ▪ What needs improvement? |

Grade 5 (50 min.)

| Seminar Component | Minutes | Description |
|--------------------|----------------|--|
| Preparation | Before seminar | Students complete close reading and annotation in previous lessons. |
| Prewriting | 10 | Students engage in prewriting in the Socratic Seminar lesson to stimulate and organize thinking. |
| Formation | 2 | Students form dialogue circle(s) and bring their texts. |
| Opening Question | 3 | The teacher asks the opening question. (Optional: Students Think-Pair-Share) |
| Sustained Dialogue | 25 | Students engage in collaborative speaking and listening, employing text evidence. |
| Post-Writing | 5 | Students answer questions such as the following: <ul style="list-style-type: none"> ▪ What new knowledge did you gain? ▪ How did your thinking change? |
| Debrief | 5 | Students reflect (e.g., using an Exit Ticket) by answering questions such as the following: <ul style="list-style-type: none"> ▪ What went well? ▪ What needs improvement? |

Grade 8 (60–65 min.)

| Seminar Component | Minutes | Description |
|--------------------|----------------|--|
| Preparation | Before seminar | Students complete close reading and annotation in previous lessons. |
| Prewriting | 10–15 | Students engage in prewriting in the Socratic Seminar lesson to stimulate and organize thinking. |
| Formation | 2 | Students form dialogue circle(s) and bring their texts. |
| Opening Question | 2 | The teacher asks the opening question. |
| Sustained Dialogue | 40 | Students engage in collaborative speaking and listening, employing text evidence. |
| Post-Writing | 10 | Students answer question such as the following: <ul style="list-style-type: none"> ▪ What new knowledge did you gain? ▪ How did your thinking change? |
| Debrief | 5 | Students reflect (e.g., using an Exit Ticket) by answering questions such as the following: <ul style="list-style-type: none"> ▪ What went well? ▪ What needs improvement? |

Supporting Student Participation in a Socratic Seminar

Teachers share or distribute questions like the following for students to ask of their peers.

Clarification

- What do you mean by _____?
- Can you say more about that?
- Could you summarize that in your own words?
- What is your main point?
- Could you explain your reasons for saying that?
- What do you think caused that?
- What difference does that make?
- Where in the text did that come from?

Reasoning

- How did you come to that conclusion?
- What is our point of view? Should we look at this differently?
- If what you said is true, then how do you explain _____?
- What would be an alternative to _____?

Text Evidence

- Can you find that passage and read it for us?
- What happened in the story that makes you say that?
- Where did you see that in the painting?
- Could you give us an example from the text?

Facilitating an Effective Socratic Seminar

Facilitators listen attentively, sharing questions and observations only as needed. Teachers ask the opening question and then sit back and observe. If the initial question doesn't spark discussion, teachers encourage students to draw from their notes and prewriting. If significant wait time has passed, teachers may consider asking a new question.

The teacher's three early roles include the following:

- **Questioner.** Ask an open-ended, thought-provoking opening question.
- **Clarifier.** Ask follow-up questions designed to elicit clarification and specificity.
- **Process Coach.** Coach students to go deeper, work together better, build cohesion and rapport, etc.

General facilitator actions include the following:

- Insist that answers be clear, directing students to rephrase as necessary.
- Insist on citations, text evidence, and strong reasoning.
- Put a student on hold (i.e., pause them from speaking) to balance contributions.
- Invite additional viewpoints or opinions.
- Suggest a Think-Pair-Share.
- Track, tally, or map participation.

The teacher may consider posing questions such as the following at opportune times to enhance collaboration:

- Do you agree with _____? Disagree with _____?
- Did _____ change your mind, or are you sticking with your original answer?
- Have you heard an answer that is different from your own?
- Does anyone see this another way?
- How are these two ideas alike? Different?
- Can you summarize what _____ just said?
- Does anyone have a different understanding of the problem?

Sample Socratic Seminar Tracking Chart

| Name | Listening | | Reading | Speaking | | | | | | |
|------|----------------------------|---------------|------------|---------------------|-------------------------|----------|----------------|------------|------------|------------|
| | Builds on Previous Speaker | Faces Speaker | Cites Text | Speaks Once or More | Uses Complete Sentences | Relevant | Initiates Idea | Elaborates | Insightful | Respectful |
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| 23. | | | | | | | | | | |
| 24. | | | | | | | | | | |

INSTRUCTIONAL ROUTINES

What is an instructional routine?

An instructional routine is a classroom procedure that supports the development of content knowledge and literacy skills. An instructional routine provides students with a structured approach to thinking about a topic, question, or idea.

What is the purpose of an instructional routine?

The routines in *Wit & Wisdom* require students to activate different ways of thinking to process a text, thereby building content knowledge, deepening understanding, and developing literacy skills. Instructional routines increase student engagement and provide practices to make students' thinking and learning visible. The following table outlines the purpose, grouping, and instructions for the routines that occur frequently in *Wit & Wisdom*.

| Routine | Purpose | Grouping | How It Works |
|--|---|-----------------------|--|
| Anchor Chart | An Anchor Chart captures information, strategies, or procedures foundational to student learning. Posted in the classroom, it is often created collaboratively and is used—and frequently developed—across multiple lessons. | Whole group | <ol style="list-style-type: none"> 1 Write the title for the Anchor Chart on a large sheet of chart paper. 2 Add information, strategies, or procedures as taught or discussed, with student input if appropriate. 3 Post, refer, and encourage students to refer to the chart during any applicable lessons or activities. |
| Boxes and Buttons (Variation: Boxes, Bags, and Bullets) | Boxes and Buttons helps students practice summarizing and recording the main ideas and key details in informational texts. | Individuals or pairs | <ol style="list-style-type: none"> 1 Tell students that the box represents the main idea, and the buttons represent the key details. 2 Students label the box with the main idea and add buttons (or bullets) as they state each key detail, rereading the text as needed. Depending on the text and learning goal, students start with either the key details or the main idea. 3 As students progress, they can add bags, which represent the main ideas of subsections of text, to their boxes. Each bag can hold its own details (buttons). |
| Categorization | Categorization supports students in thinking critically about groups of words. | Small groups or pairs | <ol style="list-style-type: none"> 1 Provide a set of index cards with a vocabulary word written on each card. 2 Students sort the index cards into different categories of words. The categories can be assigned, or students can create them according to specified guidelines. |

| Routine | Purpose | Grouping | How It Works |
|----------------|---|-------------------------------------|--|
| Chalk Talk | A Chalk Talk is a silent conversation that helps students organize their thinking and fosters universal participation. It can serve as pre-work for Socratic Seminars. | Whole group, small groups, or pairs | <ol style="list-style-type: none"> 1 Write questions on the board or pieces of chart paper. 2 Students respond to the questions, as well as to others' follow-up questions and responses, by writing directly under each question on the board or paper. |
| Choral Reading | A Choral Reading supports fluency and comprehension of a challenging text. Choral Reading is appropriate for early elementary grades. | Whole group | <ol style="list-style-type: none"> 1 Provide copies of the text or display a large copy. 2 Read aloud a passage to model fluent reading and ask students to use their eyes or an index card to follow along with the text. 3 Reread the passage aloud, and have all students concurrently read the text aloud in unison. |
| Echo Reading | Use an Echo Reading during an early read to support students in being able to read challenging words and phrasing. | Whole group | <ol style="list-style-type: none"> 1 Provide copies of the text or display a large copy. 2 Read aloud a challenging selection in doable phrases from the text, modeling fluent reading. 3 Students echo the same phrases back, echoing voice, inflection, and the modeled pauses. 4 Repeat this process for the remainder of the text or excerpt. |
| Fishbowl | Use a Fishbowl to model or experiment with behaviors such as asking thoughtful questions, listening attentively, and sharing ideas. | Whole group | <ol style="list-style-type: none"> 1 Establish a purpose for the Fishbowl, directing students to focus their observations and learning on something specific. 2 Divide students into two groups—inside or outside the fishbowl. Outside students sit in a ring around Inside students. Typically, more students are situated outside the fishbowl than within it. 3 Provide additional information or directions to those in the fishbowl as needed. 4 Students inside the fishbowl engage in a collaborative task or discussion, while students outside observe. 5 Students debrief through discussion and/or writing. |

| Routine | Purpose | Grouping | How It Works |
|--------------------------|--|-------------------------------------|--|
| Gallery Walk | A Gallery Walk deepens engagement and understanding by allowing students to share their work with peers in a gallery setting. | Small groups, pairs, or individuals | <ol style="list-style-type: none"> 1 Post work around the room. The work can include individual writing pieces, small groups' Graffiti Walls, a variety of module texts, etc. 2 Students circulate, closely viewing the work. They can discuss with peers or record written observations. (Optional: Some students stand by their work to present it to viewers.) 3 Students debrief through discussion and/or writing. |
| Give One-Get One-Move On | A Give One-Get One-Move On activity engages all students in identifying and sharing key learning. | Pairs | <ol style="list-style-type: none"> 1 Students record key ideas on index cards or sticky notes. 2 Students circulate and locate a partner with whom to share their key ideas. 3 Announce: Give One to indicate that students should swap ideas and Get One from another student. 4 Announce: Move On to indicate that students should circulate again to find a new partner and repeat the process, explaining the new idea to the new partner. |
| Graffiti Wall | A Graffiti Wall helps students organize and deepen their thinking as they collaboratively explore key concepts. This routine supports visual learners and promotes collective learning. | Small groups | <ol style="list-style-type: none"> 1 Give small groups a large piece of chart paper. 2 After investigating, reading, and/or discussing a task, students record their ideas and learning on the paper through symbols, illustrations, words or phrases, and quotations. The routine can be scaffolded by giving a minimum or maximum number of symbols or phrases to be included on the wall. |
| Grammar Safari | A Grammar Safari allows students to hunt, or locate, grammar concepts using inductive reasoning and authentic texts from the module. | Small groups, pairs, or individuals | <ol style="list-style-type: none"> 1 Present examples of the grammar concept from the text, without naming the concept. 2 Ask students to describe what the examples have in common. 3 Name the targeted concept and ask students to generate a definition or rule(s) for the concept. 4 Students look for other examples in the texts and further refine the rules and/or definitions of the concept. 5 Students write their own sentences or paragraphs, highlighting their use of the grammar concept. |

| Routine | Purpose | Grouping | How It Works |
|--|---|--|---|
| <p>Graphic Organizer (Variations: Boxes and Bullets, Frayer Model, Morpheme Matrix, Relationship Maps)</p> | <p>A graphic organizer allows students to visually gather, organize, and express ideas, preparing students to effectively communicate ideas in writing or discussion.</p> | <p>Small groups, pairs, or individuals</p> | <ol style="list-style-type: none"> 1 Distribute handouts featuring spaces to record ideas and evidence from the text. As students progress, they can create their own graphic organizers. 2 Students record responses and then debrief through writing or discussion. <p>Variations:</p> <ul style="list-style-type: none"> ▪ Boxes and Bullets: Students record the text’s main ideas and supporting details. ▪ Frayer Model: Select a vocabulary word for further study. Students record the definition, characteristics of the word, examples of the word, and non-examples. (As an Extension activity, students sketch their examples and non-examples.) ▪ Morpheme Matrix: Students explore new roots and affixes. ▪ Relationship Map: Select a graphic organizer such as a Venn diagram, word web, or spoke wheel. Students record information to convey the relationships between the words or concepts. |
| <p>Jigsaw (Variation: One Stay, Three Stray)</p> | <p>Use a jigsaw for students to study one section of a text (or task) and then share with students who studied other sections. This gives all students access to the ideas from the full text without requiring them to read the full text closely. It also encourages collaborative learning.</p> | <p>Small groups</p> | <ol style="list-style-type: none"> 1 Divide a text (or task) into multiple pieces. 2 Divide students into home groups. Assign each student in a home group a specific piece of the text (or task). 3 Students regroup according to their assignment from step 2, meeting in expert groups with others who share the same assignment. 4 Students work collaboratively in their assignment-based groups to become experts on their assigned text (or task). 5 Students then return to their home groups. Each group member shares their expertise. <p>Variation:</p> <p>One Stay, Three Stray: Students from one jigsaw group visit other groups and then report back to the jigsaw group.</p> |

| Routine | Purpose | Grouping | How It Works |
|---|--|--|--|
| Link Up | Link Up helps students understand the connection between two identified words. | Pairs | <ol style="list-style-type: none"> 1 Give each student an index card with a vocabulary word. 2 Specify which relationships among words students should consider, such as meaning, part of speech, or usage in a particular text. 3 Students circulate and discuss with each person they meet whether their cards are related in the way specified. 4 Once students identify someone with a related word, they link up with that person. 5 As a whole group, students debrief; for example, by sharing the relationship among their words. |
| Literary Dominoes | Literary Dominoes helps students review, comprehend, and analyze the plot of a story by ordering and connecting the events. | Small groups, pairs, or individuals | <ol style="list-style-type: none"> 1 Students record important events or plot points from the text on separate slips of paper and tape them onto dominoes. 2 Students order the dominoes so that each plot point is placed next to the event it causes. If more than one plot point arises from a single event, students include branches from that plot point. Alternatively, students can organize the dominoes to show different types of relationships between plot points. 3 Students may also consider What if? questions about the events. 4 Each group writes a summary of one of the events, describing the consequences. |
| Mix and Mingle (Note that other resources might call this routine Standing Think–Pair–Share, Freeze–Mix–Pair, or Back-to-Back and Face-to-Face.) | Mix and Mingle offers an active way for students to orally share ideas about the text. | Whole group, small groups, pairs | <ol style="list-style-type: none"> 1 Develop a question or set of questions about the text. 2 Each student circulates, sharing their question with a peer. (Optional: On a cue—e.g., stop music, chant, call out directions—students stop, stand back-to-back with a partner, and listen to the question.) 3 Students think about and then discuss the question or questions. |
| Outside-In | Use Outside-In to determine word meaning from context and morphology, such as roots and prefixes. | Whole group, small groups, pairs, or individuals | <ol style="list-style-type: none"> 1 Select a vocabulary word from the text. 2 Ask students to discuss what the context reveals about the word's possible meaning. 3 Ask students to discuss clues to meaning within the word, such as roots and prefixes. 4 Have students draft possible definitions and then verify them using reference materials. |

| Routine | Purpose | Grouping | How It Works |
|---|--|-----------------------------------|--|
| Partner Reading | Partner Reading is a cooperative activity that encourages peer-to-peer learning. It is a routine for fluency practice only when students have previously read the text. | Pairs | <p>Option 1:</p> <p>Partner A reads the assigned passage while the other listens and comments on a specified aspect of the reading (e.g., accuracy or fluency). Then, Partner B reads the same passage while the other listens and comments.</p> <p>Option 2:</p> <p>Partner A reads a few paragraphs or pages. Then, Partner B reads the next few paragraphs or pages. Partners can share feedback after hearing the other read.</p> |
| Praise, Question, Suggestion | Praise, Question, Suggestion is a routine for authentic peer-to-peer feedback. | Small groups or pairs | <ol style="list-style-type: none"> 1 Each student shares work with a partner or the group. 2 The partner or group members give(s) specific positive feedback, ask(s) a question, and offer(s) a suggestion. (Optional: Establish a focus for peer feedback, e.g., one (or more) criterion from the writing checklist.) 3 Each student summarizes their plan for revision based on the feedback. |
| Question Corners (Variation: Four Corners) | Question Corners provide a way for students to express and support their opinions. | Small groups and then whole group | <ol style="list-style-type: none"> 1 Present a controversial statement or question. 2 In each corner of the classroom, post a response or opinion. Students move to the corner that best represents their opinion. 3 Students discuss the reasons why they chose their corner. 4 After listening to one another's reasoning, students have the option of moving to another corner, but they must explain the rationale for the move. |
| Quick Write | A Quick Write is a brief written response that helps students reflect on a topic and teachers to assess comprehension. It can be used at the beginning of a lesson as a warm-up, during the middle of the lesson in response to an idea or section of text, or at the end of the lesson to summarize key ideas. | Individuals | <ol style="list-style-type: none"> 1 Provide a question or open-ended prompt. 2 Allot 2–10 minutes for students to write. |

| Routine | Purpose | Grouping | How It Works |
|------------------|--|-------------------------------------|---|
| Quiz-Quiz-Trade | Quiz-Quiz-Trade helps students review and assess their understanding of a concept or topic by posing questions to a peer and then checking the peer's response. | Pairs | <ol style="list-style-type: none"> 1 Prepare review cards with questions on one side and answers on the other side. 2 Distribute one card to each student. 3 Students circulate around the room and locate a partner. 4 Partners quiz one another by asking the written question, then checking peer responses against the written answers. 5 Partners switch cards and repeat the process with new partners. |
| Readers' Theater | A Readers' Theater allows students to practice fluency as they read from scripts, adding their own dramatic elements, such as expression and gestures, to their performances. | Whole group, small groups, or pairs | <ol style="list-style-type: none"> 1 Using a prepared script (including sections of a module text), assign parts to students, considering their varied abilities. 2 Students read their parts silently, annotating for challenging vocabulary, questions about basic understanding, and ideas for fluent expression and dramatic interpretation. 3 Students read aloud with a partner to rehearse the language, phrasing, and expression of the text. 4 When using the same script with multiple performance teams, group students who have the same part together for practice and peer coaching. 5 Allow students time to rehearse and coalesce their roles into a unified scene. 6 Have students perform the Readers' Theater, giving time for feedback after each group finishes. <p>Variation:</p> <p>Identify one or more important scenes or excerpts for students to perform in groups. Students create their own scripts by using highlighters to identify each character's and narrator's parts or by rewriting the excerpt in the form of a script.</p> |

| Routine | Purpose | Grouping | How It Works |
|--|--|---|--|
| <p>Response Techniques (Variations: Equity Sticks, Response Cards, Nonverbal Signals, Whiteboards)</p> | <p>Response techniques encourage whole class engagement while enabling teachers to conduct quick, formative assessments of student understanding.</p> | <p>Whole group</p> | <p>Pose a question and then use a technique to elicit quick responses from a variety of students</p> <p>Variations:</p> <ol style="list-style-type: none"> 1 Equity Sticks: Call on students by randomly selecting names from a container that holds all students' names on slips of paper or craft sticks. <ul style="list-style-type: none"> ▪ Recommended for open-ended questions 2 Response Cards: Students select a response from a set of pre-printed response cards, and then hold up their card for the class to see. <ul style="list-style-type: none"> ▪ Recommended for questions with a closed set of possible responses 3 Nonverbal Signal: Students respond with a general signal (e.g., the American Sign Language [ASL] sign for yes or no) or a situation-specific signal (e.g., the ASL letter P when they hear details about a story's problem). To encourage independent thinking, suggest that students make the signals close to their chests. <ul style="list-style-type: none"> ▪ Recommended for questions with a closed set of possible responses 4 Whiteboards: Students write responses on individual whiteboards or other erasable boards and then hold up their responses for the class to see. <ul style="list-style-type: none"> ▪ Recommended for open-ended or closed questions with short written responses |
| <p>See-Think-Wonder (Also called: Observe-Infer-Wonder)</p> | <p>See-Think-Wonder encourages students to think carefully about a new text and stimulates their curiosity. It can focus students' exploration of a new module topic or text.</p> | <p>Whole group, small groups, pairs, or individuals</p> | <ol style="list-style-type: none"> 1 Display a short, interesting text, such as a piece of visual art, an illustration, or a quotation. 2 Students briefly consider the new text independently. 3 Students discuss what they observe in the text, recording observations in individual or class notes. 4 Next, students discuss what they think or infer about the text, justifying their inferences with evidence and recording them in individual or class notes. 5 Finally, students discuss what they wonder about the text, recording questions in individual or class notes. |

| Routine | Purpose | Grouping | How It Works |
|---|---|----------------------|--|
| Shared or Collaborative Writing | Shared or Collaborative Writing enables students to build their understanding of exemplary writing through developing a piece of writing as a class. | Whole group | <ol style="list-style-type: none"> 1 Students read the writing prompt. Explain any criteria for the first sentence or section of the writing piece. 2 Students draft the first sentence or section through Stop and Jot or Think-Pair-Share, writing on erasable boards, etc. 3 Choose a strong student response or combine and rephrase several students' ideas. In Shared Writing, the teacher writes the piece. In Collaborative Writing, students share the pen, manually writing or typing some components of the piece. 4 Display the chosen sentence or section. Ask students to read it. Explain and discuss how the chosen piece of writing meets the target criteria. 5 Repeat the procedure for the rest of the sentences or sections of the writing piece. 6 Students read the entire piece and then debrief about what they learned about writing. 7 Save students' collaborative text as an exemplar. Throughout the year, students can refer back to it for support during writing |
| Signal Unknown Words | Signal Unknown Words allows students to build vocabulary and improve comprehension. | Pairs or individuals | Students identify and annotate or record unknown words in a text, prioritizing those that are critical to student understanding. |
| Sky Writing (Variations: Arm Writing, Floor Writing) | Sky Writing helps students practice writing letter(s) or word(s) in the air before committing them to paper. Note: Sky Writing is appropriate for early elementary grades. | Individuals | <ol style="list-style-type: none"> 1 Present a question or task that can be answered with simple letters or words (e.g., multiple-choice questions, questions with one-word answers). 2 Students stand, hold one arm straight out, and point a finger. 3 Students trace the letter(s) or word(s) in the air. <p>Variations:</p> <ul style="list-style-type: none"> ▪ Arm Writing: Students stay seated and use a finger to write on their arms. ▪ Floor Writing: Students stay seated and write on the floor with one finger. |

