




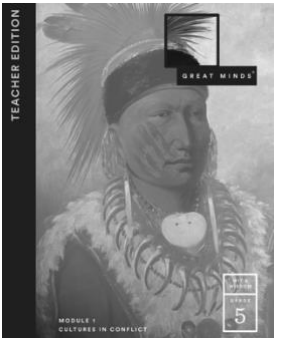
Wit & Wisdom[®] Grades K–5 Reviewer Guide

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Criteria of Effective English Language Arts Programs <i>Wit & Wisdom</i>® Grades K–5: Alignment at a Glance	Meets Criteria	
	Yes	No
1. Knowledge Texts and tasks build students’ knowledge systematically and coherently.	✓	
2. Texts a. Texts are of grade-appropriate complexity . b. Students engage regularly with varied text genres . c. Students engage regularly with texts that are authentic and exemplify quality . d. Students engage regularly with texts that represent diverse and multicultural perspectives .	✓	
3. Reading Curricular materials align with the college- and career-readiness expectation for close and repeated reading .	✓	
4. Writing a. Curricular materials align with the college- and career-readiness focus on informative/explanatory, opinion/argument, and narrative writing . b. Curricular materials align with the college- and career-readiness focus on writing craft, organization, and structure . c. Curricular materials align with the college- and career-readiness shift to writing to sources/using evidence .	✓	
5. Inquiry Curricular materials align with the college- and career-readiness focus on research and inquiry-based learning .	✓	
6. Speaking and Listening a. Curricular materials align with the college- and career-readiness shift to evidence-based discussions . b. Curricular materials align with the college- and career-readiness focus on ongoing opportunities for collaboration, speaking, and listening .	✓	
7. Vocabulary Curricular materials align with the college- and career-readiness shift to explicit vocabulary instruction in content and academic vocabulary.	✓	
8. Style and Conventions Curricular materials align with the college- and career-readiness focus on integrated and coherent language instruction .	✓	
9. Reading Foundations a. Curricular materials systematically build early readers’ skills in print concepts, phonemic awareness, and phonics and word recognition (K–5) . b. Curricular materials provide instruction and practice to build students’ reading fluency .	✓	✓

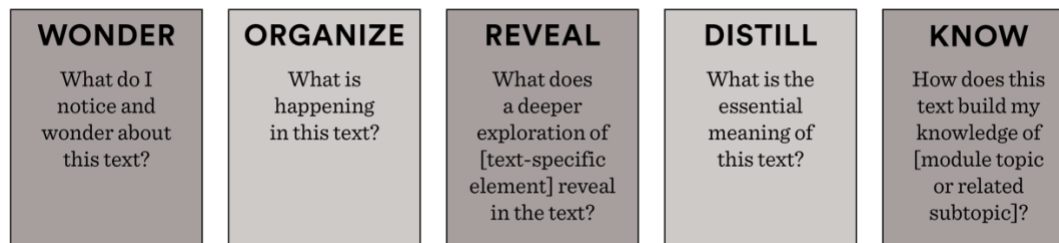
Criteria of Effective English Language Arts Programs <i>Wit & Wisdom</i>® Grades K–5: Alignment at a Glance	Meets Criteria	
	Yes	No
10. Visual Art Curricular materials include visual texts .	✓	
11. Standards Alignment and Integration a. Curricular materials align with college- and career-readiness standards. b. Curricular materials integrate English language arts standards strands.	✓	
12. Differentiation a. Curricular materials promote equity . b. Curricular materials provide scaffolds and instructional supports for striving readers—those performing below grade level and English learners. c. Curricular materials provide opportunities for extension to meet the needs of all students, including above-grade-level advanced learners.	✓	
13. Assessment Curricular materials include frequent and varied assessments that provide information to guide teachers and students.	✓	
14. Organization and Usability a. Curricular content provides instruction for a full academic year . b. Curriculum is purposefully sequenced and designed for ease of use .	✓	