| Routine | Purpose | Grouping | How It Works |
|--|--|---|--|
| <p>Stop and Jot (Variation: Stop and Draw)</p> | <p>Stop and Jot allows individual written responses to texts or learning. This procedure provides ongoing assessment data for teachers and helps students track their thinking.</p> | <p>Individuals and then pairs or whole group</p> | <ol style="list-style-type: none"> 1 During a task, prompt students, using either a verbal cue or a visual symbol (e.g., stop sign, response box), to pause and respond to a question. 2 Students write a brief response. 3 Students briefly discuss their responses with a partner and/or the whole class. 4 Students can reference their Stop and Jots when completing formative assessments. <p>Variation:</p> <p>Stop and Draw: Rather than writing, younger students draw a quick sketch to represent responses.</p> |
| <p>Story Stones</p> | <p>Story Stones provide students visual and tactile prompts for retelling stories or identifying story elements.</p> | <p>Whole group, small groups, pairs, or individuals</p> | <ol style="list-style-type: none"> 1 Create story stones by painting stones with symbols representing basic story elements (beginning, middle, and end) or more sophisticated literary terms (character, setting, problem, and resolution). Lessons give suggestions for specific symbols. <p>Options for using the stones:</p> <ol style="list-style-type: none"> a. Identify a specific stone, and ask students to give details from the text corresponding to the stone. b. Students draw a stone from a pile and provide information from the text about that element. c. Students touch the stones as they orally retell or recount the story, using the stones as reminders to include each major element. Alternatively, students place stones in the correct element spot when the corresponding element appears in the text. |
| <p>Tableau (Variation: Moving Tableau)</p> | <p>A Tableau encourages students to visually and kinesthetically express understanding of an idea or text excerpt.</p> | <p>Small groups or pairs</p> | <ol style="list-style-type: none"> 1 Students use their bodies and facial expressions to create a scene that represents a specific idea or re-creates a scene from the text. 2 The students in each tableau do not speak. 3 A student outside of each tableau may narrate the scene for the viewers. <p>Variation:</p> <p>Moving Tableau: As appropriate, motion can be included in a tableau to meet the needs of kinesthetic learners and represent elements of the text.</p> |

| Routine | Purpose | Grouping | How It Works |
|---|---|--|---|
| <p>T-chart (Variation: Notice and Wonder T-Chart)</p> | <p>A T-chart allows students to visually gather and organize evidence or ideas about two aspects of an assigned or chosen topic, preparing them to effectively communicate ideas in writing or discussion.</p> | <p>Whole group, small groups, pairs, or individuals</p> | <ol style="list-style-type: none"> 1 Students to make a table in the shape of a lowercase t, with a vertical line down the center and a horizontal line at the top. 2 Students label each column of the chart above the horizontal line. 3 Students record evidence or ideas on the chart below the horizontal line. 4 Students debrief through writing and/or discussion. <p>Variation:</p> <p>Notice and Wonder T-Chart: Students create T-charts, recording observations about a text on the left-hand side and questions about it on the right-hand side.</p> |
| <p>Think-Pair-Share (Variations: Think-Pair, Think-Pair-Square, Jot-Pair-Share)</p> | <p>A Think-Pair-Share allows individual students to consider their thoughts about a question and then collaboratively discuss the question with peers.</p> | <p>Individuals, then pairs, then small groups or whole group</p> | <ol style="list-style-type: none"> 1 Pose a thought-provoking question. 2 Give students time to think. 3 Students share their responses with a partner. 4 Then, pairs share their responses with small groups or the whole group. Not all students need to share their responses in the larger group. <p>Variations:</p> <ul style="list-style-type: none"> ▪ Think-Pair: Complete the same procedure without the small or whole group sharing. ▪ Think-Pair-Square: Students conduct a Think-Pair and then join a second pair, sharing in groups of four. ▪ Jot-Pair-Share: Students quickly jot down their thinking prior to sharing with a partner. |

| Routine | Purpose | Grouping | How It Works |
|--|---|--|--|
| Think-Puzzle-Explore | Think-Puzzle-Explore encourages inquiry about a new topic by activating prior knowledge and questions about the topic, and then identifying ideas and strategies for further inquiry. | Whole group, small groups, pairs, or individuals | <ol style="list-style-type: none"> 1 Students briefly consider the new topic independently. 2 Students discuss what they think they know about the topic, recording thoughts in individual or class notes. 3 Students discuss what puzzles them about the topic, recording questions in individual or class notes. 4 Students discuss how they can explore the topic, recording ideas in individual or class notes. 5 Display a class record of students' thoughts, questions, and exploration ideas, including any misconceptions. As students learn more about the topic, return to the class record to allow students to correct misconceptions. |
| 3-2-1 Response | A 3-2-1 Response encourages students to reflect on their reading or new learning and provides formative assessment data for teachers. | Individuals | <ol style="list-style-type: none"> 1 Display a 3-2-1 prompt. 2 Students write in their Response Journals and then discuss, or they submit 3-2-1 Exit Tickets. <p>Below are examples of 3-2-1 Response prompts.</p> <p>Example A</p> <ul style="list-style-type: none"> ▪ 3 most important ideas ▪ 2 supporting details ▪ 1 question <p>Example B</p> <ul style="list-style-type: none"> ▪ 3 things you learned ▪ 2 questions you still have ▪ 1 text-to-text connection |
| Value Line-Up (Note that other resources might call this routine Take a Stand.) | A Value Line-Up encourages students to organize and deepen their thinking about essential concepts, as they demonstrate agreement or disagreement with a posed statement or point of view, while also expanding understanding by listening to classmates' beliefs. | Whole group, then pairs | <ol style="list-style-type: none"> 1 Read aloud a statement related to a module idea or concept. 2 Students line up based on their level of agreement or disagreement with the statement. 3 The single line then folds in half, pairing students such that students who most disagree are partnered with those who most agree. 4 Partners discuss their individual positions. |

| Routine | Purpose | Grouping | How It Works |
|--|--|--|---|
| Whip Around | A Whip Around serves as a quick check for understanding of each student's thinking or a culminating reflection on learning. | Whole group | <ol style="list-style-type: none"> 1 Pose an open-ended question. 2 Individual students jot down or think about their answers. 3 Students share their responses one after another until all students have shared their answers. 4 If students wrote their answers, each student can strike out their answer if someone else says it first. |
| Wonder Chart (Variation: Notice and Wonder T-Chart) | A Wonder Chart encourages students to think about a new, complex text by writing questions about their areas of curiosity and confusion, then investigating the answers to those questions. Students' questions provide formative assessment data and set the stage for further discussion. | Whole group, small groups, pairs, or individuals | <ol style="list-style-type: none"> 1 Display a chart with three columns: Questions, Answers in Progress, and Complete Answers. 2 After the first read of a text, students write text-based questions on large sticky notes, and then place the notes in the Questions column. 3 Select questions to investigate, and/or group similar questions together. 4 During later reads of the text, students identify the questions they can now answer with text evidence. They write responses on large sticky notes, and then attach the notes to the relevant question notes. 5 As appropriate, move each question-and-answer pair to the Answers in Progress or Complete Answers column. <p>Variation:</p> <p>Notice and Wonder T-Chart: Students create T-charts, recording observations on the left-hand side and questions on the right-hand side.</p> |

| Routine | Purpose | Grouping | How It Works |
|---|---|--|--|
| Wonder Wheel (Variation: Question Cube) | A Wonder Wheel encourages students to ask a variety of questions using pre-identified question stems. | Whole group, small groups, pairs, or individuals | <ol style="list-style-type: none"> 1 On chart paper, create a wagon-wheel shape with I Wonder in the middle of the wheel. 2 Generate a list of question stems that radiate like spokes from the middle of the wheel. Questions stems can be the question words who, where, when, what, why, and how, or more text-specific stems. 3 Students choose stems to ask questions about the text. <p>Alternatively, students choose a question stem from the wheel and ask as many text-based questions as they can using the chosen stem.</p> <p>Variation:</p> <p>Question Cube: Students roll a cube with a different question stem on each side, generating a new text-based question(s) with each stem they roll.</p> |
| Word Line | A Word Line encourages students to order words on a continuum to explore the relative intensity or shades of meaning of a word or concept. | Small groups, pairs, or individuals | <ol style="list-style-type: none"> 1 Select a group of vocabulary words from a text. 2 Students write the words in order of intensity. For example, students might rank words from most extreme to least extreme. Consider writing the words on index cards to aid kinesthetic learners. 3 Students debrief through discussion. |
| Word Wall | A Word Wall supports students in tracking, using, and deepening understanding of vocabulary. | Whole group, small groups, pairs, or individuals | <ol style="list-style-type: none"> 1 Designate a space on the classroom wall. 2 When students encounter key vocabulary, have them use sticky notes to add words, definitions, illustrations, and examples to the space. 3 Have students refer to the Word Wall to incorporate vocabulary into discussion and writing. |

VOCABULARY INSTRUCTION EXAMPLES

This section provides examples of how some common strategies and instructional routines can be used for vocabulary instruction in *Wit & Wisdom*.

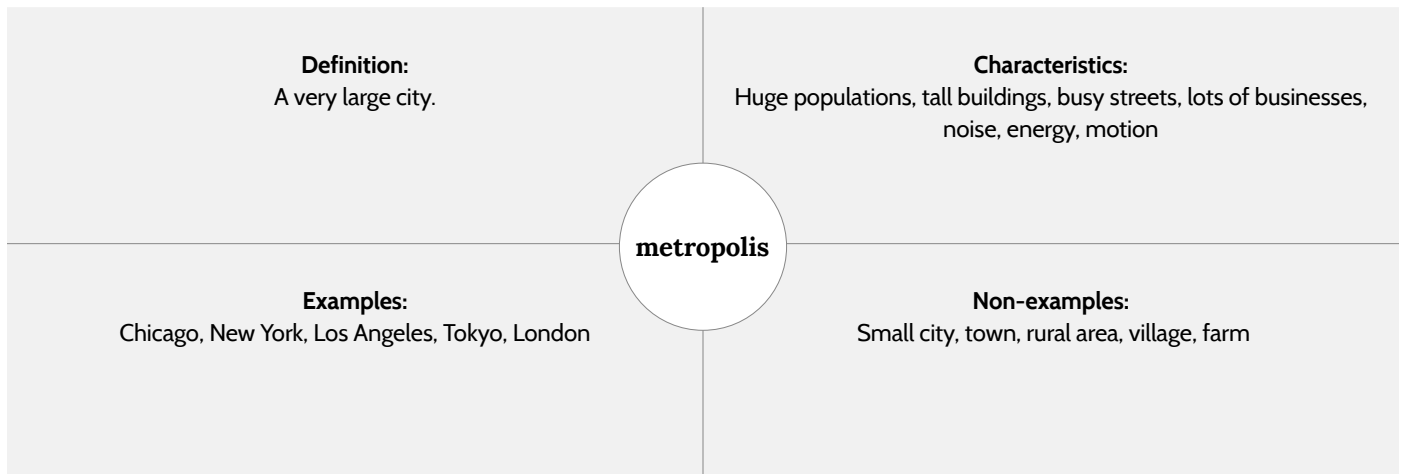
Frayer Model (Kindergarten through Grade 8)

The Frayer Model is a graphic organizer that students can use to represent their understanding of a word by providing its definition, characteristics, examples, and non-examples. This is a time-intensive strategy and should be used sparingly (focusing on no more than one word in a given day) with words that represent major knowledge-building concepts or crucial text-based understandings. It is also a good way to summarize a concept that has already received some attention.

The strategy works well in small groups of two to four. Several groups can work on the same word and compare their results.

When introducing the Frayer Model, the teacher can place a word in the middle of the organizer, and work with students to fill out the four quadrants. Over time and with practice, students can take more ownership of the process and fill out the organizer with increasing independence.

The following is an example of a Frayer Model for the word *metropolis*.



Morpheme Matrix (Grades 3 through 8)

This strategy exposes students to new roots and affixes. It can be used to introduce a new term or to build upon a known root.

Steps for explicit instruction include the following:

- 1 Teacher introduces a term and encourages students to break apart the term to its root(s) and affix(es).
Example: reconstruct can be broken into re-, con-, and struct.
- 2 Teacher explicitly teaches the meaning of the root.
Example: struc(t) means to build.
- 3 Teacher encourages students to brainstorm additional words that have the struct root.
Example: instruction, structure, construction
- 4 Students complete a Morpheme Matrix around the root. This can be done individually, or in pairs or groups.
The main goal is to see how the root can grow.

| | | | | | |
|-----------------------------------|-----|--------------------------|-----------------------------|-------------------|------------------|
| re de | con | struct “build” | s ed ing ion or | | |
| in | de | | ive | ly ity ness | |
| in od sub super infra | | | ure | es ed ing | |
| | | | | al | ly ism ist |

For other examples of morpheme matrices, see the Mini-Matrix Maker (<http://witeng.link/0617>).

- 5 Teacher selects terms that students generated as the basis for a root discussion.
Example: What does build have to do with instruction?
- 6 Students add any newly learned words to their Vocabulary Journals.

Outside-In (Kindergarten through Grade 8)

Students use this strategy to determine the meanings of unknown words as they read. The strategy will work only for words with recognizable roots and affixes, and for the minority of words (about 25 percent) that have meanings readers can infer from context. Students will be more likely to derive meaning from the inside if root words or affixes are present but only if they know the meaning of the root or affix.

To introduce the strategy, write the words *Outside* and *Inside* on the board. Invite students to brainstorm by asking: What kind of evidence can be found outside, or around, a word that might help you know what it means (e.g., context clues in neighboring words and sentences and/or illustrations)? Then ask: What kind of evidence can be found inside a word that might help you know what it means (e.g., word parts/roots/affixes)?

Model for students how to use the strategy.

Example:

The director made a unilateral decision. He canceled the annual company picnic without discussing it with his managers, which made them angry.

Share with students how you can look outside of the word for clues.

Say: The word describes a kind of decision or action. The boss made this kind of decision. It must be a bad decision because it made the managers angry.

Model how you can look inside the word for clues.

Say: The prefix uni- means one. I know that prefix from other words like unicycle (a bicycle with just one wheel) or unicorn (an animal with one horn). So, I think that *unilateral* means one something. Then I can look outside again. If the boss made a one-something decision, what could it have been? He did not tell the managers about it. He just did it on his own. Maybe unilateral means one-way or one-sided. That seems to work in the sentence: *The director made a one-sided decision.*

Example taken from: Ebbers, Susan M., and Carolyn A. Denton. "A Root Awakening: Vocabulary Instruction for Older Students with Reading Difficulties." *Learning Disabilities Research and Practice*, volume 23, issue 2, 2008, pp. 90–102.

Notes:

- While it is possible to break down some word parts into even smaller roots, be mindful of the ways in which most people realistically understand words. Atomizing a word into the smallest possible parts, at least at first, may add unnecessary complications.
- When appropriate, prompt students to apply their knowledge of a new morpheme or root to understanding a concept on a deeper level. For instance, after breaking down democracy into demo (people) + crat (ruler), ask students how understanding the word parts helps them understand the concept of democracy as compared to other forms of rule (e.g., plutocracy, aristocracy).

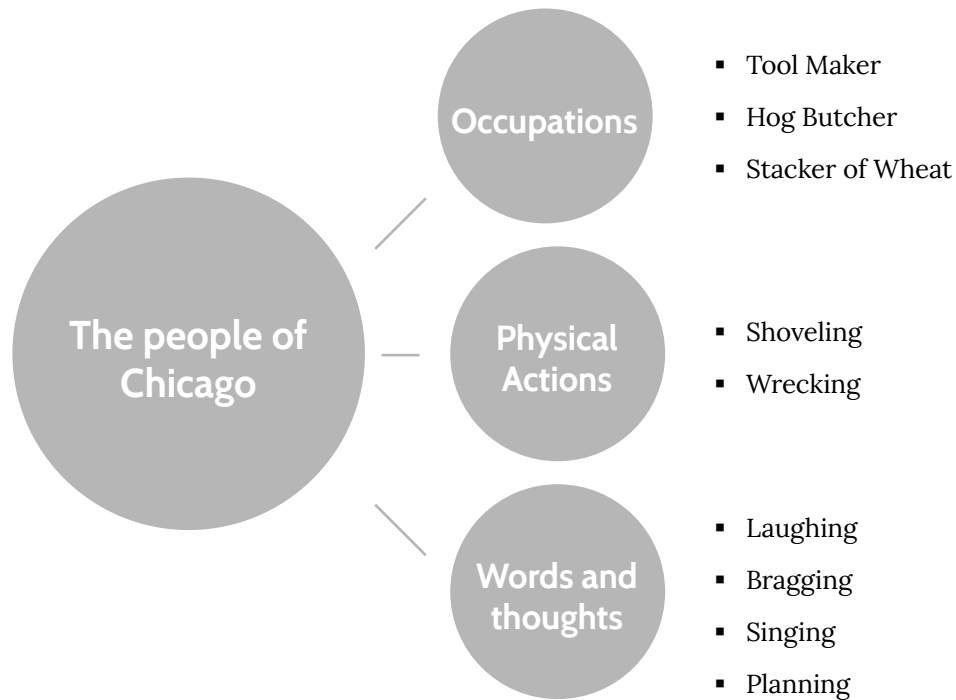
Relationship Mapping (Kindergarten through Grade 8)

When studying multiple words that have a significant relationship to each other, the teacher (in lower grades) or students (in upper grades) can select several terms from the text or module (e.g., We have learned about several words this week. How might community, prosper, settler, and origin be connected?). Students then determine a connection between the terms.

With more complex groups of words, students can create a graphic organizer to represent how the words relate. The shape will vary depending on the word relationships (e.g., Venn diagram, spoke wheel).

Example:

Words from “Chicago,” Carl Sandburg:



Student-Generated Definitions (Grades 3 through 8)

This activity is a follow-up to the Signal Unknown Words routine. It works best after a first or second reading.

- 1 Before the lesson, the teacher determines a list of text-critical and content words that are likely to be unfamiliar to students. Teachers can use the Module Word List provided in Appendix B of each module as a resource for building the list.
- 2 Students individually signal unknown words.
- 3 The class shares the words aloud with the teacher, who collects them on the board. To avoid spending time on too many low-priority words, the teacher can ask how many students circled the same word. If only two to three students raise their hands for a particular word that is not on the teacher's predetermined list, the word can be set aside for the time being.
- 4 The teacher adds to the board any words from the Module Word List that students did not.
- 5 The teacher goes through the list. For words that are not from the Module Word List, the teacher asks for a volunteer to supply the meaning. If no one can, the teacher provides a brief definition, and the class moves on. (It is helpful for students to know why certain words are worth spending more time on.)
- 6 The teacher allocates remaining words evenly among small groups of students.
- 7 Each small group attempts to define its words using word-solving strategies, in the following order:
 - a. Asks whether any group members know the word already
 - b. Looks for clues and/or resources in the text—such as context, appositives, footnotes, or a glossary—that
 - i may clearly define the word (This will likely be the case only 20 to fifty 50 of the time.)
 - ii determines whether meaning can be derived from roots and/or affixes
 - iii verifies meaning in a dictionary, ideally one with student-friendly definitions
 - c. Returns to the text to confirm that the meaning makes sense in context
- 8 The class reconvenes, and each group shares definitions with the whole class.
- 9 Students record definitions in their Vocabulary Journals (only for words they signaled as unknown).

Word Line (Kindergarten through Grade 8)

When analyzing words that have strong connotations (or a group of words that are close in meaning), students can place the words on a word line to rate the relative intensity of the words. This helps students understand the subtle shades of meaning that differentiate words that are ostensibly synonymous. This strategy works well in small groups; several groups can work on the same word and compare their results.






Example:

Word line for words related to angry:

annoyed → *exasperated* → *mad* → *angry* → *furious* → *incensed* → *irate* → *apoplectic*

Younger students (Kindergarten through Grade 1) will need more support.

SAMPLE ANNOTATION SYMBOLS CHART

| Response | Annotation Symbol |
|--|---|
| Questions and confusions | ? |
| Observations | ● |
| Connections | <p>To other text:  T</p> <p>Within the text: </p> <p>To the world:  W</p> |
| Unknown words | WORD |
| Figurative language (e.g., similes, metaphors, personification, alliteration, onomatopoeia, hyperbole, idioms) | [He ran like the wind] |
| Transition words (e.g., first, then, next) | First |
| Key passages to quote or cite later | <> |
| Standard-specific element (e.g., alliteration, point of view, humor, suspense) |   POV |

WRITING MODELS

Informative/Explanatory Writing Models

Kindergarten through Grade 1: TopIC

Make a TopIC sandwich:

| | | |
|-----|-------------|--|
| Top | Topic | State the topic. |
| I | Information | Supply facts and details about the topic |
| C | Conclusion | Reinforce your topic |

Grades 2 through 3: I-TEE-C

Describe your knowledge to a TEE:

| | | |
|---|-----------------|---|
| I | Introduction | Introduce your reader to the topic |
| T | Topic Statement | State your essential idea about the topic |
| E | Evidence | Supply evidence that develops your topic |
| E | Elaboration | Explain how the evidence develops your topic |
| | Evidence | Supply more evidence that develops your topic |
| | Elaboration | Explain how the evidence develops your topic |
| C | Conclusion | Reinforce your essential idea |

Grades 3 through 8: To-SEEC (To SEE Clearly)

Write a To-SEEC paragraph:

| | | |
|---------|----------------------|---|
| To S | Topic Statement | State your essential idea about a topic |
| E | Evidence | Cite evidence that develops your topic, including necessary context |
| E | Elaboration | Explain how the evidence develops your topic |
| C | Concluding Statement | Reinforce your essential idea |

Write a To-SEEC essay:

| | | |
|---|-----------|--|
| H | Hook | Catch your audience's attention |
| I | Introduce | Introduce your audience to the topic |
| T | Thesis | State your essential idea about the topic and preview your supporting points |

| | | |
|---------|----------------------|---|
| To S | Topic Statement | State a point that supports your thesis |
| E | Evidence | Cite evidence for your point, including necessary context |
| E | Elaboration | Explain how the evidence relates to the point |
| C | Concluding statement | Close the paragraph |
| | Topic Statement | Transition from your last point and state another point that supports your thesis |
| | Evidence | Cite evidence for your point, including necessary context |
| | Elaboration | Explain how the evidence relates to the point |
| | Concluding Statement | Close the paragraph |
| C | Conclusion | Reinforce your thesis, reflecting on its significance |

Opinion/Argument Writing Models

Kindergarten through Grade 1: OReO

Make an opinion sandwich:

| | | |
|----|---------|---|
| O | Opinion | Grade K: State an opinion about the topic Grade 1: Introduce the topic and state an opinion about it |
| Re | Reasons | Supply reason(s) that support the opinion |
| O | Opinion | Reinforce your opinion |

Grade 2: I-OREO

| | | |
|---|--------------------|--|
| I | Introduction | Introduce your reader to the topic |
| O | Opinion Statement | State your opinion on the topic |
| R | Reason | Supply a reason that supports your opinion |
| E | Evidence | Cite evidence for the reason |
| | Reason | Supply another reason that supports your opinion |
| | Evidence | Cite evidence for the reason |
| O | Opinion Conclusion | Reinforce your opinion in a conclusion |

Grades 3 through 5: OREEO or HI-OREE-CO

Write an opinion paragraph:

| | | |
|---|-------------------|---|
| O | Opinion Statement | State your opinion on a topic |
| R | Reason | Supply a reason that supports your opinion |
| E | Evidence | Cite evidence for the reason, including necessary context |
| E | Elaboration | Explain how the evidence relates to the reason |
| O | Opinion | Reinforce your opinion in a conclusion |

Write an opinion essay:

| | | |
|---|-------------------|---|
| H | Hook | Catch your audience's attention |
| I | Introduce | Introduce your audience to the topic |
| O | Opinion Statement | State your opinion on the topic and preview your supporting reasons |

| | | |
|---|----------------------|---|
| R | Reason | State a reason that supports your opinion |
| E | Evidence | Cite evidence for the reason, including necessary context |
| E | Elaboration | Explain how the evidence relates to the reason |
| C | Concluding Statement | Close the paragraph |

| | | |
|--|----------------------|--|
| | Reason | Transition from your last reason and state another reason that supports your opinion |
| | Evidence | Cite evidence for the reason, including necessary context |
| | Elaboration | Explain how the evidence relates to the reason |
| | Concluding Statement | Close the paragraph |

| | | |
|---|---------|--|
| O | Opinion | Reinforce your opinion, reflecting on its significance |
|---|---------|--|

Grades 6 through 8: CREEA-C or HI-CREEA-CC

Write an argument paragraph:

| | | |
|---|----------------------|---|
| C | Claim | State your claim(s) about a topic |
| R | Reason | State a reason that supports your claim |
| E | Evidence | Cite evidence for the reason, including necessary context |
| E | Elaboration | Explain how the evidence relates to the reason |
| A | Alternate Claim(s)* | Grade 6: Remove this section Grade 7: Acknowledge alternate or opposing claim(s) Grade 8: Acknowledge and distinguish from alternate or opposing claim(s) |
| C | Concluding Statement | Reinforce your argument |

Write an argument essay:

| | | |
|---|-----------|---|
| H | Hook | Catch your audience's attention |
| I | Introduce | Introduce your audience to the topic |
| C | Claim | State your claim(s) about the topic and preview your supporting reasons |

| | | |
|---|----------------------|---|
| R | Reason | State a reason that supports your claim |
| E | Evidence | Cite evidence for the reason, including necessary context |
| E | Elaboration | Explain how the evidence relates to the reason |
| C | Concluding Statement | Close the paragraph |

| | | |
|---|----------------------|--|
| R | Reason | Transition from your last reason and state another reason that supports your claim |
| E | Evidence | Cite evidence for the reason, including necessary context |
| E | Elaboration | Explain how the evidence relates to the reason |
| C | Concluding Statement | Close the paragraph |



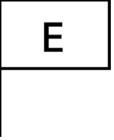

| | | |
|---|---------------------|---|
| A | Alternate Claim(s)* | Grade 6: Remove this section Grade 7: Acknowledge alternate or opposing claim(s) Grade 8: Acknowledge and distinguish from alternate or opposing claim(s) |
|---|---------------------|---|

| | | |
|---|------------|--|
| C | Conclusion | Reinforce your argument, reflecting on its significance. |
|---|------------|--|

*Acknowledgment of alternate or opposing claim(s) does not occur in a fixed order; it can happen anywhere in the paragraph or essay.




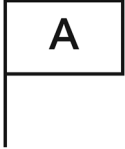


Narrative Writing Models

Kindergarten through Grade 2: CSPER

| | | | |
|--|---|------------|---|
|  | C | Characters | Who the story is about |
|  | S | Setting | When and where the story takes place |
| X | P | Problem | The main character's challenge |
|  | E | Events | What happens |
|  | R | Resolution | End of the problem |

Grades 3 through 8: ESCAPE

ESCAPE into a story:

| | | | |
|---|---|------------|---|
|  | E | Establish | <p>Grades 3–5: Orient your reader to a situation</p> <p>Grade 6: Engage and orient your reader by establishing a context</p> <p>Grades 7–8: Engage and orient your reader by establishing a context and point of view</p> |
|  | S | Setting | When and where the story takes place |
|  | C | Characters | Who the story is about and what they want |
|  | A | Action | <p>Grades 3–5: What events happen and how characters respond</p> <p>Grades 6–8: What events happen and how characters experience the events</p> |
|  | P | Problem | What prevents the main character(s) from getting what they want |
|  | E | Ending | Resolution to the problem |

Note: As appropriate in Grades 3 through 8, emphasize that students can change the sequence of the story elements for effect.

WRITING RUBRICS

| Kindergarten: Informative/Explanatory Writing | | | | |
|---|--|--|---|--|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Structure | <p>Using a combination of drawing, dictating, and writing:</p> <ul style="list-style-type: none"> ▪ Responds thoroughly to all elements of prompt. ▪ Names specific topic. ▪ Supplies two additional pieces of information about the topic after naming the topic. | <p>Using a combination of drawing, dictating, and writing:</p> <ul style="list-style-type: none"> ▪ Responds to all elements of prompt. ▪ Names general topic. ▪ Supplies one additional piece of information about the topic after naming the topic. | <p>Using a combination of drawing, dictating, and writing:</p> <ul style="list-style-type: none"> ▪ Responds to some elements of prompt. ▪ Information about topic is supplied; topic is apparent but not explicitly stated. | <p>Using a combination of drawing, dictating, and writing:</p> <ul style="list-style-type: none"> ▪ Does not respond to prompt; off-topic. ▪ Does not supply information about topic; topic is unclear. |
| Development | <p>With guidance and support such as collaborative planning:</p> <ul style="list-style-type: none"> ▪ Supplies two pieces of evidence from text(s). ▪ Evidence provided develops topic. | <p>With guidance and support such as collaborative planning:</p> <ul style="list-style-type: none"> ▪ Supplies one piece of evidence from text. ▪ Evidence provided relates to topic. | <p>With guidance and support such as collaborative planning:</p> <ul style="list-style-type: none"> ▪ Supplies general evidence that may not come from text or may not be factually accurate. ▪ Evidence may not consistently relate to topic. | <p>With guidance and support such as collaborative planning:</p> <ul style="list-style-type: none"> ▪ Does not supply evidence. |
| Conventions | <p>The following only applies when using students' own writing:</p> <ul style="list-style-type: none"> ▪ Shows consistent command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; occasional errors may interfere with meaning but main points are intelligible to reader. | <p>The following only applies when using students' own writing:</p> <ul style="list-style-type: none"> ▪ Shows general command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; some errors interfere with meaning. | <p>The following only applies when using students' own writing:</p> <ul style="list-style-type: none"> ▪ Shows partial command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors interfere with meaning and some main points are not intelligible to reader. | <p>The following only applies when using students' own writing:</p> <ul style="list-style-type: none"> ▪ Does not show command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors significantly interfere with overall meaning and writing is difficult to follow. |

The Kindergarten writing and language standards do not require strategic application of grammar and vocabulary knowledge in students' writing, so the Kindergarten rubrics do not include the Style feature.

| Kindergarten: Opinion Writing | | | | |
|-------------------------------|---|--|--|---|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Structure | <p>Using a combination of drawing, dictating, and writing:</p> <ul style="list-style-type: none"> ▪ Responds thoroughly to all elements of prompt. ▪ Names topic or book with further information about topic or book. ▪ States opinion or preference clearly. | <p>Using a combination of drawing, dictating, and writing:</p> <ul style="list-style-type: none"> ▪ Responds to all elements of prompt. ▪ Names topic or book. ▪ States an opinion or preference. | <p>Using a combination of drawing, dictating, and writing:</p> <ul style="list-style-type: none"> ▪ Responds to some elements of prompt. ▪ Attempts to name topic or book but does so in an unclear or inaccurate way. ▪ States an unclear opinion or preference. | <p>Using a combination of drawing, dictating, and writing:</p> <ul style="list-style-type: none"> ▪ Does not respond to prompt; off-topic. ▪ Does not name topic or book ▪ Does not state an opinion or preference. |
| Development | <p>With guidance and support such as collaborative planning:</p> <ul style="list-style-type: none"> ▪ Supports the opinion with a fact or piece of evidence from text(s). | <p>With guidance and support such as collaborative planning:</p> <ul style="list-style-type: none"> ▪ Supports or explains the opinion with information from text(s). | <p>With guidance and support such as collaborative planning:</p> <ul style="list-style-type: none"> ▪ Attempts to explain or support, but support may not relate to the opinion. | <p>With guidance and support such as collaborative planning:</p> <ul style="list-style-type: none"> ▪ Does not support or explain opinion. |
| Conventions | <p>The following only applies when using students' own writing:</p> <ul style="list-style-type: none"> ▪ Shows consistent command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; occasional errors may interfere with meaning, but main points are intelligible to reader. | <p>The following only applies when using students' own writing:</p> <ul style="list-style-type: none"> ▪ Shows general command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; some errors interfere with meaning. | <p>The following only applies when using students' own writing:</p> <ul style="list-style-type: none"> ▪ Shows partial command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors interfere with meaning, and some main points are not intelligible to reader. | <p>The following only applies when using students' own writing:</p> <ul style="list-style-type: none"> ▪ Does not show command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors significantly interfere with overall meaning, and writing is difficult to follow. |

| Kindergarten: Narrative Writing | | | | |
|---------------------------------|---|---|---|---|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Structure | <p>Using a combination of drawing, dictating, and writing:</p> <ul style="list-style-type: none"> ▪ Responds thoroughly to all elements of prompt. ▪ Narrates several linked events. ▪ Tells events in the order in which they occurred. ▪ Provides a reaction to what happened that provides a brief sense of closure. | <p>Using a combination of drawing, dictating, and writing:</p> <ul style="list-style-type: none"> ▪ Responds to all elements of prompt. ▪ Narrates a single event or several loosely linked events. ▪ Tells events in the order in which they occurred. ▪ Provides a reaction to what happened. | <p>Using a combination of drawing, dictating, and writing:</p> <ul style="list-style-type: none"> ▪ Responds to some elements of prompt. ▪ Attempts to narrate an event, but action or situation is unclear. ▪ Events are not told in order in which they occurred. ▪ Attempts to provide a reaction; reaction may be unrelated to what happened. | <p>Using a combination of drawing, dictating, and writing:</p> <ul style="list-style-type: none"> ▪ Does not respond to prompt; off-topic. ▪ Does not narrate an event. ▪ Does not provide a reaction to what happened or an ending. |
| Conventions | <p>The following only applies when using students' own writing:</p> <ul style="list-style-type: none"> ▪ Shows consistent command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; occasional errors may interfere with meaning, but main points are intelligible to reader. | <p>The following only applies when using students' own writing:</p> <ul style="list-style-type: none"> ▪ Shows general command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; some errors interfere with meaning. | <p>The following only applies when using students' own writing:</p> <ul style="list-style-type: none"> ▪ Shows partial command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors interfere with meaning, and some main points are not intelligible to reader. | <p>The following only applies when using students' own writing:</p> <ul style="list-style-type: none"> ▪ Does not show command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors significantly interfere with overall meaning, and writing is difficult to follow. |

| Grade 1: Informative/Explanatory Writing | | | | |
|--|---|--|--|---|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Structure | <ul style="list-style-type: none"> Responds thoroughly to all elements of prompt. Names topic with further introductory or contextual information. Provides three or more additional pieces of information about the topic in middle. Provides a strong sense of closure. | <ul style="list-style-type: none"> Responds to all elements of prompt. Names topic. Provides two additional pieces of information about the topic in middle. Provides some sense of closure. | <ul style="list-style-type: none"> Responds to some elements of prompt. Refers to topic indirectly without clearly naming or identifying it. Provides one piece of information about the topic in middle. Attempts to provide closure but does so unclearly. | <ul style="list-style-type: none"> Does not respond to prompt; off-topic. Does not name or refer to topic. Does not provide additional information. Does not provide closure. |
| Development | <p>With guidance and support such as collaborative planning:</p> <ul style="list-style-type: none"> Supplies a variety of evidence from text(s), including facts when appropriate. Evidence provided develops topic. | <p>With guidance and support such as collaborative planning:</p> <ul style="list-style-type: none"> Supplies evidence from text(s), including facts when appropriate. Evidence provided relates to topic. | <p>With guidance and support such as collaborative planning:</p> <ul style="list-style-type: none"> Supplies general evidence that may not come from text or may not be factually accurate. Evidence may not consistently relate to topic. | <p>With guidance and support such as collaborative planning:</p> <ul style="list-style-type: none"> Does not supply evidence. |
| Style | <ul style="list-style-type: none"> Uses conjunctions to signal simple relationships and create compound sentences. Uses several words and phrases specific to the text and topic. | <ul style="list-style-type: none"> Uses conjunctions to signal simple relationships. Uses several words and phrases relevant to the text and topic. | <ul style="list-style-type: none"> Attempts to use conjunctions but does so incorrectly or with inappropriate words. Uses 1–2 words and phrases related to the topic. | <ul style="list-style-type: none"> Does not use conjunctions. Uses limited vocabulary inappropriate to the content. |
| Conventions | <ul style="list-style-type: none"> Shows consistent command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; occasional errors may interfere with meaning, but main points are intelligible to reader. | <ul style="list-style-type: none"> Shows general command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; some errors interfere with meaning. | <ul style="list-style-type: none"> Shows partial command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors interfere with meaning, and some main points are not intelligible to reader. | <ul style="list-style-type: none"> Does not show command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors significantly interfere with overall meaning, and writing is difficult to follow. |

| Grade 1: Opinion Writing | | | | |
|--------------------------|---|--|--|---|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Structure | <ul style="list-style-type: none"> Responds thoroughly to all elements of prompt. Introduces topic or names book with further introductory or contextual information. States opinion clearly. Provides two or more additional pieces of information about the topic in middle. Provides a strong sense of closure. | <ul style="list-style-type: none"> Responds to all elements of prompt. Introduces topic or names book. States an opinion. Provides one additional piece of information about the topic in middle. Provides some sense of closure. | <ul style="list-style-type: none"> Responds to some elements of prompt. Refers to topic or book indirectly without clearly introducing or naming it. States an unclear opinion. Provides additional information about the topic before introducing topic or after closure. Attempts to provide closure but does so unclearly. | <ul style="list-style-type: none"> Does not respond to prompt; off-topic. Does not name or refer to topic or book. Does not state an opinion. Does not provide additional information. Does not provide closure. |
| Development | <p>With guidance and support such as collaborative planning:</p> <ul style="list-style-type: none"> Supplies two or more reasons that support opinion well. | <p>With guidance and support such as collaborative planning:</p> <ul style="list-style-type: none"> Supplies at least one reason that relates to the opinion. | <p>With guidance and support such as collaborative planning:</p> <ul style="list-style-type: none"> Supplies a reason that does not relate to the opinion. | <p>With guidance and support such as collaborative planning:</p> <ul style="list-style-type: none"> Does not supply a reason. |
| Style | <ul style="list-style-type: none"> Uses conjunctions to signal simple relationships and create compound sentences. Uses several words and phrases specific to the text and topic. | <ul style="list-style-type: none"> Uses conjunctions to signal simple relationships. Uses several words and phrases relevant to the text and topic. | <ul style="list-style-type: none"> Attempts to use conjunctions but does so incorrectly or with inappropriate words. Uses 1–2 words and phrases related to the topic. | <ul style="list-style-type: none"> Does not use conjunctions. Uses limited vocabulary inappropriate to the content. |
| Conventions | <ul style="list-style-type: none"> Shows consistent command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; occasional errors may interfere with meaning, but main points are intelligible to reader. | <ul style="list-style-type: none"> Shows general command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; some errors interfere with meaning. | <ul style="list-style-type: none"> Shows partial command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors interfere with meaning, and some main points are not intelligible to reader. | <ul style="list-style-type: none"> Does not show command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors significantly interfere with overall meaning, and writing is difficult to follow. |

| Grade 1: Narrative Writing | | | | |
|----------------------------|---|---|--|---|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Structure | <ul style="list-style-type: none"> Responds thoroughly to all elements of prompt. Recounts three or more appropriately sequenced events. Provides a more thorough sense of closure. Uses a variety of temporal words to signal event order. | <ul style="list-style-type: none"> Responds to all elements of prompt. Recounts two or more appropriately sequenced events. Provides a sense of closure. Uses temporal words to signal event order. | <ul style="list-style-type: none"> Responds to some elements of prompt. Recounts only one event or recounts two or more events in a confusing or unclear sequence. Attempts to provide a sense of closure, but ending is unclear. Inconsistently or incorrectly uses temporal words to signal event order. | <ul style="list-style-type: none"> Does not respond to prompt; off-topic. Does not recount any events. Does not provide closure. Does not use temporal words. |
| Development | <p>With guidance and support such as collaborative planning:</p> <ul style="list-style-type: none"> Includes several precise or well-chosen details to describe what happened. | <p>With guidance and support such as collaborative planning:</p> <ul style="list-style-type: none"> Includes two or more details to describe what happened. | <p>With guidance and support such as collaborative planning:</p> <ul style="list-style-type: none"> Includes one or two general details. | <p>With guidance and support such as collaborative planning:</p> <ul style="list-style-type: none"> Does not include details to describe what happened. |
| Style | <ul style="list-style-type: none"> Uses a variety of adjectives effectively. Uses several words and phrases specific to the text and topic. | <ul style="list-style-type: none"> Uses frequently occurring adjectives. Uses several words and phrases relevant to the text and topic. | <ul style="list-style-type: none"> Attempts to use adjectives but may be improperly used. Uses 1–2 words and phrases related to the topic. | <ul style="list-style-type: none"> Does not use adjectives. Uses limited vocabulary inappropriate to the content. |
| Conventions | <ul style="list-style-type: none"> Shows consistent command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; occasional errors may interfere with meaning, but main points are intelligible to reader. | <ul style="list-style-type: none"> Shows general command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; some errors interfere with meaning. | <ul style="list-style-type: none"> Shows partial command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors interfere with meaning, and some main points are not intelligible to reader. | <ul style="list-style-type: none"> Does not show command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors significantly interfere with overall meaning, and writing is difficult to follow. |

| Grade 2: Informative/Explanatory Writing | | | | |
|--|--|---|--|---|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Structure | <ul style="list-style-type: none"> Responds thoroughly to all elements of prompt. Introduces topic thoroughly. Provides three or more additional pieces of information about the topic in middle. Provides a strong concluding statement or section. | <ul style="list-style-type: none"> Responds to all elements of prompt. Introduces topic. Provides two additional pieces of information about the topic in middle. Provides a concluding statement or section. | <ul style="list-style-type: none"> Responds to some elements of prompt. References topic but does not clearly introduce it. Provides one piece of information about the topic in middle. Provides a brief or unclear sense of closure. | <ul style="list-style-type: none"> Does not respond to prompt; off-topic. Does not introduce or reference topic. Does not provide additional information. Does not provide closure. |
| Development | <ul style="list-style-type: none"> Develops topic with a variety of evidence from text(s). Evidence provided strongly and clearly develops points. | <ul style="list-style-type: none"> Develops topic with evidence from text(s). Evidence provided relates to topic and develops points. | <ul style="list-style-type: none"> Develops topic with general evidence that may not come from text or may not be factually accurate. Evidence may not consistently relate to topic. | <ul style="list-style-type: none"> Does not provide evidence. |
| Style | <ul style="list-style-type: none"> Uses a variety of appropriately chosen simple and compound sentences. Uses several words and phrases specific to the text and topic. | <ul style="list-style-type: none"> Uses simple and compound sentences. Uses several words and phrases relevant to the text and topic. | <ul style="list-style-type: none"> Attempts to use one or two compound sentences but may be improperly used. Uses 1–2 words and phrases related to the topic. | <ul style="list-style-type: none"> Does not use compound sentences. Uses limited vocabulary inappropriate to the content. |
| Conventions | <ul style="list-style-type: none"> Shows consistent command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; occasional errors may interfere with meaning, but main points are intelligible to reader. | <ul style="list-style-type: none"> Shows general command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; some errors interfere with meaning. | <ul style="list-style-type: none"> Shows partial command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors interfere with meaning, and some main points are not intelligible to reader. | <ul style="list-style-type: none"> Does not show command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors significantly interfere with overall meaning, and writing is difficult to follow. |

| Grade 2: Opinion Writing | | | | |
|--------------------------|---|--|--|---|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Structure | <ul style="list-style-type: none"> Responds thoroughly to all elements of prompt. Introduces topic or book thoroughly. States opinion clearly. Supplies reasons in the middle that are listed or organized in a logical way. Provides a strong concluding statement or section. Uses a variety of well-chosen linking words to connect opinion and reasons. | <ul style="list-style-type: none"> Responds to all elements of prompt. Introduces topic or book. States an opinion. Supplies reasons in the middle. Provides a concluding statement or section. Uses linking words to connect opinion and reasons. | <ul style="list-style-type: none"> Responds to some elements of prompt. References topic but does not clearly introduce it. States an unclear opinion. Supplies reasons before introducing topic or after conclusion. Provides a brief or unclear sense of closure. Inconsistently or incorrectly uses linking words to connect opinion and reasons. | <ul style="list-style-type: none"> Does not respond to prompt; off-topic. Does not introduce or reference topic or book. Does not state an opinion. Does not supply a reason. Does not provide closure. Does not use linking words. |
| Development | <ul style="list-style-type: none"> Supplies two or more reasons that show insightful understanding of text. Reasons clearly and convincingly support opinion. | <ul style="list-style-type: none"> Supplies two or more reasons. Reasons support the opinion. | <ul style="list-style-type: none"> Supplies one reason. Reason may not clearly support the opinion. | <ul style="list-style-type: none"> Does not supply a reason. |
| Style | <ul style="list-style-type: none"> Uses a variety of appropriately chosen simple and compound sentences. Uses several words and phrases specific to the text and topic. | <ul style="list-style-type: none"> Uses simple and compound sentences. Uses several words and phrases relevant to the text and topic. | <ul style="list-style-type: none"> Attempts to use one or two compound sentences but may be improperly used. Uses 1-2 words and phrases related to the topic. | <ul style="list-style-type: none"> Does not use compound sentences. Uses limited vocabulary inappropriate to the content. |
| Conventions | <ul style="list-style-type: none"> Shows consistent command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; occasional errors may interfere with meaning, but main points are intelligible to reader. | <ul style="list-style-type: none"> Shows general command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; some errors interfere with meaning. | <ul style="list-style-type: none"> Shows partial command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors interfere with meaning, and some main points are not intelligible to reader. | <ul style="list-style-type: none"> Does not show command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors significantly interfere with overall meaning, and writing is difficult to follow. |