Criteria of Effective ELA Programs	Meets Criteria		Evidence from <i>Wit & Wisdom</i>
1. Knowledge	Yes	No	<i>Wit & Wisdom</i> Alignment and Program Examples
<p>Texts and tasks build students' knowledge systematically and coherently.</p>	✓		<p>We know that the more a student knows, the more that student can learn; a strong foundation of knowledge advantages students in terms of their literacy skills, vocabulary, and ability to learn from text. For these reasons, important topics and knowledge-building texts are the heart of <i>Wit & Wisdom</i>® instruction. Each grade of <i>Wit & Wisdom</i> includes four modules that together form a year of instruction. Each module focuses on an important topic. Students learn, develop, practice, and master literacy skills in the context of this topic. As the module titles below attest, <i>Wit & Wisdom</i> topics come from literature, history/social studies, science, and the arts.</p> <p>Examples <i>Wit & Wisdom</i> builds knowledge as shown in these examples:</p> <div style="display: flex; flex-direction: column; gap: 20px;"> <div data-bbox="577 641 856 987">  <p>Grade K Module 3: <i>America, Then and Now</i></p> <p>Essential Question: How has life in America changed over time?</p> <p>Through literature and informational texts, poetry, songs, videos, photographs, and paintings, students investigate the nature of change in America—including Benjamin Franklin’s inventions and influence—and learn about how America has changed over time.</p> </div> <div data-bbox="577 1044 856 1380">  <p>Grade 5 Module 1: <i>Cultures in Conflict</i></p> <p>Essential Question: How do cultural beliefs and values guide people?</p> <p>Students explore the development of cultural values in context of one of America’s most tumultuous and heartbreaking eras. They examine a novel (<i>Thunder Rolling in the Mountains</i>), speeches, maps, photographs, film clips, informational texts, Nez Perce stories, and a painting of Chief Joseph, a Nez Perce leader. Through the study of these complex texts, students build knowledge of westward expansion, Nez Perce culture, and the conflict between the Nez Perce and the U.S. government.</p> </div> </div>

			<p><i>Wit & Wisdom</i> module topics from Grades K–5 include the following:</p> <table border="0"> <tr> <td>Grade K Module 1: <i>The Five Senses</i></td> <td>Grade 3 Module 1: <i>The Sea</i></td> </tr> <tr> <td>Grade K Module 2: <i>Once Upon a Farm</i></td> <td>Grade 3 Module 2: <i>Outer Space</i></td> </tr> <tr> <td>Grade K Module 3: <i>America, Then and Now</i></td> <td>Grade 3 Module 3: <i>A New Home</i></td> </tr> <tr> <td>Grade K Module 4: <i>The Continents</i></td> <td>Grade 3 Module 4: <i>Artists Make Art</i></td> </tr> <tr> <td>Grade 1 Module 1: <i>A World of Books</i></td> <td>Grade 4 Module 1: <i>A Great Heart</i></td> </tr> <tr> <td>Grade 1 Module 2: <i>Creature Features</i></td> <td>Grade 4 Module 2: <i>Extreme Settings</i></td> </tr> <tr> <td>Grade 1 Module 3: <i>Powerful Forces</i></td> <td>Grade 4 Module 3: <i>The Redcoats Are Coming!</i></td> </tr> <tr> <td>Grade 1 Module 4: <i>Cinderella Stories</i></td> <td>Grade 4 Module 4: <i>Myth Making</i></td> </tr> <tr> <td>Grade 2 Module 1: <i>A Season of Change</i></td> <td>Grade 5 Module 1: <i>Cultures in Conflict</i></td> </tr> <tr> <td>Grade 2 Module 2: <i>The American West</i></td> <td>Grade 5 Module 2: <i>Word Play</i></td> </tr> <tr> <td>Grade 2 Module 3: <i>Civil Rights Heroes</i></td> <td>Grade 5 Module 3: <i>A War Between Us</i></td> </tr> <tr> <td>Grade 2 Module 4: <i>Good Eating</i></td> <td>Grade 5 Module 4: <i>Breaking Barriers</i></td> </tr> </table> <p>For More Detail Read each module’s Module Summary (in the Module Overview). In <i>Wit & Wisdom</i> digital, navigate to your module of choice. From the left side navigation bar, select Module Overview. Select Module Summary from the dropdown menu or use the search tool at the top left to search for <i>Module Summary</i>.</p> <p><i>Wit & Wisdom</i> also provides Volume of Reading lists that recommend texts at varied levels, so students of all abilities can expand their knowledge of each module topic. The Volume of Reading list is Appendix D in each module. The Volume of Reading Reflection Questions appear in the print Student Edition and as a link in the introductory text to the Volume of Reading List in the digital Teacher Edition.</p>	Grade K Module 1: <i>The Five Senses</i>	Grade 3 Module 1: <i>The Sea</i>	Grade K Module 2: <i>Once Upon a Farm</i>	Grade 3 Module 2: <i>Outer Space</i>	Grade K Module 3: <i>America, Then and Now</i>	Grade 3 Module 3: <i>A New Home</i>	Grade K Module 4: <i>The Continents</i>	Grade 3 Module 4: <i>Artists Make Art</i>	Grade 1 Module 1: <i>A World of Books</i>	Grade 4 Module 1: <i>A Great Heart</i>	Grade 1 Module 2: <i>Creature Features</i>	Grade 4 Module 2: <i>Extreme Settings</i>	Grade 1 Module 3: <i>Powerful Forces</i>	Grade 4 Module 3: <i>The Redcoats Are Coming!</i>	Grade 1 Module 4: <i>Cinderella Stories</i>	Grade 4 Module 4: <i>Myth Making</i>	Grade 2 Module 1: <i>A Season of Change</i>	Grade 5 Module 1: <i>Cultures in Conflict</i>	Grade 2 Module 2: <i>The American West</i>	Grade 5 Module 2: <i>Word Play</i>	Grade 2 Module 3: <i>Civil Rights Heroes</i>	Grade 5 Module 3: <i>A War Between Us</i>	Grade 2 Module 4: <i>Good Eating</i>	Grade 5 Module 4: <i>Breaking Barriers</i>
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2. Texts	Yes	No	<i>Wit & Wisdom</i> Alignment and Program Examples																								
a. Texts are of grade-appropriate complexity .	✓		<p><i>Wit & Wisdom</i> texts exemplify the appropriate grade-level complexity outlined by college- and career-readiness standards. Students engage in productive struggle with complex texts, which prepares them for future reading demands across content areas and grades.</p> <p><i>Wit & Wisdom</i> teacher–writers assessed all core texts for their quantitative and qualitative complexity, evaluating elements of meaning and purpose, structure, language, and knowledge demands. Teacher–writers chose texts both to meet qualitative guidelines for grade-appropriate complexity and to fall within recommended quantitative Lexile® ranges for each grade band.</p> <p>For More Detail See Appendix A in each module for a quantitative measure and qualitative analysis of each core text.</p>																								
b. Students engage regularly with varied text genres .	✓		<p><i>Wit & Wisdom</i> texts include a variety and balance of text types as required by college- and career-readiness standards, including wide-ranging genres and a balance of literary and informational types. Texts include novels, stories, poems, myths, science fiction, historical fiction, literary nonfiction, informational texts, visual art, videos, audio, and multimedia. Every grade includes varied print and digital texts that cover topics from literature, history/social studies, science, and the arts.</p>																								

			<p>Examples For example, in their study of the continents in Module 4, Grade K students listen to literary and informational texts and study maps, paintings, photographs, websites, songs, and videos. (See the Grade K Module 4 Texts list in the Module Overview.)</p> <p>In their study of the Nez Perce in Grade 5 Module 1, students read a work of historical fiction, a speech, informational accounts, and traditional stories. They view film clips, paintings, and photographs. See the Grade 5 Module 1 Texts list in the Module Overview.</p> <p>For More Detail For a list of each module’s texts, see Texts in the Module Overview at the beginning of each module. In <i>Wit & Wisdom</i> digital, select Texts under the Module Overview or search for <i>Core Texts</i> to access the lists.</p>																								
c. Students engage regularly with texts that are authentic and exemplify quality .	✓		<p>The core texts in <i>Wit & Wisdom</i> are authentic, previously published texts worthy of close reading and study. Each text is an exceptional example of author’s craft, rich vocabulary, unique and engaging syntax, and important knowledge-building content.</p> <p><i>Wit & Wisdom</i> includes award-winning texts, recognized by such awards and honors as the Caldecott Medal, ALA Notable Book, Newbery Medal, National Book Award, along with many others.</p> <p>Examples <i>Wit & Wisdom</i> texts in Grades K–5 include works written by these esteemed authors:</p> <table> <tr> <td>Aliki</td> <td>Ezra Jack Keats</td> <td>Patricia Polacco</td> </tr> <tr> <td>Margaret Wise Brown</td> <td>Leo Lionni</td> <td>Pam Muñoz Ryan</td> </tr> <tr> <td>Sharon Creech</td> <td>Arnold Lobel</td> <td>Cynthia Rylant</td> </tr> <tr> <td>Rita Dove</td> <td>Bill Martin Jr.</td> <td>Carl Sandburg</td> </tr> <tr> <td>Matt de la Peña</td> <td>A. A. Milne</td> <td>Allen Say</td> </tr> <tr> <td>Tomie dePaola</td> <td>Gary Paulsen</td> <td>Dr. Seuss</td> </tr> <tr> <td>Robert Frost</td> <td>Andrea Davis Pinkney</td> <td>William Steig</td> </tr> <tr> <td>Jean Craighead George</td> <td>Jerry Pinkney</td> <td>Chris Van Allsburg</td> </tr> </table>	Aliki	Ezra Jack Keats	Patricia Polacco	Margaret Wise Brown	Leo Lionni	Pam Muñoz Ryan	Sharon Creech	Arnold Lobel	Cynthia Rylant	Rita Dove	Bill Martin Jr.	Carl Sandburg	Matt de la Peña	A. A. Milne	Allen Say	Tomie dePaola	Gary Paulsen	Dr. Seuss	Robert Frost	Andrea Davis Pinkney	William Steig	Jean Craighead George	Jerry Pinkney	Chris Van Allsburg
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d. Students engage regularly with texts that represent diverse and multicultural perspectives .	✓		<p><i>Wit & Wisdom</i> includes texts that represent people of varied ethnic groups, genders, ages, abilities, cultures, and religions. The curriculum represents the diverse nature of society, now and throughout history, including the everyday stories of different people from the United States and around the world.</p> <p><i>Wit & Wisdom</i> teacher–writers created <i>Wit & Wisdom</i> with the goal of presenting texts that serve as mirrors and windows; students see themselves reflected in the program’s texts, content, and ideas (mirrors) and gain insight into the experiences of others (windows).</p> <p>Examples Examples of Grades K–5 texts that represent diverse and multicultural perspectives include the following:</p> <p>Grade K Module 4: <i>The Continents</i></p> <ul style="list-style-type: none"> ▪ <i>The Story of Ferdinand</i>, Munro Leaf 																								