| Grade 2: Narrative Writing | | | | |
|----------------------------|--|--|---|---|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Structure | <ul style="list-style-type: none"> Responds thoroughly to all elements of prompt. Recounts a well-elaborated event or short sequence of events that flows well. Provides a more thorough sense of closure. Uses a variety of temporal words to signal event order. | <ul style="list-style-type: none"> Responds to all elements of prompt. Recounts a well-elaborated event or short sequence of events. Provides a sense of closure. Uses temporal words to signal event order. | <ul style="list-style-type: none"> Responds to some elements of prompt. Recounts events in a confusing or unclear sequence. Attempts to provide a sense of closure, but ending is unclear. Inconsistently or incorrectly uses temporal words to signal event order. | <ul style="list-style-type: none"> Does not respond to prompt; off-topic. Does not recount any events. Does not provide a sense of closure. Does not use temporal words. |
| Development | <ul style="list-style-type: none"> Includes several precise or well-chosen details to describe actions, thoughts, and feelings. | <ul style="list-style-type: none"> Includes some details to describe actions, thoughts, and feelings. | <ul style="list-style-type: none"> Includes one or two general details. | <ul style="list-style-type: none"> Does not include details to describe actions, thoughts, and feelings. |
| Style | <ul style="list-style-type: none"> Uses a variety of appropriately chosen simple and compound sentences. Uses several precise or well-chosen adjectives and adverbs to describe things. | <ul style="list-style-type: none"> Uses simple and compound sentences. Uses several adjectives and adverbs to describe things. | <ul style="list-style-type: none"> Attempts to use one or two compound sentences but may be improperly used. Uses one or two adjectives and adverbs to describe things. | <ul style="list-style-type: none"> Does not use compound sentences. Does not use adjectives and adverbs to describe things. |
| Conventions | <ul style="list-style-type: none"> Shows consistent command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; occasional errors may interfere with meaning, but main points are intelligible to reader. | <ul style="list-style-type: none"> Shows general command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; some errors interfere with meaning. | <ul style="list-style-type: none"> Shows partial command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors interfere with meaning, and some main points are not intelligible to reader. | <ul style="list-style-type: none"> Does not show command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors significantly interfere with overall meaning, and writing is difficult to follow. |

| Grade 3: Informative/Explanatory Writing | | | | |
|--|--|---|--|---|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Structure | <ul style="list-style-type: none"> ▪ Responds thoroughly to all elements of prompt. ▪ Maintains focus on topic throughout piece. ▪ Introduces topic thoroughly. ▪ Groups related information about the topic together into clear categories or paragraphs. ▪ Provides a concluding statement or section that refers to topic and adds insight. ▪ Uses a variety of well-chosen linking words and phrases to connect ideas. | <ul style="list-style-type: none"> ▪ Responds to all elements of prompt. ▪ Maintains focus on topic throughout piece with occasional departures. ▪ Introduces topic. ▪ Groups related information about the topic together. ▪ Provides a concluding statement or section that refers to topic. ▪ Uses linking words and phrases to connect ideas. | <ul style="list-style-type: none"> ▪ Responds to some elements of prompt. ▪ Often departs from focus on topic. ▪ Attempts to introduce topic but does so in a general, incomplete, or inaccurate way. ▪ Related information about the topic is partially or inconsistently grouped together. ▪ Provides a brief concluding idea that does not clearly refer to topic. ▪ Inconsistently or incorrectly uses linking words and phrases to connect ideas. | <ul style="list-style-type: none"> ▪ Does not respond to prompt; off-topic. ▪ Piece lacks focus on topic. ▪ Does not introduce topic. ▪ Information is randomly organized and not grouped. ▪ Does not provide a concluding statement or section. ▪ Does not use linking words or phrases. |
| Development | <ul style="list-style-type: none"> ▪ Develops topic with a variety of evidence from text(s). ▪ Examines or analyzes the topic with additional insight or thoroughness. | <ul style="list-style-type: none"> ▪ Develops topic with evidence from text(s). ▪ Examines or analyzes the topic. | <ul style="list-style-type: none"> ▪ Develops topic with general evidence that may not come from text or may be factually inaccurate. ▪ Partially or briefly examines or analyzes the topic. | <ul style="list-style-type: none"> ▪ Does not provide evidence. ▪ Does not examine or analyze the topic. |
| Style | <ul style="list-style-type: none"> ▪ Uses a variety of appropriately chosen simple, compound, and complex sentences. ▪ Uses precise general academic language appropriate to the task. | <ul style="list-style-type: none"> ▪ Uses simple, compound, and complex sentences. ▪ Uses general academic language. | <ul style="list-style-type: none"> ▪ Attempts to use one or two compound or complex sentences but may be improperly used. ▪ Uses a few general academic words. | <ul style="list-style-type: none"> ▪ Does not use compound or complex sentences. ▪ Uses limited vocabulary inappropriate to the content. |
| Conventions | <ul style="list-style-type: none"> ▪ Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning. | <ul style="list-style-type: none"> ▪ Shows general command of grammar, mechanics, spelling, and usage; some errors may interfere with meaning. | <ul style="list-style-type: none"> ▪ Shows inconsistent command of grammar, mechanics, spelling, and usage; errors interfere with meaning. | <ul style="list-style-type: none"> ▪ Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. |

| Grade 3: Opinion Writing | | | | |
|--------------------------|--|---|--|---|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Structure | <ul style="list-style-type: none"> Responds thoroughly to all elements of prompt. Maintains focus on opinion/point of view. Introduces topic or text clearly. States opinion clearly. Lists or organizes reasons into clear categories or paragraphs. Provides a concluding statement or section that refers to opinion and adds insight. Uses a variety of well-chosen linking words and phrases to connect opinion and reasons. | <ul style="list-style-type: none"> Responds to all elements of prompt. Maintains focus on opinion/point of view with occasional departures. Introduces topic or text. States an opinion. Lists or organizes reasons. Provides a concluding statement or section that refers to opinion. Uses linking words and phrases to connect opinion and reasons. | <ul style="list-style-type: none"> Responds to some elements of prompt. Often departs from focus on opinion/point of view. Attempts to introduce topic or text but does so in a general, incomplete, or inaccurate way. States an unclear opinion. Reasons are not clearly listed or organized. Provides a brief concluding idea that does not clearly refer to opinion. Inconsistently or incorrectly uses linking words and phrases to connect opinion and reasons. | <ul style="list-style-type: none"> Does not respond to prompt; off-topic. Lacks focus on opinion/point of view. Does not introduce topic or text. Does not state an opinion. Reasons are not organized. Does not provide a concluding statement or section. Does not use linking words or phrases. |
| Development | <ul style="list-style-type: none"> Supports opinion with reasons and supporting evidence or details. | <ul style="list-style-type: none"> Supports opinion with reasons. | <ul style="list-style-type: none"> Provides reasons that may not clearly support opinion. | <ul style="list-style-type: none"> Does not support opinion with reasons. |
| Style | <ul style="list-style-type: none"> Uses a variety of appropriately chosen simple, compound, and complex sentences. Uses precise general academic language appropriate to the task. | <ul style="list-style-type: none"> Uses simple, compound, and complex sentences. Uses general academic language. | <ul style="list-style-type: none"> Attempts to use one or two compound or complex sentences but may be improperly used. Uses a few general academic words. | <ul style="list-style-type: none"> Does not use compound or complex sentences. Uses limited vocabulary inappropriate to the content. |
| Conventions | <ul style="list-style-type: none"> Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning. | <ul style="list-style-type: none"> Shows general command of grammar, mechanics, spelling, and usage; some errors may interfere with meaning. | <ul style="list-style-type: none"> Shows inconsistent command of grammar, mechanics, spelling, and usage; errors interfere with meaning. | <ul style="list-style-type: none"> Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. |

| Grade 3: Narrative Writing | | | | |
|----------------------------|--|--|---|---|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Structure | <ul style="list-style-type: none"> Responds thoroughly to all elements of prompt. Skillfully establishes a situation and introduces a narrator and/or characters. Organizes a clear event sequence that unfolds naturally. Provides complete closure. Uses a variety of well-chosen temporal words and phrases to signal event order. | <ul style="list-style-type: none"> Responds to all elements of prompt. Establishes a situation and introduces a narrator and/or characters. Organizes an event sequence that unfolds naturally. Provides a sense of closure. Uses temporal words and phrases to signal event order. | <ul style="list-style-type: none"> Responds to some elements of prompt. Partially or unclearly establishes a situation and introduces a narrator and/or characters. Organizes an event sequence that may be occasionally confusing or have logical gaps. Attempts to provide a sense of closure, but ending is unclear. Inconsistently or incorrectly uses temporal words and phrases to signal event order. | <ul style="list-style-type: none"> Does not respond to prompt; off-topic. Does not establish a situation for the reader; narrator and/or characters are lacking or undefined. Events unfold in a random or confusing manner so that reader cannot follow a sequence. Does not provide a sense of closure. Does not use temporal words and phrases. |
| Development | <ul style="list-style-type: none"> Uses dialogue and description to develop events and characters effectively and thoroughly. | <ul style="list-style-type: none"> Uses dialogue and description to effectively develop events and characters. | <ul style="list-style-type: none"> Uses occasional or brief dialogue and description to develop events and characters. | <ul style="list-style-type: none"> Does not use dialogue or description to develop events and characters. |
| Style | <ul style="list-style-type: none"> Uses a variety of appropriately chosen simple, compound, and complex sentences. Uses several precise or well-chosen adjectives and adverbs to describe things with greater specificity. | <ul style="list-style-type: none"> Uses simple, compound, and complex sentences. Uses several adjectives and adverbs to describe things. | <ul style="list-style-type: none"> Attempts to use one or two compound or complex sentences but may be improperly used. Uses one or two adjectives and adverbs to describe things. | <ul style="list-style-type: none"> Does not use compound or complex sentences. Uses limited vocabulary inappropriate to the content. Does not use adjectives and adverbs to describe things. |
| Conventions | <ul style="list-style-type: none"> Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning. | <ul style="list-style-type: none"> Shows general command of grammar, mechanics, spelling, and usage; some errors may interfere with meaning. | <ul style="list-style-type: none"> Shows inconsistent command of grammar, mechanics, spelling, and usage; errors interfere with meaning. | <ul style="list-style-type: none"> Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. |

| Grade 4: Informative/Explanatory Writing | | | | |
|--|--|---|---|--|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Structure | <ul style="list-style-type: none"> Responds thoroughly to all elements of prompt. Maintains focus throughout piece. Introduces topic clearly and thoroughly. Organizes related information effectively into paragraphs and sections. Provides a strong conclusion that relates to and expands on the explanation. Skillfully uses transitions to link ideas within categories. | <ul style="list-style-type: none"> Responds to all elements of prompt. Maintains focus throughout piece, with occasional departures. Introduces topic clearly. Organizes related information into paragraphs and sections. Provides a conclusion that relates to the explanation. Uses transitions to link ideas within categories. | <ul style="list-style-type: none"> Responds to some elements of prompt. Often departs from focus on topic. Introduces topic in an incomplete or unclear way. Ideas are somewhat organized but may be unrelated or lumped together. Provides a conclusion that is incomplete or may not relate to the explanation. Inconsistently or inappropriately uses transitions to link ideas. | <ul style="list-style-type: none"> Does not respond to prompt; off-topic. Piece lacks focus on topic. Does not introduce topic. Ideas are unrelated and disorganized. Does not provide a conclusion. Does not use transitions to link ideas. |
| Development | <ul style="list-style-type: none"> Develops topic with a variety of evidence from text(s) that is closely related to the topic. Elaborates upon evidence thoroughly with accurate analysis. | <ul style="list-style-type: none"> Develops topic with evidence from text(s) that is related to the topic. Elaborates upon evidence with explanation or analysis. | <ul style="list-style-type: none"> Develops topic with evidence from text(s). Elaborates upon evidence vaguely or superficially. | <ul style="list-style-type: none"> Does not use evidence from text(s). Does not elaborate upon evidence. |
| Style | <ul style="list-style-type: none"> Uses precise language and domain-specific vocabulary. Writing shows exceptional awareness and skill in addressing audience's needs. | <ul style="list-style-type: none"> Varies sentence patterns. Uses domain-specific vocabulary. Writing is appropriate to audience. | <ul style="list-style-type: none"> Varies sentence patterns occasionally. Uses general vocabulary with a few domain-specific words. Writing is appropriate to audience. | <ul style="list-style-type: none"> Sentence patterns are basic and repetitive. Uses limited vocabulary inappropriate to the content. Writing is inappropriate to audience. |
| Conventions | <ul style="list-style-type: none"> Shows strong command of grammar, mechanics, spelling and usage; errors are few. | <ul style="list-style-type: none"> Shows consistent command of grammar, mechanics, spelling and usage; occasional errors do not significantly interfere with meaning. | <ul style="list-style-type: none"> Shows inconsistent command of grammar, mechanics, spelling and usage; some errors interfere with meaning. | <ul style="list-style-type: none"> Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. |

| Grade 4: Opinion Writing | | | | |
|--------------------------|---|---|--|---|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Structure | <ul style="list-style-type: none"> Responds thoroughly to all elements of prompt. Maintains focus on opinion/point of view throughout piece. Introduces topic or text(s) clearly and thoroughly. States opinion clearly. Organizes related ideas to support opinion. Provides a strong conclusion that relates to and expands on the opinion. Skillfully uses transitions to link opinion and reasons. | <ul style="list-style-type: none"> Responds to all elements of prompt. Maintains focus on opinion/point of view throughout piece, with occasional departures. Introduces topic or text(s) clearly. States an opinion. Organizes related ideas to support opinion. Provides a conclusion that relates to the opinion. Uses transitions to link opinion and reasons. | <ul style="list-style-type: none"> Responds to some elements of prompt. Often departs from focus on opinion/point of view. Introduces topic or text(s) in an incomplete or unclear way. States an unclear opinion. Ideas are somewhat organized but may be unrelated or lumped together. Provides a conclusion that is incomplete or may not relate to the opinion. Inconsistently or inappropriately uses transitions to link opinion and reasons. | <ul style="list-style-type: none"> Does not respond to prompt; off-topic. Piece lacks focus on opinion/point of view. Does not introduce topic or text(s). Does not state an opinion. Ideas are unrelated and disorganized. Does not provide a conclusion. Does not use transitions to link opinion and reasons. |
| Development | <ul style="list-style-type: none"> Supports opinion with reasons that are supported by a variety of evidence from text(s). Elaborates upon evidence thoroughly. | <ul style="list-style-type: none"> Supports opinion with reasons that are supported by evidence from text(s). Elaborates upon evidence. | <ul style="list-style-type: none"> Provides reasons that may not clearly support opinion or are not well-supported by evidence from text(s). Elaborates upon evidence vaguely or superficially. | <ul style="list-style-type: none"> Does not support opinion with reasons or evidence from text(s). Does not elaborate upon evidence. |
| Style | <ul style="list-style-type: none"> Uses precise language and domain-specific vocabulary. Writing shows exceptional awareness and skill in addressing audience's needs. | <ul style="list-style-type: none"> Varies sentence patterns. Uses domain-specific vocabulary. Writing is appropriate to audience. | <ul style="list-style-type: none"> Varies sentence patterns occasionally. Uses general vocabulary with a few domain-specific words. Writing is appropriate to audience. | <ul style="list-style-type: none"> Sentence patterns are basic and repetitive. Uses limited vocabulary inappropriate to the content. Writing is inappropriate to audience. |
| Conventions | <ul style="list-style-type: none"> Shows strong command of grammar, mechanics, spelling and usage; errors are few. | <ul style="list-style-type: none"> Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning. | <ul style="list-style-type: none"> Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning. | <ul style="list-style-type: none"> Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. |

| Grade 4: Narrative Writing | | | | |
|----------------------------|--|--|--|---|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Structure | <ul style="list-style-type: none"> Responds thoroughly to all elements of prompt. Orients the reader skillfully by establishing a situation and introducing a narrator and/or characters. Organizes a clear event sequence that unfolds naturally. Provides a conclusion that follows from and brings resolution to the narration. Skillfully uses a variety of transitions to manage sequence of events. | <ul style="list-style-type: none"> Responds to all elements of prompt. Orients the reader by establishing a situation and introducing a narrator and/or characters. Organizes an event sequence that unfolds naturally. Provides a conclusion that follows from the narrated experiences or events. Uses a variety of transitions to manage sequence of events. | <ul style="list-style-type: none"> Responds to some elements of prompt. Partially orients the reader by establishing a situation and introducing a narrator and/or characters in an unclear way. Organizes an event sequence that may be occasionally confusing or have logical gaps. Provides a conclusion that is incomplete or does not follow from the narrated experiences or events. Inconsistently or inappropriately uses transitions to manage sequence of events. | <ul style="list-style-type: none"> Does not respond to prompt; off-topic. Does not establish a situation for the reader; narrator and/or characters are lacking or undefined. Events unfold in a random or confusing manner so that reader cannot follow a sequence. Does not provide a conclusion. Does not use transitions to sequence events. |
| Development | <ul style="list-style-type: none"> Uses dialogue and description to develop events and characters effectively and thoroughly. Uses sensory details to convey events precisely and vividly. | <ul style="list-style-type: none"> Uses dialogue and description to effectively develop events and characters. Uses sensory details to convey events precisely. | <ul style="list-style-type: none"> Uses occasional or brief dialogue and description to develop events and characters. Uses some sensory details to convey events. | <ul style="list-style-type: none"> Does not use dialogue or description to develop events and characters. Includes few or no sensory details. |
| Style | <ul style="list-style-type: none"> Uses concrete words and phrases to convey events precisely and vividly Writing shows exceptional awareness and skill in addressing audience's needs | <ul style="list-style-type: none"> Varies sentence patterns Uses concrete words and phrases to convey events precisely Writing is appropriate to audience | <ul style="list-style-type: none"> Varies sentence patterns occasionally Uses some concrete words and phrases to convey events Writing is somewhat appropriate to audience | <ul style="list-style-type: none"> Sentence patterns are basic and repetitive. Includes few or no concrete words and phrases. Writing is inappropriate to audience. |
| Conventions | <ul style="list-style-type: none"> Shows strong command of grammar, mechanics, spelling, and usage; errors are few. | <ul style="list-style-type: none"> Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning. | <ul style="list-style-type: none"> Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning. | <ul style="list-style-type: none"> Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. |

| Grade 5: Informative/Explanatory Writing | | | | |
|--|--|--|---|--|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Structure | <ul style="list-style-type: none"> Responds thoroughly to all elements of prompt. Provides a focus for topic and maintains focus throughout piece. Introduces topic clearly and thoroughly. Organizes related information logically and effectively into paragraphs and sections. Provides a strong conclusion that relates to and expands on the explanation. Skillfully uses transitions to link ideas within and across categories. | <ul style="list-style-type: none"> Responds to all elements of prompt. Provides a focus for topic and maintains focus throughout piece, with occasional departures. Introduces topic clearly. Organizes related information into paragraphs and sections. Provides a conclusion that relates to the explanation. Uses transitions to link ideas within categories. | <ul style="list-style-type: none"> Responds to some elements of prompt. Often departs from focus on topic. Introduces topic in an incomplete or unclear way. Ideas are somewhat organized but may be unrelated or lumped together. Provides a conclusion that is incomplete or may not relate to the explanation. Inconsistently or inappropriately uses transitions to link ideas. | <ul style="list-style-type: none"> Does not respond to prompt; off-topic. Piece lacks focus on topic. Does not introduce topic. Ideas are unrelated and disorganized. Does not provide a conclusion. Does not use transitions to link ideas. |
| Development | <ul style="list-style-type: none"> Develops topic with a variety of evidence from text(s) that is closely related to the topic. Elaborates upon evidence thoroughly with accurate analysis. | <ul style="list-style-type: none"> Develops topic with evidence from text(s) that is related to the topic Elaborates upon evidence with explanation or analysis. | <ul style="list-style-type: none"> Develops topic with evidence from text(s). Elaborates upon evidence vaguely or superficially. | <ul style="list-style-type: none"> Does not use evidence from text(s). Does not elaborate upon evidence. |
| Style | <ul style="list-style-type: none"> Varies sentence patterns for clarity, interest, style. Uses precise language and domain-specific vocabulary. Writing shows exceptional awareness and skill in addressing audience's needs. | <ul style="list-style-type: none"> Varies sentence patterns. Uses domain-specific vocabulary. Writing is appropriate to audience. | <ul style="list-style-type: none"> Varies sentence patterns occasionally. Uses general vocabulary with a few domain-specific words. Writing is appropriate to audience. | <ul style="list-style-type: none"> Sentence patterns are basic and repetitive. Uses limited vocabulary inappropriate to the content. Writing is inappropriate to audience. |
| Conventions | <ul style="list-style-type: none"> Shows strong command of grammar, mechanics, spelling, and usage; errors are few. | <ul style="list-style-type: none"> Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning. | <ul style="list-style-type: none"> Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning. | <ul style="list-style-type: none"> Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. |

| Grade 5: Opinion Writing | | | | |
|--------------------------|---|---|--|---|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Structure | <ul style="list-style-type: none"> Responds thoroughly to all elements of prompt. Maintains focus on opinion/point of view throughout piece. Introduces topic or text(s) clearly and thoroughly. States opinion clearly. Organizes related ideas logically to support opinion. Provides a strong conclusion that relates to and expands on the opinion. Skillfully uses transitions to link opinion and reasons. | <ul style="list-style-type: none"> Responds to all elements of prompt. Maintains focus on opinion/point of view throughout piece, with occasional departures. Introduces topic or text(s) clearly. States an opinion. Organizes related ideas to support opinion. Provides a conclusion that relates to the opinion. Uses transitions to link opinion and reasons. | <ul style="list-style-type: none"> Responds to some elements of prompt. Often departs from focus on opinion/point of view. Introduces topic or text(s) in an incomplete or unclear way. States an unclear opinion. Ideas are somewhat organized but may be unrelated or lumped together. Provides a conclusion that is incomplete or may not relate to the opinion. Inconsistently or inappropriately uses transitions to link opinion and reasons. | <ul style="list-style-type: none"> Does not respond to prompt; off-topic. Piece lacks focus on opinion/point of view. Does not introduce topic or text(s). Does not state an opinion. Ideas are unrelated and disorganized. Does not provide a conclusion. Does not use transitions to link opinion and reasons. |
| Development | <ul style="list-style-type: none"> Supports opinion with logically ordered reasons that are supported by a variety of evidence from text(s). Elaborates upon evidence thoroughly. | <ul style="list-style-type: none"> Supports opinion with reasons that are supported by evidence from text(s). Elaborates upon evidence. | <ul style="list-style-type: none"> Provides reasons that may not clearly support opinion or are not well-supported by evidence from text(s). Elaborates upon evidence vaguely or superficially. | <ul style="list-style-type: none"> Does not support opinion with reasons or evidence from text(s). Does not elaborate upon evidence. |
| Style | <ul style="list-style-type: none"> Varies sentence patterns for clarity, interest, style. Uses precise language and domain-specific vocabulary. Writing shows exceptional awareness and skill in addressing audience's needs. | <ul style="list-style-type: none"> Varies sentence patterns. Uses domain-specific vocabulary. Writing is appropriate to audience. | <ul style="list-style-type: none"> Varies sentence patterns occasionally. Uses general vocabulary with a few domain-specific words. Writing is appropriate to audience. | <ul style="list-style-type: none"> Sentence patterns are basic and repetitive. Uses limited vocabulary inappropriate to the content. Writing is inappropriate to audience. |
| Conventions | <ul style="list-style-type: none"> Shows strong command of grammar, mechanics, spelling, and usage; errors are few. | <ul style="list-style-type: none"> Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning. | <ul style="list-style-type: none"> Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning. | <ul style="list-style-type: none"> Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. |

| Grade 5: Narrative Writing | | | | |
|----------------------------|--|--|--|---|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Structure | <ul style="list-style-type: none"> Responds thoroughly to all elements of prompt. Orients the reader skillfully by establishing a situation and introducing a narrator and/or characters. Organizes a clear event sequence that unfolds naturally. Provides a conclusion that follows from and brings resolution to the narration. Skillfully uses a variety of transitions to manage sequence of events. | <ul style="list-style-type: none"> Responds to all elements of prompt. Orients the reader by establishing a situation and introducing a narrator and/or characters. Organizes an event sequence that unfolds naturally. Provides a conclusion that follows from the narrated experiences or events. Uses a variety of transitions to manage sequence of events. | <ul style="list-style-type: none"> Responds to some elements of prompt. Partially orients the reader by establishing a situation and introducing a narrator and/or characters in an unclear way. Organizes an event sequence that may be occasionally confusing or have logical gaps. Provides a conclusion that is incomplete or does not follow from the narrated experiences or events. Inconsistently or inappropriately uses transitions to manage sequence of events. | <ul style="list-style-type: none"> Does not respond to prompt; off-topic. Does not establish a situation for the reader; narrator and/or characters are lacking or undefined. Events unfold in a random or confusing manner so that reader cannot follow a sequence. Does not provide a conclusion. Does not use transitions to sequence events. |
| Development | <ul style="list-style-type: none"> Uses dialogue, description, and pacing to effectively and thoroughly develop events and characters. Uses sensory details to convey events precisely and vividly. | <ul style="list-style-type: none"> Uses dialogue and description to effectively develop events and characters. Uses sensory details to convey events precisely. | <ul style="list-style-type: none"> Uses occasional or brief dialogue and description to develop events and characters. Uses some sensory details to convey events. | <ul style="list-style-type: none"> Does not use dialogue or description to develop events and characters. Includes few or no sensory details. |
| Style | <ul style="list-style-type: none"> Varies sentence patterns for clarity, interest, style. Uses concrete words and phrases to convey events precisely and vividly. Writing shows exceptional awareness and skill in addressing audience's needs. | <ul style="list-style-type: none"> Varies sentence patterns. Uses concrete words and phrases to convey events precisely. Writing is appropriate to audience. | <ul style="list-style-type: none"> Varies sentence patterns occasionally. Uses some concrete words and phrases to convey events. Writing is somewhat appropriate to audience. | <ul style="list-style-type: none"> Sentence patterns are basic and repetitive. Includes few or no concrete words and phrases. Writing is inappropriate to audience. |
| Conventions | <ul style="list-style-type: none"> Shows strong command of grammar, mechanics, spelling, and usage; errors are few. | <ul style="list-style-type: none"> Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning. | <ul style="list-style-type: none"> Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning. | <ul style="list-style-type: none"> Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. |

| Grade 6: Informative/Explanatory Writing | | | | | |
|--|--|--|---|--|--|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) | |
| Structure | <ul style="list-style-type: none"> Responds thoroughly to all elements of prompt. Maintains focus on topic throughout piece. Introduces topic. Organizes ideas clearly and effectively. Provides a strong conclusion that follows from and expands on the focus. Uses appropriate transitions to clarify relationships. | <ul style="list-style-type: none"> Responds to all elements of prompt. Maintains focus on topic throughout piece, with occasional minor departures. Introduces topic. Organizes ideas clearly and effectively. Provides a conclusion that follows from the focus. Uses appropriate transitions to clarify relationships. | <ul style="list-style-type: none"> Responds to some elements of prompt. Often departs from focus on topic. Introduces topic in an incomplete or unclear way. Organizes ideas inconsistently. Provides a conclusion that is incomplete or may not follow from the focus. Inconsistently uses transitions to connect ideas. | <ul style="list-style-type: none"> Does not respond to prompt; off-topic. Piece lacks focus on topic. Does not introduce topic. Ideas are disorganized. Does not provide a conclusion. Does not use transitions to connect ideas. | |
| Development | <ul style="list-style-type: none"> Develops topic with relevant, sufficient evidence from text(s). Elaborates upon evidence thoroughly with accurate, insightful analysis. | <ul style="list-style-type: none"> Develops topic with sufficient, relevant evidence from text(s). Elaborates upon evidence with accurate analysis. | <ul style="list-style-type: none"> Develops topic with insufficient relevant evidence from text(s). Elaborates upon evidence vaguely or superficially. | <ul style="list-style-type: none"> Does not use relevant evidence from text(s). Does not elaborate upon evidence. | |
| Style | <ul style="list-style-type: none"> Varies sentence patterns for clarity, interest, emphasis, and style. Uses precise language and domain-specific vocabulary. Consistently expresses ideas precisely. Establishes and maintains a consistent, formal, and engaging style. Writing shows exceptional awareness and skill in addressing audiences' needs. | <ul style="list-style-type: none"> Varies sentence patterns for clarity and interest. Uses domain-specific vocabulary. Mostly expresses ideas precisely. Establishes a formal style, with occasional minor lapses. Writing is appropriate to audience. | <ul style="list-style-type: none"> Varies sentence patterns occasionally for clarity or interest. Uses general vocabulary with a few domain-specific words. Language is occasionally precise and may be unnecessarily wordy. Attempts to use a formal style but with many lapses. Writing is somewhat appropriate to audience. | <ul style="list-style-type: none"> Sentence patterns are basic and repetitive. Uses limited vocabulary inappropriate to the content. Language is imprecise and lacks concision, often wordy or redundant. Uses an inappropriately informal style. Writing is inappropriate to audience. | |
| Conventions | <ul style="list-style-type: none"> Shows strong command of grammar, mechanics, spelling, and usage; errors are minor and few. | <ul style="list-style-type: none"> Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning. | <ul style="list-style-type: none"> Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning. | <ul style="list-style-type: none"> Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. | |

| Grade 6: Argument Writing | | | | |
|---------------------------|---|---|--|--|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Structure | <ul style="list-style-type: none"> Responds thoroughly to all elements of prompt. Maintains focus by arguing in support of claim throughout piece. Introduces claim clearly and thoroughly. Organizes reasons and evidence clearly. Provides a strong conclusion that follows from and expands on the focus. Uses appropriate transitions to clarify relationships. | <ul style="list-style-type: none"> Responds to all elements of prompt. Maintains focus by arguing in support of claim throughout piece, with occasional minor departures. Introduces claim clearly. Organizes reasons and evidence clearly. Provides a conclusion that follows from the focus. Uses appropriate transitions to clarify relationships. | <ul style="list-style-type: none"> Responds to some elements of prompt. Often departs from focus on claim; may at times argue in support of alternate/opposing claims. Introduces claim in an incomplete or unclear way. Organizes reasons and evidence inconsistently. Provides a conclusion that is incomplete or may not follow from the focus. Inconsistently uses transitions to connect ideas. | <ul style="list-style-type: none"> Does not respond to prompt; off-topic. Piece lacks focus on claim or argues in support of alternate/opposing claims. Does not introduce claim. Reasons and evidence are disorganized. Does not provide a conclusion. Does not use transitions to connect ideas. |
| Development | <ul style="list-style-type: none"> Supports claim with clear reasons and well-chosen, relevant, and accurate evidence from text(s). Elaborates upon evidence thoroughly and insightfully. | <ul style="list-style-type: none"> Supports claim with clear reasons and relevant, accurate evidence from text(s). Elaborates upon evidence. | <ul style="list-style-type: none"> Supports claim with unclear reasons and evidence from text(s) that is occasionally irrelevant or inaccurate. Elaborates upon evidence vaguely or superficially. | <ul style="list-style-type: none"> Does not support claim with reasons; lacks relevant, accurate evidence from text(s). Does not elaborate upon evidence. |
| Style | <ul style="list-style-type: none"> Varies sentence patterns for clarity, emphasis, interest, and style. Uses precise language and domain-specific vocabulary. Consistently expresses ideas precisely. Establishes and maintains a consistent, formal, and engaging style. Writing shows exceptional awareness and skill in addressing audiences needs. | <ul style="list-style-type: none"> Varies sentence patterns for clarity and interest. Uses domain-specific vocabulary. Mostly expresses ideas precisely. Establishes a formal style, with occasional minor lapses. Writing is appropriate to audience. | <ul style="list-style-type: none"> Varies sentence patterns occasionally for clarity or interest. Uses general vocabulary with a few domain-specific words. Language is occasionally precise and may be unnecessarily wordy. Attempts to use a formal style but with many lapses. Writing is somewhat appropriate to audience. | <ul style="list-style-type: none"> Sentence patterns are basic and repetitive. Uses limited vocabulary inappropriate to the content. Language is imprecise and lacks concision, often wordy or redundant. Uses an inappropriately informal style. Writing is inappropriate to audience. |
| Conventions | <ul style="list-style-type: none"> Shows strong command of grammar, mechanics, spelling, and usage; errors are minor and few. | <ul style="list-style-type: none"> Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning. | <ul style="list-style-type: none"> Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning. | <ul style="list-style-type: none"> Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. |

| Grade 6: Narrative Writing | | | | |
|----------------------------|--|---|---|---|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Structure | <ul style="list-style-type: none"> Responds thoroughly to all elements of prompt. Engages and orients the reader by establishing a context and introducing a narrator and/or characters. Organizes a well-structured event sequence that unfolds naturally and logically. Provides a strong conclusion that follows from the narrated events. Skillfully uses a variety of transitions to convey sequence, signal shifts in chronology and setting. | <ul style="list-style-type: none"> Responds to all elements of prompt. Engages and orients the reader by establishing a context and introducing a narrator and/or characters. Organizes an event sequence that unfolds naturally and logically. Provides a conclusion that follows from the narrated events. Uses a variety of transitions to convey sequence and signal shifts in chronology and setting. | <ul style="list-style-type: none"> Responds to some elements of prompt. Orients the reader by partially establishing a context and briefly or unclearly introducing a narrator and/or characters. Organizes an event sequence that may be occasionally confusing or have logical gaps. Provides a conclusion that is incomplete or may not follow from the narrated events. Inconsistently uses transitions to convey sequence; shifts in chronology and setting may be confusing. | <ul style="list-style-type: none"> Does not respond to prompt; off-topic. Does not establish a context for the reader; narrator and/or characters are lacking or undefined. Events unfold in a random or confusing manner so that reader cannot follow a sequence. Does not provide a conclusion. Does not use transitions to convey sequence; shifts in chronology and setting are confusing. |
| Development | <ul style="list-style-type: none"> Uses narrative techniques, such as dialogue, pacing, and description, to effectively and thoroughly develop events and characters. Uses relevant descriptive details and sensory language to vividly convey events. | <ul style="list-style-type: none"> Uses narrative techniques, such as dialogue, pacing, and description, to effectively develop events and characters. Uses relevant descriptive details and sensory language to convey events. | <ul style="list-style-type: none"> Uses a few narrative techniques to develop events and characters. Uses some descriptive details or sensory language to convey events. | <ul style="list-style-type: none"> Does not use narrative techniques to develop events and characters. Includes few or no descriptive details and sensory language. |
| Style | <ul style="list-style-type: none"> Varies sentence patterns for clarity, interest, emphasis, and style. Uses precise words and phrases to vividly convey events. Writing shows exceptional awareness and skill in addressing audiences needs. | <ul style="list-style-type: none"> Varies sentence patterns for clarity and interest. Uses precise words and phrases to convey events. Writing is appropriate to audience. | <ul style="list-style-type: none"> Varies sentence patterns occasionally for clarity or interest. Uses some precise words and phrases to convey events. Writing is somewhat appropriate to audience. | <ul style="list-style-type: none"> Sentence patterns are basic and repetitive. Includes few or no precise words and phrases. Writing is inappropriate to audience. |
| Conventions | <ul style="list-style-type: none"> Shows strong command of grammar, mechanics, spelling, and usage; errors are minor and few. | <ul style="list-style-type: none"> Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning. | <ul style="list-style-type: none"> Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning. | <ul style="list-style-type: none"> Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. |

| Grade 7: Informative/Explanatory Writing | | | | |
|--|---|---|---|--|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Structure | <ul style="list-style-type: none"> Responds thoroughly to all elements of prompt. Maintains focus on topic throughout piece. Introduces topic clearly and thoroughly, previewing what is to follow. Organizes ideas clearly and effectively. Provides a strong conclusion that follows from, supports, and expands on the focus. Uses appropriate transitions to create cohesion and clarify relationships. | <ul style="list-style-type: none"> Responds to all elements of prompt. Maintains focus on topic throughout piece, with occasional minor departures. Introduces topic clearly, previewing what is to follow. Organizes ideas clearly and effectively. Provides a conclusion that follows from and supports the focus. Uses appropriate transitions to create cohesion and clarify relationships. | <ul style="list-style-type: none"> Responds to some elements of prompt. Often departs from focus on topic. Introduces topic in an incomplete or unclear way. Organizes ideas inconsistently. Provides a conclusion that is incomplete or may not follow from the focus. Inconsistently uses transitions to connect ideas. | <ul style="list-style-type: none"> Does not respond to prompt; off-topic. Piece lacks focus on topic. Does not introduce topic. Ideas are disorganized. Does not provide a conclusion. Does not use transitions to connect ideas. |
| Development | <ul style="list-style-type: none"> Develops topic with relevant and sufficient evidence from text(s). Elaborates upon evidence thoroughly with accurate, insightful analysis. | <ul style="list-style-type: none"> Develops topic with sufficient, relevant evidence from text(s). Elaborates upon evidence with accurate analysis. | <ul style="list-style-type: none"> Develops topic with insufficient relevant evidence from text(s) Elaborates upon evidence vaguely or superficially | <ul style="list-style-type: none"> Does not use relevant evidence from text(s) Does not elaborate upon evidence |
| Style | <ul style="list-style-type: none"> Varies sentence patterns for clarity, interest, emphasis, and style. Uses precise language and domain-specific vocabulary. Consistently expresses ideas precisely and concisely. Establishes and maintains a consistent, formal, and engaging style. Writing shows exceptional awareness and skill in addressing audiences' needs. | <ul style="list-style-type: none"> Varies sentence patterns for clarity and interest. Uses domain-specific vocabulary. Mostly expresses ideas precisely and concisely. Establishes a formal style, with occasional minor lapses. Writing is appropriate to audience. | <ul style="list-style-type: none"> Varies sentence patterns occasionally for clarity or interest. Uses general vocabulary with a few domain-specific words. Language is occasionally precise and may be unnecessarily wordy. Attempts to use a formal style but with many lapses. Writing is somewhat appropriate to audience. | <ul style="list-style-type: none"> Sentence patterns are basic and repetitive. Uses limited vocabulary inappropriate to the content. Language is imprecise and lacks concision, often wordy or redundant. Uses an inappropriately informal style. Writing is inappropriate to audience. |
| Conventions | <ul style="list-style-type: none"> Shows strong command of grammar, mechanics, spelling, and usage; errors are minor and few. | <ul style="list-style-type: none"> Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning. | <ul style="list-style-type: none"> Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning. | <ul style="list-style-type: none"> Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. |

| Grade 7: Argument Writing | | | | |
|---------------------------|---|--|--|--|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Structure | <ul style="list-style-type: none"> Responds thoroughly to all elements of prompt. Maintains focus by arguing in support of claim throughout piece. Introduces claim clearly and thoroughly, acknowledging counterclaim(s). Organizes reasons and evidence clearly and logically. Provides a strong conclusion that follows from, supports, and expands on the focus. Uses appropriate transitions to create cohesion and clarify relationships. | <ul style="list-style-type: none"> Responds to all elements of prompt. Maintains focus by arguing in support of claim throughout piece, with occasional minor departures. Introduces claim clearly, acknowledging counterclaim(s). Organizes reasons and evidence clearly and mostly logically. Provides a conclusion that follows from and supports the focus. Uses appropriate transitions to create cohesion and clarify relationships. | <ul style="list-style-type: none"> Responds to some elements of prompt. Often departs from focus on claim; may at times argue in support of alternate/opposing claims. Introduces claim in an incomplete or unclear way. Organizes reasons and evidence inconsistently. Provides a conclusion that is incomplete or may not follow from the focus. Inconsistently uses transitions to connect ideas. | <ul style="list-style-type: none"> Does not respond to prompt; off-topic. Piece lacks focus on claim or argues in support of alternate/opposing claims. Does not introduce claim. Reasons and evidence are disorganized. Does not provide a conclusion. Does not use transitions to connect ideas. |
| Development | <ul style="list-style-type: none"> Supports claim with clear, logical reasons and well-chosen, relevant, and accurate evidence from text(s). Elaborates upon evidence thoroughly and insightfully. | <ul style="list-style-type: none"> Supports claim with clear, logical reasons and relevant, accurate evidence from text(s). Elaborates upon evidence. | <ul style="list-style-type: none"> Supports claim with unclear reasons and evidence from text(s) that is occasionally irrelevant or inaccurate. Elaborates upon evidence vaguely or superficially. | <ul style="list-style-type: none"> Does not support claim with reasons; lacks relevant, accurate evidence from text(s). Does not elaborate upon evidence. |
| Style | <ul style="list-style-type: none"> Varies sentence patterns for clarity, emphasis, interest, and style. Uses precise language and domain-specific vocabulary. Consistently expresses ideas precisely and concisely. Establishes and maintains a consistent, formal, and engaging style. Writing shows exceptional awareness and skill in addressing audience's needs. | <ul style="list-style-type: none"> Varies sentence patterns for clarity and interest. Uses domain-specific vocabulary. Mostly expresses ideas precisely and concisely. Establishes a formal style, with occasional minor lapses. Writing is appropriate to audience. | <ul style="list-style-type: none"> Varies sentence patterns occasionally for clarity or interest. Uses general vocabulary with a few domain-specific words. Language is occasionally precise and may be unnecessarily wordy. Attempts to use a formal style but with many lapses. Writing is somewhat appropriate to audience. | <ul style="list-style-type: none"> Sentence patterns are basic and repetitive. Uses limited vocabulary inappropriate to the content. Language is imprecise and lacks concision, often wordy or redundant. Uses an inappropriately informal style. Writing is inappropriate to audience. |
| Conventions | <ul style="list-style-type: none"> Shows strong command of grammar, mechanics, spelling, and usage; errors are minor and few. | <ul style="list-style-type: none"> Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning. | <ul style="list-style-type: none"> Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning. | <ul style="list-style-type: none"> Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. |

| Grade 7: Narrative Writing | | | | |
|----------------------------|---|---|---|---|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Structure | <ul style="list-style-type: none"> Responds thoroughly to all elements of prompt. Engages and orients the reader by establishing a context and consistently controlled point of view and introducing a narrator and/or characters. Organizes a well-structured event sequence that unfolds naturally and logically. Provides a strong conclusion that follows from and reflects on the narrated events. Skillfully uses a variety of transitions to convey sequence and signal shifts in chronology and setting. | <ul style="list-style-type: none"> Responds to all elements of prompt. Engages and orients the reader by establishing a context and point of view and introducing a narrator and/or characters. Organizes an event sequence that unfolds naturally and logically. Provides a conclusion that follows from the narrated events. Uses a variety of transitions to convey sequence and signal shifts in chronology and setting. | <ul style="list-style-type: none"> Responds to some elements of prompt. Orients the reader by partially establishing a context and briefly or unclearly introducing a narrator and/or characters. Organizes an event sequence that may be occasionally confusing or have logical gaps. Provides a conclusion that is incomplete or may not follow from the narrated events. Inconsistently uses transitions to convey sequence; shifts in chronology and setting may be confusing. | <ul style="list-style-type: none"> Does not respond to prompt; off-topic. Does not establish a context for the reader; narrator and/or characters are lacking or undefined. Events unfold in a random or confusing manner so that reader cannot follow a sequence. Does not provide a conclusion. Does not use transitions to convey sequence; shifts in chronology and setting are confusing. |
| Development | <ul style="list-style-type: none"> Uses narrative techniques, such as dialogue, pacing, description to effectively and thoroughly develop events and characters. Uses relevant descriptive details and sensory language to capture action and vividly convey events. | <ul style="list-style-type: none"> Uses narrative techniques, such as dialogue, pacing, and description, to effectively develop events and characters. Uses relevant descriptive details and sensory language to convey events. | <ul style="list-style-type: none"> Uses a few narrative techniques to develop events and characters. Uses some descriptive details or sensory language to convey events. | <ul style="list-style-type: none"> Does not use narrative techniques to develop events and characters Includes few or no descriptive details and sensory language. |
| Style | <ul style="list-style-type: none"> Varies sentence patterns for clarity, interest, emphasis, and style. Uses precise words and phrases to vividly convey events. Writing shows exceptional awareness and skill in addressing audiences' needs. | <ul style="list-style-type: none"> Varies sentence patterns for clarity and interest. Uses precise words and phrases to convey events. Writing is appropriate to audience. | <ul style="list-style-type: none"> Varies sentence patterns occasionally for clarity or interest. Uses some precise words and phrases to convey events. Writing is somewhat appropriate to audience. | <ul style="list-style-type: none"> Sentence patterns are basic and repetitive. Includes few or no precise words and phrases. Writing is inappropriate to audience. |
| Conventions | <ul style="list-style-type: none"> Shows strong command of grammar, mechanics, spelling, and usage; errors are minor and few. | <ul style="list-style-type: none"> Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning. | <ul style="list-style-type: none"> Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning. | <ul style="list-style-type: none"> Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. |

| Grade 8: Informative/Explanatory Writing | | | | |
|--|--|--|---|--|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Structure | <ul style="list-style-type: none"> Responds thoroughly to all elements of prompt. Maintains focus on topic throughout piece. Introduces topic clearly and thoroughly, previewing what is to follow. Organizes ideas clearly and effectively into broader categories. Provides a strong conclusion that follows from, supports, and expands on the focus. Uses appropriate and varied transitions to create cohesion and clarify relationships. | <ul style="list-style-type: none"> Responds to all elements of prompt. Maintains focus on topic throughout piece with occasional minor departures. Introduces topic clearly, previewing what is to follow. Organizes ideas clearly and effectively. Provides a conclusion that follows from and supports the focus. Uses appropriate transitions to create cohesion and clarify relationships. | <ul style="list-style-type: none"> Responds to some elements of prompt. Often departs from focus on topic. Introduces topic in an incomplete or unclear way. Organizes ideas inconsistently. Provides a conclusion that is incomplete or may not follow from the focus. Inconsistently uses transitions to connect ideas. | <ul style="list-style-type: none"> Does not respond to prompt; off-topic. Piece lacks focus on topic. Does not introduce topic. Ideas are disorganized. Does not provide a conclusion. Does not use transitions to connect ideas. |
| Development | <ul style="list-style-type: none"> Develops topic with relevant, sufficient, well-chosen evidence from text(s). Elaborates upon evidence thoroughly with accurate, insightful analysis. | <ul style="list-style-type: none"> Develops topic with sufficient, relevant evidence from text(s). Elaborates upon evidence with accurate analysis. | <ul style="list-style-type: none"> Does not use relevant evidence from text(s) Does not elaborate upon evidence | <ul style="list-style-type: none"> Does not use relevant evidence from text(s) Does not elaborate upon evidence |
| Style | <ul style="list-style-type: none"> Varies sentence patterns for clarity, interest, emphasis, and style. Uses precise language and domain-specific vocabulary. Consistently expresses ideas precisely and concisely. Establishes and maintains a consistent, formal, and engaging style. Writing shows exceptional awareness and skill in addressing audiences' needs. | <ul style="list-style-type: none"> Varies sentence patterns for clarity and interest. Uses domain-specific vocabulary. Mostly expresses ideas precisely and concisely. Establishes a formal style, with occasional minor lapses. Writing is appropriate to audience. | <ul style="list-style-type: none"> Varies sentence patterns occasionally for clarity or interest. Uses general vocabulary with a few domain-specific words. Language is occasionally precise and may be unnecessarily wordy. Attempts to use a formal style but with many lapses. Writing is somewhat appropriate to audience. | <ul style="list-style-type: none"> Sentence patterns are basic and repetitive. Uses limited vocabulary inappropriate to the content. Language is imprecise and lacks concision, often wordy or redundant. Uses an inappropriately informal style. Writing is inappropriate to audience. |
| Conventions | <ul style="list-style-type: none"> Shows strong command of grammar, mechanics, spelling, and usage; errors are minor and few. | <ul style="list-style-type: none"> Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning. | <ul style="list-style-type: none"> Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning. | <ul style="list-style-type: none"> Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. |

| Grade 8: Argument Writing | | | | |
|---------------------------|---|---|--|--|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Structure | <ul style="list-style-type: none"> Responds thoroughly to all elements of prompt. Maintains focus by arguing in support of claim throughout piece. Introduces claim clearly and thoroughly, acknowledging and distinguishing counterclaim(s). Organizes reasons and evidence clearly and logically. Provides a strong conclusion that follows from, supports, and expands on the focus. Uses appropriate and varied transitions to create cohesion and clarify relationships. | <ul style="list-style-type: none"> Responds to all elements of prompt. Maintains focus by arguing in support of claim throughout piece with occasional minor departures. Introduces claim clearly, acknowledging counterclaim(s). Organizes reasons and evidence clearly and mostly logically. Provides a conclusion that follows from and supports the focus. Uses appropriate transitions to create cohesion and clarify relationships. | <ul style="list-style-type: none"> Responds to some elements of prompt. Often departs from focus on claim; may at times argue in support of alternate/opposing claims. Introduces claim in an incomplete or unclear way. Organizes reasons and evidence inconsistently. Provides a conclusion that is incomplete or may not follow from the focus. Inconsistently uses transitions to connect ideas. | <ul style="list-style-type: none"> Does not respond to prompt; off-topic. Piece lacks focus on claim or argues in support of alternate/opposing claims. Does not introduce claim. Reasons and evidence are disorganized. Does not provide a conclusion. Does not use transitions to connect ideas. |
| Development | <ul style="list-style-type: none"> Supports claim with clear, logical reasons and well-chosen, relevant, and accurate evidence from text(s). Elaborates upon evidence thoroughly and insightfully. | <ul style="list-style-type: none"> Supports claim with clear, logical reasons and relevant, accurate evidence from text(s). Elaborates upon evidence. | <ul style="list-style-type: none"> Supports claim with unclear reasons and evidence from text(s) that is occasionally irrelevant or inaccurate. Elaborates upon evidence vaguely or superficially. | <ul style="list-style-type: none"> Does not support claim with reasons; lacks relevant, accurate evidence from text(s). Does not elaborate upon evidence. |
| Style | <ul style="list-style-type: none"> Varies sentence patterns for clarity, emphasis, interest, and style. Uses precise language and domain-specific vocabulary. Consistently expresses ideas precisely and concisely. Establishes and maintains a consistent, formal, and engaging style. Writing shows exceptional awareness and skill in addressing audiences' needs. | <ul style="list-style-type: none"> Varies sentence patterns for clarity and interest. Uses domain-specific vocabulary. Mostly expresses ideas precisely and concisely. Establishes a formal style, with occasional minor lapses. Writing is appropriate to audience. | <ul style="list-style-type: none"> Varies sentence patterns occasionally for clarity or interest. Uses general vocabulary with a few domain-specific words. Language is occasionally precise and may be unnecessarily wordy. Attempts to use a formal style but with many lapses. Writing is somewhat appropriate to audience. | <ul style="list-style-type: none"> Sentence patterns are basic and repetitive. Uses limited vocabulary inappropriate to the content. Language is imprecise and lacks concision, often wordy or redundant. Uses an inappropriately informal style. Writing is inappropriate to audience. |
| Conventions | <ul style="list-style-type: none"> Shows strong command of grammar, mechanics, spelling, and usage; errors are minor and few. | <ul style="list-style-type: none"> Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning. | <ul style="list-style-type: none"> Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning. | <ul style="list-style-type: none"> Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. |

| Grade 8: Narrative Writing | | | | |
|----------------------------|---|---|---|---|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Structure | <ul style="list-style-type: none"> Responds thoroughly to all elements of prompt. Engages and orients the reader by establishing a context and consistently controlled point of view and introducing a narrator and/or characters. Organizes a well-structured event sequence that unfolds naturally and logically. Provides a strong conclusion that follows from and reflects on the narrated events. Skillfully uses a variety of transitions to convey sequence, signal shifts in chronology and setting, and show relationships among events. | <ul style="list-style-type: none"> Responds to all elements of prompt. Engages and orients the reader by establishing a context and point of view and introducing a narrator and/or characters. Organizes an event sequence that unfolds naturally and logically. Provides a conclusion that follows from the narrated events. Uses a variety of transitions to convey sequence and signal shifts in chronology and setting. | <ul style="list-style-type: none"> Responds to some elements of prompt. Orients the reader by partially establishing a context and briefly or unclearly introducing a narrator and/or characters. Organizes an event sequence that may be occasionally confusing or have logical gaps. Provides a conclusion that is incomplete or may not follow from the narrated events. Inconsistently uses transitions to convey sequence; shifts in chronology and setting may be confusing. | <ul style="list-style-type: none"> Does not respond to prompt; off-topic. Does not establish a context for the reader; narrator and/or characters are lacking or undefined. Events unfold in a random or confusing manner so that reader cannot follow a sequence. Does not provide a conclusion. Does not use transitions to convey sequence; shifts in chronology and setting are confusing. |
| Development | <ul style="list-style-type: none"> Uses narrative techniques, such as dialogue, pacing, description, and reflection, to effectively and thoroughly develop events and characters. Uses relevant descriptive details and sensory language to capture action and vividly convey events. | <ul style="list-style-type: none"> Uses narrative techniques, such as dialogue, pacing, and description, to effectively develop events and characters. Uses relevant descriptive details and sensory language to convey events. | <ul style="list-style-type: none"> Uses a few narrative techniques to develop events and characters. Uses some descriptive details or sensory language to convey events. | <ul style="list-style-type: none"> Does not use narrative techniques to develop events and characters. Includes few or no descriptive details and sensory language. |
| Style | <ul style="list-style-type: none"> Varies sentence patterns for clarity, interest, emphasis, and style. Uses precise words and phrases to vividly convey events. Writing shows exceptional awareness and skill in addressing audiences' needs. | <ul style="list-style-type: none"> Varies sentence patterns for clarity and interest. Uses precise words and phrases to convey events. Writing is appropriate to audience. | <ul style="list-style-type: none"> Varies sentence patterns occasionally for clarity or interest. Uses some precise words and phrases to convey events. Writing is somewhat appropriate to audience. | <ul style="list-style-type: none"> Sentence patterns are basic and repetitive. Includes few or no precise words and phrases. Writing is inappropriate to audience. |
| Conventions | <ul style="list-style-type: none"> Shows strong command of grammar, mechanics, spelling, and usage; errors are minor and few. | <ul style="list-style-type: none"> Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning. | <ul style="list-style-type: none"> Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning. | <ul style="list-style-type: none"> Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. |

SPEAKING AND LISTENING RUBRICS

| Kindergarten: Speaking and Listening | | | | |
|--------------------------------------|--|--|---|---|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Structure | <ul style="list-style-type: none"> Asks clarifying questions. Answers clarifying questions. | <ul style="list-style-type: none"> Asks clarifying questions. Answers clarifying questions. | <ul style="list-style-type: none"> Asks questions sometimes. Answers questions sometimes. | <ul style="list-style-type: none"> Does not ask questions. Does not answer questions. |
| Development | <ul style="list-style-type: none"> Describes familiar people, places, things, and events in detail. Provides examples when speaking. | <ul style="list-style-type: none"> Describes familiar people, places, things, and events. Provides examples when requested. | <ul style="list-style-type: none"> Names familiar people, places, things, and events. Says more when requested. | <ul style="list-style-type: none"> Does not yet talk about familiar people, places, things, and events. Does not respond to requests. |
| Style | <ul style="list-style-type: none"> Uses drawings to strengthen spoken descriptions. | <ul style="list-style-type: none"> Uses drawings to add detail to spoken descriptions. | <ul style="list-style-type: none"> Uses drawings when speaking. | <ul style="list-style-type: none"> Does not use drawings. |
| Conventions | <ul style="list-style-type: none"> Expresses clearly with effective volume. | <ul style="list-style-type: none"> Speaks audibly and clearly. | <ul style="list-style-type: none"> Speaks audibly or clearly. | <ul style="list-style-type: none"> Does not yet speak audibly and clearly. |
| Process | <ul style="list-style-type: none"> Alternates speaking and listening in conversations through multiple exchanges. Follows all agreed-upon rules for conversations. | <ul style="list-style-type: none"> Speaks in conversations through multiple exchanges. Follows most agreed-upon rules for conversations. | <ul style="list-style-type: none"> Speaks in conversations. Follows some agreed-upon rules for conversations. | <ul style="list-style-type: none"> Does not speak in conversations. Follows few, if any, agreed-upon rules for conversations. |
| Listening | <ul style="list-style-type: none"> Eye contact and body language demonstrate attention. Can repeat back what is heard in sequence from memory. | <ul style="list-style-type: none"> Tracks speakers with eyes. Can repeat back what is heard. | <ul style="list-style-type: none"> Sometimes tracks speakers. Can recognize what is heard. | <ul style="list-style-type: none"> Rarely, if ever, tracks speakers. Doesn't remember what is heard. |

| Grade 1: Speaking and Listening | | | | |
|---------------------------------|---|--|---|--|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Structure | <ul style="list-style-type: none"> Asks clarifying and probing questions about key details. Answers clarifying and probing questions about key details. Requests elaboration to further understanding. | <ul style="list-style-type: none"> Asks questions about key details. Answers questions about key details. Requests more information to clear up confusion. | <ul style="list-style-type: none"> Asks questions. Answers questions. Sometimes requests more information. | <ul style="list-style-type: none"> Does not ask questions. Does not answer questions. Does not request more information. |
| Development | <ul style="list-style-type: none"> Richly describes familiar people, places, things, and events using many relevant details. Provides examples when speaking. | <ul style="list-style-type: none"> Describes familiar people, places, things, and events using relevant details. Provides examples when requested. | <ul style="list-style-type: none"> Describes familiar people, places, things, and events with some details. Says more when requested. | <ul style="list-style-type: none"> Does not yet describe familiar people, places, things, and events using details. Does not respond to requests. |
| Style | <ul style="list-style-type: none"> Uses drawings to strengthen spoken descriptions. Expresses ideas and feelings with clarity and expression. | <ul style="list-style-type: none"> Uses drawings to add detail to spoken descriptions. Expresses ideas and feelings clearly. | <ul style="list-style-type: none"> Uses drawings when speaking. Expresses ideas and feelings. | <ul style="list-style-type: none"> Does not use drawings. Does not express ideas and feelings. |
| Conventions | <ul style="list-style-type: none"> Expresses clearly with effective volume. Speaks in complete and complex sentences. | <ul style="list-style-type: none"> Speaks audibly and clearly. Speaks in complete sentences. | <ul style="list-style-type: none"> Speaks audibly or clearly. Sometimes speaks in complete sentences. | <ul style="list-style-type: none"> Does not yet speak audibly and clearly. Does not yet speak in complete sentences. |
| Process | <ul style="list-style-type: none"> Alternates speaking and listening in conversations through multiple exchanges. Follows all agreed-upon rules for conversations. Responds directly to what others say. | <ul style="list-style-type: none"> Speaks in conversations through multiple exchanges. Follows most agreed-upon rules for conversations. Responds to what others say. | <ul style="list-style-type: none"> Speaks in conversations. Follows some agreed-upon rules for conversations. Sometimes responds to what others say. | <ul style="list-style-type: none"> Does not speak in conversations. Follows few, if any, agreed-upon rules for conversations. Rarely, if ever, responds to what others say. |
| Listening | <ul style="list-style-type: none"> Eye contact and body language demonstrate interest. Can repeat back what is heard in sequence from memory. | <ul style="list-style-type: none"> Eye contact and body language demonstrate attention. Can repeat back what is heard in sequence. | <ul style="list-style-type: none"> Tracks speakers. Can repeat back what is heard. | <ul style="list-style-type: none"> Sometimes tracks speakers. Doesn't remember what is heard. |

| Grade 2: Speaking and Listening | | | | |
|---------------------------------|---|--|--|---|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Structure | <ul style="list-style-type: none"> Asks clarifying and probing questions about key details. Answers clarifying and probing questions about key details. Requests elaboration to further understanding. Speaks on topic and prompts others to do the same. | <ul style="list-style-type: none"> Asks questions about key details. Answers questions about key details. Requests more information to clear up confusion. Speaks on topic. | <ul style="list-style-type: none"> Asks questions. Answers questions. Sometimes requests more information. Speaks about related ideas. | <ul style="list-style-type: none"> Does not ask questions. Does not answer questions. Does not request more information. Speaks off topic. |
| Development | <ul style="list-style-type: none"> Reports thoroughly on topics and texts using relevant and descriptive details. Recounts stories and experiences with appropriate facts and relevant details. Anticipates and provides clarification when speaking. | <ul style="list-style-type: none"> Reports on topics and texts using relevant and descriptive details. Recounts stories and experiences with appropriate facts and relevant details. Provides clarification when requested. | <ul style="list-style-type: none"> Reports on topics and texts using details. Recounts stories and experiences with some facts and details. Says more when requested. | <ul style="list-style-type: none"> Does not yet report on topics and texts using details. Does not recount stories and experiences. Does not respond to requests. |
| Style | <ul style="list-style-type: none"> Uses drawings to strengthen spoken descriptions. Expresses ideas and feelings with clarity and expression. Varies inflection to express meaning and engage audience. | <ul style="list-style-type: none"> Uses drawings to add detail to spoken descriptions. Expresses ideas and feelings clearly. Varies inflection to express meaning. | <ul style="list-style-type: none"> Uses drawings when speaking. Expresses ideas and feelings. Uses inflection to indicate questions or statements. | <ul style="list-style-type: none"> Does not use drawings. Does not express ideas and feelings. Does not yet use inflection. |
| Conventions | <ul style="list-style-type: none"> Expresses clearly with effective volume. Speaks in coherent and complex sentences. | <ul style="list-style-type: none"> Speaks audibly and clearly. Speaks in coherent sentences. | <ul style="list-style-type: none"> Speaks audibly or clearly. Speaks in complete sentences. | <ul style="list-style-type: none"> Does not yet speak audibly and clearly. Does not yet consistently speak in complete sentences. |
| Process | <ul style="list-style-type: none"> Alternates speaking and listening in conversations through multiple exchanges. Follows all agreed-upon rules for conversations. Links comments to comments of others effectively. Uses kind words and tone. | <ul style="list-style-type: none"> Speaks in conversations through multiple exchanges. Follows most agreed-upon rules for conversations. Links comments to comments of others. Uses kind words. | <ul style="list-style-type: none"> Speaks in conversations. Follows some agreed-upon rules for conversations. Sometimes links comments to comments of others. Sometimes uses kind words. | <ul style="list-style-type: none"> Does not yet speak in conversations. Follows few, if any, agreed-upon rules for conversations. Rarely, if ever, links comments to comments of others. Does not yet use kind words. |
| Listening | <ul style="list-style-type: none"> Eye contact and body language demonstrate interest. Can repeat back what is heard in sequence from memory. Listens actively and cues the speaker with gestures and facial expressions. | <ul style="list-style-type: none"> Eye contact and body language demonstrate attention. Can repeat back what is heard in sequence. Cues the speaker with gestures and/or facial expressions. | <ul style="list-style-type: none"> Tracks speakers. Can repeat back what is heard. Sometimes gives the speaker cues. | <ul style="list-style-type: none"> Sometimes tracks speakers. Doesn't yet remember what is heard. Does not yet cue the speaker. |

| Grade 3: Speaking and Listening | | | | |
|---------------------------------|---|--|---|---|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Structure | <ul style="list-style-type: none"> Asks clarifying and probing questions about main ideas and key details. Answers clarifying and probing questions about main ideas and key details. Requests elaboration to further understanding. Speaks on topic and prompts others to do the same. | <ul style="list-style-type: none"> Asks questions about main ideas and key details. Answers questions about main ideas and key details. Requests more information to clear up confusion. Speaks on topic. | <ul style="list-style-type: none"> Asks questions about key details. Answers questions about key details. Sometimes requests more information. Speaks about related ideas. | <ul style="list-style-type: none"> Does not yet ask questions about key details. Does not yet answer questions about key details. Does not request more information. Speaks off topic. |
| Development | <ul style="list-style-type: none"> Reports thoroughly on topics and texts using relevant and descriptive details. Recounts stories and experiences with appropriate facts and relevant details. Anticipates and provides clarification when speaking. Prepares thoroughly in advance for discussions and draws extensively on that preparation. | <ul style="list-style-type: none"> Reports on topics and texts using relevant and descriptive details. Recounts stories and experiences with appropriate facts and relevant details. Provides clarification when requested. Prepares in advance for discussions. | <ul style="list-style-type: none"> Reports on topics and texts using details. Recounts stories and experiences with some facts and details. Says more when requested. Reads text for discussions. | <ul style="list-style-type: none"> Does not yet report on topics and texts using details. Does not recount stories and experiences. Does not respond to requests. Does not prepare for discussions. |
| Style | <ul style="list-style-type: none"> Uses drawings to strengthen spoken descriptions. Expresses ideas and feelings with clarity and expression. Varies inflection to express meaning and engage audience. | <ul style="list-style-type: none"> Uses drawings to add detail to spoken descriptions. Expresses ideas and feelings clearly. Varies inflection to express meaning. | <ul style="list-style-type: none"> Uses drawings when speaking. Expresses ideas and feelings. Uses inflection to indicate questions or statements. | <ul style="list-style-type: none"> Does not use drawings. Does not express ideas and feelings. Does not yet use inflection. |

| Grade 3: Speaking and Listening | | | | |
|---------------------------------|--|--|--|--|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Conventions | <ul style="list-style-type: none"> Expresses clearly with effective volume. Speaks in coherent and complex sentences. Paces speech dynamically for meaning. | <ul style="list-style-type: none"> Speaks audibly and clearly. Speaks in coherent sentences. Speaks at an understandable pace. | <ul style="list-style-type: none"> Speaks audibly or clearly. Speaks in complete sentences. Sometimes speaks at an understandable pace. | <ul style="list-style-type: none"> Does not yet speak audibly or clearly. Does not yet speak in complete sentences. Speaks too fast or too slow. |
| Process | <ul style="list-style-type: none"> Alternates speaking and listening in conversations through multiple exchanges. Follows all agreed-upon rules for conversations. Links comments to comments of others effectively. Agrees and disagrees respectfully and strategically. Contributions indicate curiosity. Creates expressive and engaging audio recordings of fluently read stories or poems.* | <ul style="list-style-type: none"> Speaks in conversations through multiple exchanges. Follows most agreed-upon rules for conversations. Links comments to comments of others. Agrees and disagrees respectfully. Contributions indicate engagement. Creates engaging audio recordings of fluently read stories or poems.* | <ul style="list-style-type: none"> Speaks in conversations. Follows some agreed-upon rules for conversations. Sometimes links comments to comments of others. Indicates agreement and/or disagreement. Contributions indicate compliance. Creates audio recordings of stories or poems.* | <ul style="list-style-type: none"> Does not yet speak in conversations. Follows few, if any, agreed-upon rules for conversations. Rarely, if ever, links comments to comments of others. Does not yet indicate agreement or disagreement. Contributions do not yet indicate compliance. Does not yet create audio recordings of stories or poems.* |
| Listening | <ul style="list-style-type: none"> Facial expressions and body language demonstrate curiosity. Can repeat back what is heard in sequence from memory. Listens actively and cues the speaker with gestures and facial expressions. | <ul style="list-style-type: none"> Eye contact and body language demonstrate attention. Can repeat back what is heard in sequence. Cues the speaker with gestures and/or facial expressions. | <ul style="list-style-type: none"> Tracks speakers. Can repeat back what is heard. Sometimes gives the speaker cues. | <ul style="list-style-type: none"> Sometimes track speakers. Does not yet repeat back what is heard. Does not yet give the speaker cues. |

| Grade 4: Speaking and Listening | | | | |
|---------------------------------|---|--|--|--|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Structure | <ul style="list-style-type: none"> Poses clarifying and probing questions about main ideas and key details. Responds to clarifying and probing questions about main ideas and key details. Requests elaboration to further understanding. Organizes relevant and related information to strong effect. | <ul style="list-style-type: none"> Poses clarifying questions about main ideas and key details Responds to clarifying questions about main ideas and key details. Requests more information to clear up confusion. Organizes relevant and related information. | <ul style="list-style-type: none"> Poses questions about key details. Responds to questions about key details. Sometimes requests more information. Sometimes connects information. | <ul style="list-style-type: none"> Does not yet pose questions about key details. Does not yet respond to questions about key details. Does not request more information. Does not connect information. |
| Development | <ul style="list-style-type: none"> Reports thoroughly on topics and texts using relevant and descriptive details. Recounts stories and experiences with appropriate facts and relevant details. Responds to and provides points and reasons in conversations. Precisely paraphrases what is read or heard. Prepares thoroughly in advance for discussions and draws extensively on that preparation. | <ul style="list-style-type: none"> Reports on topics and texts using relevant and descriptive details. Recounts stories and experiences with appropriate facts and relevant details. Responds to points and reasons in conversations. Paraphrases what is read or heard. Prepares in advance for discussions. | <ul style="list-style-type: none"> Reports on topics and texts using details. Recounts stories and experiences with some facts and details. Responds to points in conversations. Tries to paraphrase what is read or heard. Reads text for discussions. | <ul style="list-style-type: none"> Does not yet report on topics and texts using details. Does not recount stories and experiences. Does not yet respond to points in conversations. Does not yet paraphrase what is read or heard. Does not prepare for discussions. |
| Style | <ul style="list-style-type: none"> Uses drawings to strengthen spoken descriptions. Expresses ideas and feelings with clarity and expression. Varies inflection to express meaning and engage audience Varies formality of speech to context. | <ul style="list-style-type: none"> Uses drawings to add detail to spoken descriptions. Expresses ideas and feelings clearly. Varies inflection to express meaning. Speaks formally in academic conversations. | <ul style="list-style-type: none"> Uses drawings when speaking. Expresses ideas and feelings. Uses inflection to indicate questions or statements. Occasionally speaks formally. | <ul style="list-style-type: none"> Does not use drawings. Does not express ideas and feelings. Does not yet use inflection. Does not yet speak formally. |

| Grade 4: Speaking and Listening | | | | |
|---------------------------------|--|--|--|--|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Conventions | <ul style="list-style-type: none"> Expresses clearly with effective volume. Speaks in coherent and complex sentences. Paces speech dynamically for meaning. | <ul style="list-style-type: none"> Speaks audibly and clearly. Speaks in coherent sentences. Speaks at an understandable pace. | <ul style="list-style-type: none"> Speaks audibly or clearly. Speaks in complete sentences. Sometimes speaks at an understandable pace. | <ul style="list-style-type: none"> Does not yet speak audibly or clearly. Does not yet speak in complete sentences. Speaks too fast or too slow. |
| Process | <ul style="list-style-type: none"> Comments contribute significantly to discussion. Upholds norms for conversations for self and others and carries out roles. Links comments to comments of others effectively. Agrees and disagrees respectfully and strategically. Contributions indicate curiosity. Creates expressive and engaging audio recordings of fluently read stories or poems.* | <ul style="list-style-type: none"> Comments contribute to discussion. Follows norms for conversations and carries out roles. Links comments to comments of others. Agrees and disagrees respectfully. Contributions indicate engagement. Creates engaging audio recordings of fluently read stories or poems.* | <ul style="list-style-type: none"> Speaks in conversations. Follows agreed-upon rules for conversations or carries out roles. Sometimes links comments to comments of others. Indicates agreement and/or disagreement. Contributions indicate compliance. Creates audio recordings of stories or poems.* | <ul style="list-style-type: none"> Does not yet speak in conversations. Follows few, if any, agreed-upon rules for conversations. Rarely, if ever, links comments to comments of others. Does not yet indicate agreement or disagreement. Contributions do not yet indicate compliance. Does not yet create audio recordings of stories or poems.* |
| Listening | <ul style="list-style-type: none"> Facial expressions and body language demonstrate curiosity. Attentive in a structured conversation for as long as needed. Listens actively and cues the speaker with gestures and facial expressions. | <ul style="list-style-type: none"> Eye contact and body language demonstrate attention. Attentive in a structured conversation for at least 30 minutes. Cues the speaker with gestures and/or facial expressions. | <ul style="list-style-type: none"> Tracks speakers. Attentive in a structured conversation for at least 20 minutes. Sometimes gives the speaker cues. | <ul style="list-style-type: none"> Sometimes track speakers. Attentive in a structured conversation for less than 20 minutes. Does not yet give the speaker cues. |

| Grade 5: Speaking and Listening | | | | |
|---------------------------------|--|---|--|---|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Structure | <ul style="list-style-type: none"> Poses clarifying and probing questions that contribute to the discussion. Responds to clarifying and probing questions that contribute to the discussion. Requests elaboration to further understanding. Organizes relevant and related information to strong effect. Precisely summarizes what is read or heard aloud. | <ul style="list-style-type: none"> Poses clarifying questions that contribute to the discussion. Responds to clarifying questions that contribute to the discussion. Requests more information to clear up confusion. Organizes relevant and related information. Summarizes what is read or heard aloud. | <ul style="list-style-type: none"> Poses clarifying questions. Responds to clarifying questions. Sometimes requests more information. Sometimes connects information. Tries to summarize what is read or heard. | <ul style="list-style-type: none"> Does not yet pose questions. Does not yet respond to questions. Does not request more information. Does not connect information. Does not yet summarize what is read or heard. |
| Development | <ul style="list-style-type: none"> Reports thoroughly on topics and texts using relevant and descriptive details. Recounts stories and experiences with appropriate facts and relevant details. Responds to and provides points and reasons in conversations. Prepares thoroughly in advance for discussions and draws extensively on that preparation. Logically and strategically orders contributions. | <ul style="list-style-type: none"> Reports on topics and texts using relevant and descriptive details. Recounts stories and experiences with appropriate facts and relevant details. Responds to points and reasons in conversations. Prepares in advance for discussions. Logically orders contributions. | <ul style="list-style-type: none"> Reports on topics and texts using details. Recounts stories and experiences with some facts and details. Responds to points in conversations. Reads text for discussions. Responds with some attention to logic. | <ul style="list-style-type: none"> Does not yet report on topics and texts using details. Does not recount stories and experiences. Does not yet respond to points in conversations. Does not prepare for discussions. Does not yet use logic. |
| Style | <ul style="list-style-type: none"> Uses multimedia components to strengthen spoken descriptions. Chooses precise and meaningful words to express ideas and feelings clearly. Optimally adapts inflection, tone, and non-verbal expression to audience and purpose. Effectively varies formality of speech to context. | <ul style="list-style-type: none"> Uses multimedia components to add detail to spoken descriptions. Chooses strong words to express ideas and feelings clearly. Adapts inflection, tone, and non-verbal expression to audience and purpose. Varies formality of speech to context. | <ul style="list-style-type: none"> Uses multimedia components when speaking. Chooses words to express ideas and feelings. Adapts inflection, tone, or non-verbal expression to audience or purpose. Speaks formally in academic conversations. | <ul style="list-style-type: none"> Does not use multimedia components. Word choice doesn't yet enhance expression. Does not yet use inflection. Does not yet speak formally. Does not yet adapt inflection, tone, or non-verbal expression to audience or purpose. |

| Grade 5: Speaking and Listening | | | | |
|---------------------------------|---|--|--|---|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Conventions | <ul style="list-style-type: none"> Expresses clearly with effective volume. Speaks in coherent and complex sentences. Paces speech dynamically for meaning. | <ul style="list-style-type: none"> Speaks audibly and clearly. Speaks in coherent sentences. Speaks at an understandable pace. | <ul style="list-style-type: none"> Speaks audibly or clearly. Speaks in complete sentences. Sometimes speaks at an understandable pace. | <ul style="list-style-type: none"> Does not yet speak audibly or clearly. Does not yet speak in complete sentences. Speaks too fast or too slow. |
| Process | <ul style="list-style-type: none"> Comments contribute significantly to discussion. Upholds norms for conversations for self and others and carries out roles. Builds and elaborates on others' comments and contributes positively to a collaborative group process. Agrees and disagrees respectfully and strategically. Contributions indicate curiosity. | <ul style="list-style-type: none"> Comments contribute to discussion. Follows norms for conversations and carries out roles. Builds and elaborates on others' comments. Agrees and disagrees respectfully. Contributions indicate engagement. | <ul style="list-style-type: none"> Speaks in conversations. Follows agreed-upon rules for conversations or carries out roles. Links comments to comments of others. Indicates agreement and/or disagreement. Contributions indicate compliance. | <ul style="list-style-type: none"> Does not yet speak in conversations. Follows few, if any, agreed-upon rules for conversations. Does not yet link comments to comments of others. Does not yet indicate agreement or disagreement. Contributions do not yet indicate compliance. |
| Listening | <ul style="list-style-type: none"> Facial expressions and body language demonstrate curiosity. Attends to structured conversation for as long as needed. Listens actively and cues the speaker with gestures and facial expressions. | <ul style="list-style-type: none"> Eye contact and body language demonstrate attention. Attends to structured conversation for at least 30 minutes. Cues the speaker with gestures and/or facial expressions. | <ul style="list-style-type: none"> Tracks speakers. Attends to structured conversation for at least 20 minutes. Sometimes gives the speaker cues. | <ul style="list-style-type: none"> Sometimes track speakers. Attends to structured conversation for less than 20 minutes. Does not yet give the speaker cues. |

| Grade 6: Speaking and Listening | | | | |
|---------------------------------|--|---|--|---|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Structure | <ul style="list-style-type: none"> Poses clarifying and probing questions that contribute to the discussion. Responds to clarifying and probing questions that contribute to the discussion. Requests elaboration to further understanding. Organizes relevant and related information to strong effect. Effectively interprets information and connects it to the topic of discussion. | <ul style="list-style-type: none"> Poses clarifying questions that contribute to the discussion. Responds to clarifying questions that contribute to the discussion. Requests more information to clear up confusion. Organizes relevant and related information. Interprets information and connects it to the topic of discussion. | <ul style="list-style-type: none"> Poses clarifying questions. Responds to clarifying questions. Sometimes requests more information. Sometimes connects information. Presents information connected to the topic of study. | <ul style="list-style-type: none"> Does not yet pose questions. Does not yet respond to questions. Does not request more information. Does not connect information. Does not yet present information connected to the topic of study. |
| Development | <ul style="list-style-type: none"> Presents strong claims and findings using pertinent descriptions, facts, and details. Responds to and provides points and reasons in conversations. Prepares thoroughly in advance for discussions and draws extensively on evidence from that preparation. Logically and strategically orders contributions. | <ul style="list-style-type: none"> Presents claims and findings using pertinent descriptions, facts, and details. Responds to points and reasons in conversations. Prepares in advance for discussions and draws on evidence from that preparation. Logically orders contributions. | <ul style="list-style-type: none"> Presents claims and some details. Responds to points in conversations. Prepares in advance for discussions. Responds with some attention to logic. | <ul style="list-style-type: none"> Does not yet present claims. Does not recount stories and experiences. Does not yet respond to points in conversations. Does not prepare for discussions. Does not yet use logic. |
| Style | <ul style="list-style-type: none"> Uses multimedia components to strengthen spoken descriptions. Chooses precise and meaningful words to express ideas and feelings clearly. Optimally adapts inflection, tone, and non-verbal expression to audience and purpose. Effectively varies formality of speech to context. | <ul style="list-style-type: none"> Uses multimedia components to add detail to spoken descriptions. Chooses strong words to express ideas and feelings clearly. Adapts inflection, tone, and non-verbal expression to audience and purpose. Varies formality of speech to context. | <ul style="list-style-type: none"> Uses multimedia components when speaking. Chooses words to express ideas and feelings. Adapts inflection, tone, or non-verbal expression to audience or purpose. Speaks formally in academic conversations. | <ul style="list-style-type: none"> Does not use multimedia components. Word choice doesn't yet enhance expression. Does not yet use inflection. Does not yet speak formally. Does not yet adapt inflection, tone, or non-verbal expression to audience or purpose. |

| Grade 6: Speaking and Listening | | | | |
|---------------------------------|---|--|--|--|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Conventions | <ul style="list-style-type: none"> Expresses clearly with effective volume. Speaks in coherent and complex sentences. Paces speech dynamically for meaning. Uses effective eye contact. Pronounces words clearly and accurately. | <ul style="list-style-type: none"> Speaks audibly and clearly. Speaks in coherent sentences. Speaks at an understandable pace. Uses appropriate eye contact. Pronounces words clearly. | <ul style="list-style-type: none"> Speaks audibly or clearly. Speaks in complete sentences. Sometimes speaks at an understandable pace. Occasionally makes eye contact. Occasionally pronounces words clearly. | <ul style="list-style-type: none"> Does not yet speak audibly or clearly. Does not yet speak in complete sentences. Speaks too fast or too slow. Does not yet make eye contact. Rarely, if ever, pronounces words clearly. |
| Process | <ul style="list-style-type: none"> Comments effectively balance questions and statements that contribute significantly to discussion. Upholds rules for collegial discussions for self and others and carries out defined individual roles. Sets specific and effective goals and deadlines. Builds and elaborates on others' comments and contributes positively to a collaborative group process. Agrees and disagrees respectfully and strategically, using knowledge of common categories of disagreements. Contributions indicate curiosity. | <ul style="list-style-type: none"> Comments balance questions and statements that contribute to discussion. Follows rules for collegial discussions and defines individual roles. Sets goals and deadlines. Builds and elaborates on others' comments. Agrees and disagrees respectfully and strategically. Contributions indicate engagement. | <ul style="list-style-type: none"> Contributes both questions and statements in conversations. Follows rules for collegial discussions or defines individual roles. Sets goals or deadlines. Links comments to comments of others. Agrees and disagrees respectfully. Contributions indicate compliance. | <ul style="list-style-type: none"> Does not yet contribute both questions and statements in conversations. Follows few, if any, agreed-upon rules for conversations. Does not yet set goals or deadlines. Does not yet link comments to comments of others. Does not yet indicate agreement or disagreement. Contributions do not yet indicate compliance. |
| Listening | <ul style="list-style-type: none"> Facial expressions and body language demonstrate curiosity. Attends to structured conversation for as long as needed. Listens actively and cues the speaker with gestures and facial expressions. Reflects and paraphrases strategically to consider multiple perspectives. | <ul style="list-style-type: none"> Eye contact and body language demonstrate attention. Attends to structured conversation for at least 30 minutes. Cues the speaker with gestures and/or facial expressions. Reflects and paraphrases to consider multiple perspectives. | <ul style="list-style-type: none"> Tracks speakers. Attends to structured conversation for at least 20 minutes. Sometimes gives the speaker cues. Reflects or paraphrases to consider multiple perspectives. | <ul style="list-style-type: none"> Sometimes track speakers. Attends to structured conversation for less than 20 minutes. Does not yet give the speaker cues. Does not yet reflect or paraphrase to consider multiple perspectives. |

| Grade 7: Speaking and Listening | | | | |
|---------------------------------|--|---|---|---|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Structure | <ul style="list-style-type: none"> Poses probing questions that elicit elaboration. Responds to questions with relevant and coherent observations and ideas. Requests elaboration to further understanding. Organizes relevant and related information to strong effect. Effectively analyzes information and connects it to the topic of discussion. | <ul style="list-style-type: none"> Poses questions that elicit elaboration. Responds to questions with relevant observations. Requests more information to clear up confusion. Organizes relevant and related information. Analyzes information and connects it to the topic of discussion. | <ul style="list-style-type: none"> Poses clarifying questions. Responds to clarifying questions. Sometimes requests more information. Sometimes connects information. Interprets information and connects it to the topic of study. | <ul style="list-style-type: none"> Does not yet pose questions. Does not yet respond to questions. Does not request more information. Does not connect information. Does not yet present information connected to the topic of study. |
| Development | <ul style="list-style-type: none"> Coherently and effectively presents claims and findings emphasizing salient points. Prepares thoroughly in advance for discussions and draws extensively on evidence from that preparation. Logically and strategically orders contributions. Effectively and strategically evaluates the soundness of others' reasoning. Effectively reflects on and modifies own views in response to new, stronger ideas. | <ul style="list-style-type: none"> Coherently presents claims and findings emphasizing salient points. Prepares in advance for discussions and draws on evidence from that preparation. Logically orders contributions. Evaluates the soundness of others' reasoning. Modifies own views in response to new, stronger ideas. | <ul style="list-style-type: none"> Presents claims and findings using pertinent descriptions, facts, and details. Prepares in advance for discussions. Responds with some attention to logic. Responds to others' reasoning. Acknowledges new ideas. | <ul style="list-style-type: none"> Does not yet present claims. Does not prepare for discussions. Does not yet use logic. Does not yet respond to others' reasoning. Does not yet acknowledge new ideas. |
| Style | <ul style="list-style-type: none"> Uses multimedia components to strengthen spoken descriptions. Chooses precise and meaningful words to express ideas and feelings clearly. Optimally adapts inflection, tone, and non-verbal expression to audience and purpose. Effectively varies formality of speech to context. | <ul style="list-style-type: none"> Uses multimedia components to add detail to spoken descriptions. Chooses strong words to express ideas and feelings clearly. Adapts inflection, tone, and non-verbal expression to audience and purpose. Varies formality of speech to context. | <ul style="list-style-type: none"> Uses multimedia components when speaking. Chooses words to express ideas and feelings. Adapts inflection, tone, or non-verbal expression to audience or purpose. Speaks formally in academic conversations. | <ul style="list-style-type: none"> Does not use multimedia components. Word choice doesn't yet enhance expression. Does not yet use inflection. Does not yet speak formally. Does not yet adapt inflection, tone, or non-verbal expression to audience or purpose. |

| Grade 7: Speaking and Listening | | | | |
|---------------------------------|---|--|--|--|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Conventions | <ul style="list-style-type: none"> Expresses clearly with effective volume. Speaks in coherent and complex sentences. Paces speech dynamically for meaning. Uses effective eye contact. Pronounces words clearly and accurately. | <ul style="list-style-type: none"> Speaks audibly and clearly. Speaks in coherent sentences. Speaks at an understandable pace. Uses appropriate eye contact. Pronounces words clearly. | <ul style="list-style-type: none"> Speaks audibly or clearly. Speaks in complete sentences. Sometimes speaks at an understandable pace. Occasionally makes eye contact. Occasionally pronounces words clearly. | <ul style="list-style-type: none"> Does not yet speak audibly or clearly. Does not yet speak in complete sentences. Speaks too fast or too slow. Does not yet make eye contact. Rarely, if ever, pronounces words clearly. |
| Process | <ul style="list-style-type: none"> Comments effectively balance questions and statements that contribute significantly to discussion. Upholds rules for collegial discussions for self and others and carries out defined individual roles. Sets specific and effective goals and deadlines. Builds and elaborates on others' comments and contributes positively to a collaborative group process. Agrees and disagrees respectfully and strategically, using knowledge of common categories of disagreements. Contributions indicate curiosity. Routinely and adeptly brings the discussion back on topic. | <ul style="list-style-type: none"> Comments balance questions and statements that contribute to discussion. Follows rules for collegial discussions and defines individual roles. Sets goals and deadlines. Builds and elaborates on others' comments. Agrees and disagrees respectfully and strategically. Contributions indicate engagement. Brings the discussion back on topic. | <ul style="list-style-type: none"> Contributes both questions and statements in conversations. Follows rules for collegial discussions or defines individual roles. Sets goals or deadlines. Links comments to comments of others. Agrees and disagrees respectfully. Contributions indicate compliance. Acknowledges when the discussion is off topic. | <ul style="list-style-type: none"> Does not yet contribute both questions and statements in conversations. Follows few, if any, agreed-upon rules for conversations. Does not yet set goals or deadlines. Does not yet link comments to comments of others. Does not yet indicate agreement or disagreement. Contributions do not yet indicate compliance. Does not yet acknowledge when the discussion is off topic. |
| Listening | <ul style="list-style-type: none"> Facial expressions and body language demonstrate curiosity. Attends to structured conversation for as long as needed. Listens actively and cues the speaker with gestures and facial expressions. Reflects and paraphrases strategically to consider multiple perspectives. | <ul style="list-style-type: none"> Eye contact and body language demonstrate attention. Attends to structured conversation for at least 30 minutes. Cues the speaker with gestures and/or facial expressions. Reflects and paraphrases to consider multiple perspectives. | <ul style="list-style-type: none"> Tracks speakers. Attends to structured conversation for at least 20 minutes. Sometimes gives the speaker cues. Reflects or paraphrases to consider multiple perspectives. | <ul style="list-style-type: none"> Sometimes track speakers. Attends to structured conversation for less than 20 minutes. Does not yet give the speaker cues. Does not yet reflect or paraphrase to consider multiple perspectives. |

| Grade 8: Speaking and Listening | | | | |
|---------------------------------|---|--|---|---|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Structure | <ul style="list-style-type: none"> Poses probing questions that connect the ideas of several speakers. Adeptly responds to questions and comments with relevant evidence. Organizes relevant and related well-chosen details to strong effect. Effectively analyzes the purpose of information presented. | <ul style="list-style-type: none"> Poses questions that connect the ideas of several speakers. Responds to questions and comments with relevant evidence. Organizes relevant and related well-chosen details. Analyzes the purpose of information presented. | <ul style="list-style-type: none"> Poses questions. Responds to questions with relevant observations. Sometimes connects relevant information. Analyzes information and connects it to the topic of study. | <ul style="list-style-type: none"> Does not yet pose questions. Does not yet respond to questions. Does not connect relevant information. Does not yet analyze information connected to the topic of study. |
| Development | <ul style="list-style-type: none"> Coherently and effectively presents claims and findings emphasizing salient points. Prepares thoroughly in advance for discussions and draws extensively on evidence from that preparation. Logically and strategically orders contributions. Effectively and strategically evaluates the soundness and validity of others' reasoning. Effectively reflects on and modifies own views in response to new, stronger ideas. Effectively analyzes the motives behind presentations. | <ul style="list-style-type: none"> Coherently presents claims and findings emphasizing salient points. Prepares in advance for discussions and draws on evidence from that preparation. Logically orders contributions. Evaluates the soundness and validity of others' reasoning. Modifies own views in response to new, stronger ideas. Analyzes the motives behind presentations. | <ul style="list-style-type: none"> Presents claims and findings using pertinent descriptions, facts, and details. Prepares in advance for discussions. Responds with some attention to logic. Responds to others' reasoning. Acknowledges new ideas. Acknowledges the motives behind presentations. | <ul style="list-style-type: none"> Does not yet present claims. Does not prepare for discussions. Does not yet use logic. Does not yet respond to others' reasoning. Does not yet acknowledge new ideas. Does not yet acknowledge the motives behind presentations. |
| Style | <ul style="list-style-type: none"> Uses multimedia components to strengthen and add interest to spoken descriptions. Chooses precise and meaningful words to express ideas and feelings clearly. Optimally adapts inflection, tone, and non-verbal expression to audience and purpose. Effectively varies formality of speech to context. | <ul style="list-style-type: none"> Uses multimedia components to add detail and interest to spoken descriptions. Chooses strong words to express ideas and feelings clearly. Adapts inflection, tone, and non-verbal expression to audience and purpose. Varies formality of speech to context. | <ul style="list-style-type: none"> Uses multimedia components when speaking. Chooses words to express ideas and feelings. Adapts inflection, tone, or non-verbal expression to audience or purpose. Speaks formally in academic conversations. | <ul style="list-style-type: none"> Does not use multimedia components. Word choice doesn't yet enhance expression. Does not yet use inflection. Does not yet speak formally. Does not yet adapt inflection, tone, or non-verbal expression to audience or purpose. |

| Grade 8: Speaking and Listening | | | | |
|---------------------------------|---|---|--|---|
| | 4 (Exceeds Expectations) | 3 (Meets Expectations) | 2 (Partially Meets Expectations) | 1 (Does Not Yet Meet Expectations) |
| Conventions | <ul style="list-style-type: none"> Expresses clearly with effective volume. Speaks in coherent and complex sentences. Paces speech dynamically for meaning. Uses effective eye contact. Pronounces words clearly and accurately. | <ul style="list-style-type: none"> Speaks audibly and clearly. Speaks in coherent sentences. Speaks at an understandable pace. Uses appropriate eye contact. Pronounces words clearly. | <ul style="list-style-type: none"> Speaks audibly or clearly. Speaks in complete sentences. Sometimes speaks at an understandable pace. Occasionally makes eye contact. Occasionally pronounces words clearly. | <ul style="list-style-type: none"> Does not yet speak audibly or clearly. Does not yet speak in complete sentences. Speaks too fast or too slow. Does not yet make eye contact. Rarely, if ever, pronounces words clearly. |
| Process | <ul style="list-style-type: none"> Comments effectively balance questions and statements that contribute significantly to discussion. Upholds rules for collegial discussions for self and others and carries out defined individual roles. Sets specific and effective goals and deadlines. Builds and elaborates on other's comments and contributes positively to a collaborative group process. Agrees and disagrees respectfully and strategically, using knowledge of common categories of disagreements. Routinely and adeptly identifies and refocuses irrelevant and off-topic discussion. | <ul style="list-style-type: none"> Comments balance questions and statements that contribute to discussion. Follows rules for collegial discussions and defines individual roles. Sets goals and deadlines. Builds and elaborates on other's comments. Agrees and disagrees respectfully and strategically. Identifies and refocuses irrelevant and off-topic discussion. | <ul style="list-style-type: none"> Contributes both questions and statements in conversations. Follows rules for collegial discussions or defines individual roles. Sets goals or deadlines. Links comments to comments of others. Agrees and disagrees respectfully. Acknowledges when the discussion is off topic. | <ul style="list-style-type: none"> Does not yet contribute both questions and statements in conversations. Follows few, if any, agreed-upon rules for conversations. Does not yet set goals or deadlines. Does not yet link comments to comments of others. Does not yet indicate agreement or disagreement. Does not yet acknowledge when the discussion is off topic. |
| Listening | <ul style="list-style-type: none"> Facial expressions and body language demonstrate curiosity. Attends to structured conversation for as long as needed. Listens actively and cues the speaker with gestures and facial expressions. Reflects and paraphrases strategically to consider multiple perspectives. | <ul style="list-style-type: none"> Eye contact and body language demonstrate attention. Attends to structured conversation for at least 30 minutes. Cues the speaker with gestures and/or facial expressions. Reflects and paraphrases to consider multiple perspectives. | <ul style="list-style-type: none"> Tracks speakers. Attends to structured conversation for at least 20 minutes. Sometimes gives the speaker cues. Reflects or paraphrases to consider multiple perspectives. | <ul style="list-style-type: none"> Sometimes track speakers. Attends to structured conversation for less than 20 minutes. Does not yet give the speaker cues. Does not yet reflect or paraphrase to consider multiple perspectives. |

FAMILY TIP SHEETS

This section contains an example of a Family Tip Sheet. Family Tip Sheets for each module can be accessed through the Great Minds website or in the print Student Edition of each module.

For more information about Family Tip Sheets, see the *Sharing Wit & Wisdom with Families* section.

WIT & WISDOM FAMILY TIP SHEET

WHAT IS MY GRADE 1 STUDENT LEARNING IN MODULE 1?

Wit & Wisdom is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

Module 1: *A World of Books*

Module 2: *Creature Features*

Module 3: *Powerful Forces*

Module 4: *Cinderella Stories*

In this first module, *A World of Books*, we will study the power of books and libraries around the world. Some people have climbed mountains just to find books. Others have trekked to libraries on boats or even on elephants. In this module, we will ask the question: How do books—and the knowledge they bring—change lives around the world?

OUR CLASS WILL READ THESE BOOKS:

Picture Books (Informational)

- *Museum ABC*, The Metropolitan Museum of Art
- *My Librarian Is a Camel*, Margriet Ruurs

Picture Books (Literary)

- *Tomás and the Library Lady*, Pat Mora and Raul Colon
- *Waiting for the Biblioburro*, Monica Brown and John Parra
- *That Book Woman*, Heather Henson and David Small
- *Green Eggs and Ham*, Dr. Seuss

OUR CLASS WILL WATCH THESE VIDEOS:

- “Biblioburro: The Donkey Library,” Ebonne Ruffins, CNN
- “Pack Horse Librarians,” SLIS Storytelling

OUR CLASS WILL EXAMINE THIS PAINTING:

- *The Midnight Ride of Paul Revere*, Grant Wood

OUR CLASS WILL ASK THESE QUESTIONS:

- How do library books change life for Tomás?
- How does the Biblioburro change life for Ana?
- How do people around the world get books?
- How does the packhorse librarian change life for Cal?
- How do books change my life?

QUESTIONS TO ASK AT HOME:

As you read with your Grade 1 student, ask:

- What do you notice and wonder?

BOOKS TO READ AT HOME:

- *Poppleton*, Cynthia Rylant
- *Rain School*, James Rumford
- *Library Lion*, Michelle Knudsen
- *Abe Lincoln: The Boy Who Loved Books*, Kay Winters
- *Thank You, Mr. Falker*, Patricia Polacco
- *Wild about Books*, Judy Sierra
- *The Library*, Sarah Stewart

PLACES YOU CAN VISIT TO TALK ABOUT BOOKS:

Visit the local library together. Ask the librarian:

- What is the history of the library?
- When was the library built?
- Who built the library?
- How many people visit the library each year?
- What programs does the library offer?

SUGGESTED MATERIALS LISTS FOR MODULES 1 AND 2

This is a suggested purchase list of materials for the first two modules based on what is listed in the module lessons. There may be some items that need to be purchased for later modules that are not listed here.

There are some items (e.g., a magician's hat, bouncy balls, cups) that may be in the materials list in a specific lesson but are not listed here as classroom supplies.

| Kindergarten Materials | Description/Use | Suggested per Classroom or Student |
|--------------------------|--|------------------------------------|
| Chart paper | <ul style="list-style-type: none"> Used for teachers to create charts for specific lessons and to display around the classroom as reference for students | 4 pads |
| Sticky notes | <ul style="list-style-type: none"> An assortment of colors and sizes needed In some lessons, different colors used to indicate different items | 4 pads per student |
| Sentence strips | | 3 packs |
| Scissors | | 1 per student |
| Glue sticks | | 3 per student |
| Construction paper | | 3 packs, multicolored |
| World map | | 1 map |
| Index cards | <ul style="list-style-type: none"> Small (3" x 5") and large (at least 4" x 6") sizes needed Used to make flash cards and for writing/drawing responses (larger size for younger students) | 2 packs per student |
| Journal/notebook | <ul style="list-style-type: none"> Blank primary journals that include open space for drawing and large lines for writing Used for Response Journals | 4 per student |
| Map of the United States | | 1 map |
| Talking chips | <ul style="list-style-type: none"> Little tokens that students give back when they speak in a Socratic Seminar Could be a commonly used math manipulative | 1 set |
| White computer paper | <ul style="list-style-type: none"> Used for drawing | 2 packs |
| Markers | <ul style="list-style-type: none"> Variety of colors | 1 box per student |
| Crayons | | 1 box per student |
| String | | 1 roll |
| Sticky flags | <ul style="list-style-type: none"> Used to mark sentences, words, or pictures in books | 2 packs |
| Whiteboards | | 1 per student |

| Kindergarten Materials | Description/Use | Suggested per Classroom or Student |
|---|--|------------------------------------|
| Dry-erase markers | | 5 boxes |
| Audio recording device (e.g., cell phone, voice recorder) | <ul style="list-style-type: none"> Used to record students speaking so teachers and students can listen to recordings | 1 per classroom |

| Grade 1 Materials | Description/Use | Suggested per Classroom or Student |
|-----------------------|--|---|
| Chart paper | <ul style="list-style-type: none"> Used for teachers to create charts for specific lessons and to display around the classroom as reference for students | 4 pads |
| Sticky notes | <ul style="list-style-type: none"> An assortment of colors and sizes needed In some lessons, different colors used to indicate different items | 3 pads per student |
| Sticky flags | <ul style="list-style-type: none"> Used to mark sentences, words, or pictures in books | 2 packs |
| Journals/notebooks*** | <ul style="list-style-type: none"> Use either composition books, or binders with dividers For this grade, two separate journals needed | Composition Books: 8 per student or Binder with dividers: 1 per student |
| Story Stones | <ul style="list-style-type: none"> Teachers label stones with different story elements so students can put the stones in order and retell a story in the correct order. | 5 stones per student |
| World map | | 1 map |
| Sentence strips | | 3 packs |
| Colored pencils | | 1 pack per student |
| Crayons | | 1 pack per student |
| Whiteboards | | 1 per student |
| Dry-erase markers | | 5 boxes |
| Index cards | <ul style="list-style-type: none"> Small (3" x 5") and large (at least 4" x 6") sizes needed | 1 pack per student |

| Grade 2 Materials | Description/Use | Suggested per Classroom or Student |
|--------------------------|--|--|
| Chart paper | <ul style="list-style-type: none"> Used for teachers to create charts for specific lessons and to display around the classroom as reference for students | 4 pads |
| Sticky notes | <ul style="list-style-type: none"> An assortment of colors and sizes needed In some lessons, different colors used to indicate different items | 4 pads per student |
| Crayons | | 1 box of 12 per student |
| Journals/notebooks*** | <ul style="list-style-type: none"> Use either composition books, or binders with dividers For this grade, two separate journals needed | Composition books: 8 per student or Binder with dividers: 1 per student |
| Markers | <ul style="list-style-type: none"> Variety of colors | 1 box per student |
| Sentence strips | | 3 packs |
| Highlighters | <ul style="list-style-type: none"> Variety of colors needed | 2 per student |
| Story Stones | <ul style="list-style-type: none"> Teachers label stones with different story elements so students can put the stones in order and retell a story in the correct order. | 5 stones per student |
| Index cards | <ul style="list-style-type: none"> Variety of colors needed Small (3" x 5") and large (at least 4" x 6") sizes needed | 2 packs per student |
| Colored pencils | | 1 set per student |
| Whiteboards | | 1 per student |
| Sticky flags | | 2 packs |
| Map of the United States | | 1 map |
| Plastic sheet protectors | | 2 packs |
| Scissors | | 1 pair per student |
| Tape | | 1 roll |

| Grade 3 Materials | Description/Use | Suggested per Classroom or Student |
|-----------------------|--|---|
| Chart paper | <ul style="list-style-type: none"> ▪ Used for teachers to create charts for specific lessons and to display around the classroom as reference for students | 4 pads |
| Index cards | <ul style="list-style-type: none"> ▪ Small (3" x 5") and large (at least 4" x 6") sizes needed | 2 packs per student |
| Highlighters | <ul style="list-style-type: none"> ▪ Variety of colors needed | 2 per student |
| Dictionary | <ul style="list-style-type: none"> ▪ Online or print | 1 per student |
| Sentence strips | | 3 packs |
| Markers | <ul style="list-style-type: none"> ▪ Variety of colors | 1 box per student |
| Crayons | | 1 box per student |
| Colored pencils | | 1 box per student |
| Sticky notes | <ul style="list-style-type: none"> ▪ An assortment of colors and sizes needed ▪ In some lessons, different colors used to indicate different items | 4 pads per student |
| White computer paper | | 2 packs |
| Journals/notebooks*** | <ul style="list-style-type: none"> ▪ Use either composition books, or binders with dividers ▪ For this grade, three separate journals needed | Composition books: 12 per student or Binder with dividers: 1 per student |
| Colored paper | | 1 pack |
| Glue sticks | | 1 per student |

| Grade 4 Materials | Description/Use | Suggested per Classroom or Student |
|-----------------------|---|---|
| Chart paper | <ul style="list-style-type: none"> Used for teachers to create charts for specific lessons and to display around the classroom as reference for students | 4 pads |
| Large pocket chart | | 1 per classroom |
| Index cards | <ul style="list-style-type: none"> Small (3" x 5") and large (at least 4" x 6") sizes needed | 3 packs per student |
| Computer paper | | 2 packs |
| Markers | <ul style="list-style-type: none"> Variety of colors | 1 box per student |
| Highlighters | <ul style="list-style-type: none"> Variety of colors needed | 2 per student |
| Colored pencils | | 1 pack per student |
| Sticky notes | | 4 packs per student |
| Glue sticks | | 2 per student |
| Sticky flags | <ul style="list-style-type: none"> An assortment of colors and sizes needed In some lessons, different colors used to indicate different items | 2 packs |
| Construction paper | | 2 packs |
| Sentence strips | | 2 packs |
| Clipboard | | 2 per classroom |
| Journals/notebooks*** | <ul style="list-style-type: none"> Use either composition books, or binders with dividers For this grade, three separate journals needed | Composition books: 12 per student or Binder with dividers: 1 per student |
| Ruler | | 1 per student |
| Glue sticks | | 1 per student |
| Masking tape | | 1 roll |

| Grade 5 Materials | Description/Use | Suggested per Classroom or Student |
|-----------------------|---|---|
| Chart paper | <ul style="list-style-type: none"> Used for teachers to create charts for specific lessons and to display around the classroom as reference for students | 4 pads |
| Dictionary | <ul style="list-style-type: none"> Online or print | 1 per student |
| Colored pencils | | 1 pack per student |
| Highlighters | <ul style="list-style-type: none"> Variety of colors needed | 2 per student |
| Index cards | | 3 packs per student |
| Red pencils or pens | | 2 per student |
| Sticky notes | <ul style="list-style-type: none"> An assortment of colors and sizes needed In some lessons, different colors used to indicate different items | 6 pads per student |
| Dot stickers | | 1 pack |
| Glue sticks | | 1 per student |
| Journals/notebooks*** | <ul style="list-style-type: none"> Use either composition books, or binders with dividers For this grade, three separate journals needed | Composition books: 12 per student or Binder with dividers: 1 per student |
| Sticky flags | | 2 packs |
| Whiteboards | | 1 per student |
| Dry-erase markers | | 5 boxes |

| Grade 6 Materials | Description/Use | Suggested per Classroom or Student |
|-----------------------|---|---|
| Chart paper | <ul style="list-style-type: none"> Used for teachers to create charts for specific lessons and to display around the classroom as reference for students | 4 pads |
| Markers | <ul style="list-style-type: none"> Variety of colors | 1 box per student |
| Highlighters | <ul style="list-style-type: none"> Variety of colors | 1 pack per student |
| Colored pencils | | 1 pack per student |
| Index cards | | 2 packs per student |
| Journals/notebooks*** | <ul style="list-style-type: none"> Use either composition books, or binders with dividers For this grade, three separate journals needed | Composition books: 12 per student or Binder with dividers: 1 per student |

| Grade 7 Materials | Description/Use | Suggested per Classroom or Student |
|-----------------------|---|--|
| Chart paper | <ul style="list-style-type: none"> Used for teachers to create charts for specific lessons and to display around the classroom as reference for students | 4 pads |
| Journals/notebooks*** | <ul style="list-style-type: none"> Use either composition books, or binders with dividers For this grade, three separate journals needed | Composition books: 12 per student or Binder with dividers: 1 per student |
| Index cards | | 2 packs per student |
| Sticky notes | <ul style="list-style-type: none"> An assortment of colors and sizes needed In some lessons, different colors used to indicate different items | 4 packs per student |
| Dictionary | <ul style="list-style-type: none"> Online or print | 1 per student |
| Thesaurus | <ul style="list-style-type: none"> Online or print | 1 per student |

| Grade 8 Materials | Description/Use | Suggested per Classroom or Student |
|--------------------------------|--|--|
| Chart paper | <ul style="list-style-type: none"> Used for teachers to create charts for specific lessons and to display around the classroom as reference for students | 4 pads |
| Journals/notebooks*** | <ul style="list-style-type: none"> Use either composition books, or binders with dividers For this grade, three separate journals needed | Composition books: 12 per student or Binder with dividers: 1 per student |
| Markers | <ul style="list-style-type: none"> Variety of colors | 1 box per student |
| Sticky notes | <ul style="list-style-type: none"> An assortment of colors and sizes needed In some lessons, different colors used to indicate different items | 4 packs per student |
| Index cards | <ul style="list-style-type: none"> Variety of colors | 3 packs per student |
| Colored pencils | | 1 pack per student |
| Highlighters | <ul style="list-style-type: none"> Variety of colors | 2 per student |
| Multimedia recording equipment | <ul style="list-style-type: none"> Students will record themselves reciting a poem and will need to be able to play it back on some sort of electronic device | Varies depending on chosen recording option |
| Yard stick | | 1 per classroom |
| Masking tape | | 1 roll |

***Schools have some choices with student journals. They might use separate composition books for each journal, or a three-ring binder with dividers to hold all the journal types. If they use composition books, students will likely go through multiple Response Journals in the year—an estimate of one composition book per module.

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Great Minds® Staff

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Wit & Wisdom® is a comprehensive English language arts curriculum that builds students' knowledge of key topics in history, science, and literature. Students engage with award-winning texts of the highest quality to master essential reading, writing, speaking, listening, and language skills. By studying enjoyable, informative books, students build knowledge and develop tools to articulate what they know.

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ON THE COVER

Earth from Space, 2000

This image shows North and South America as they would appear from space 22,000 miles above the Earth.

Credit: Reto Stöckli, Nazmi El Saleous, and Marit Jentoft-Nilsen, NASA GSFC

Wit & Wisdom students study this image to build knowledge in Grade 3 Module 2: *Outer Space*.

USING THIS GUIDE

Great Minds' high-quality, knowledge-rich curricula provide tools worthy of your craft.

This resource will help you plan for instruction, hone your practice, and strive for continuous improvement.

Use this guide to build on in-person professional development, develop a foundation for ongoing lesson preparation, understand the coherence within and across grades, and deepen your understanding of instructional goals. It is designed to assist you through a cycle of preparation, teaching, assessing, and analyzing.

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