			<ul style="list-style-type: none"> ▪ <i>Why Mosquitoes Buzz in People's Ears: A West African Tale</i>, Verna Aardema <p>Grade 1 Module 4: <i>Cinderella Stories</i></p> <ul style="list-style-type: none"> ▪ <i>Adelita</i>, Tomie dePaola ▪ <i>Cendrillon: A Caribbean Cinderella</i>, Robert D. San Souci ▪ <i>Glass Slipper, Gold Sandal: A Worldwide Cinderella</i>, Paul Fleischman ▪ <i>The Korean Cinderella</i>, Shirley Climo <p>Grade 2 Module 3: <i>Civil Rights Heroes</i></p> <ul style="list-style-type: none"> ▪ <i>I Have a Dream</i>, Dr. Martin Luther King, Jr. ▪ <i>Ruby Bridges Goes to School: My True Story</i>, Ruby Bridges ▪ <i>Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation</i>, Duncan Tonatiuh <p>Grade 3 Module 3: <i>A New Home</i></p> <ul style="list-style-type: none"> ▪ <i>Coming to America: The Story of Immigration</i>, Betsy Maestro ▪ <i>Grandfather's Journey</i>, Allen Say ▪ <i>Family Pictures</i>, Carmen Lomas Garza ▪ <i>The Keeping Quilt</i>, Patricia Polacco <p>Grade 4 Module 4: <i>Myth Making</i></p> <ul style="list-style-type: none"> ▪ <i>Pushing Up the Sky: Native American Plays for Children</i>, Joseph Bruchac ▪ <i>Understanding Greek Myths</i>, Natalie Hyde ▪ <i>Walk Two Moons</i>, Sharon Creech <p>Grade 5 Module 1: <i>Cultures in Conflict</i></p> <ul style="list-style-type: none"> ▪ <i>Thunder Rolling in the Mountains</i>, Scott O'Dell and Elizabeth Hall ▪ "Lincoln Hall Speech," Chief Joseph ▪ "Coyote and the Monster Story" ▪ "How Beaver Stole Fire from the Pines"
3. Reading	Yes	No	<i>Wit & Wisdom</i> Alignment and Program Examples
Curricular materials align with the college- and career-readiness expectation for close and repeated reading .	✓		<i>Wit & Wisdom</i> texts, because of their quality and craft, are worthy of rereading and close reading. To support all students in reading complex texts, <i>Wit & Wisdom</i> uses a stage-based theory of reading to scaffold students' deepening comprehension and provide a focus for each rereading. Each <i>Wit & Wisdom</i> lesson focuses on one of five Content Stages for reading. Together, the Content Stages, and their aligned Content Framing Questions, move students from a literal understanding to deep comprehension by following a predictable, transferable process of critical thinking and questioning.



The Content Stage reading process is a foundation of *Wit & Wisdom*, one that students apply to all types of text—including literary, informational, and visual texts. The Content Stages develop in students the repeatable habits of mind that experienced readers use across all content areas to understand challenging new texts.

Examples

For examples, see this progression of Content Stages from Grade K Module 1:

Lesson 1—Wonder: What do I notice and wonder about *My Five Senses*?

Lesson 2—Organize: What is happening in *My Five Senses*?

Lesson 3—Reveal: What does a deeper exploration of words and pictures reveal in *My Five Senses*?

Lesson 4—Distill: What is the essential meaning of *My Five Senses*?

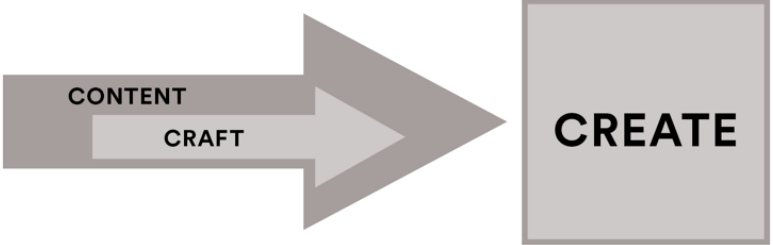
Lesson 5—Know: How does *My Five Senses* build my knowledge of the senses?

For More Detail

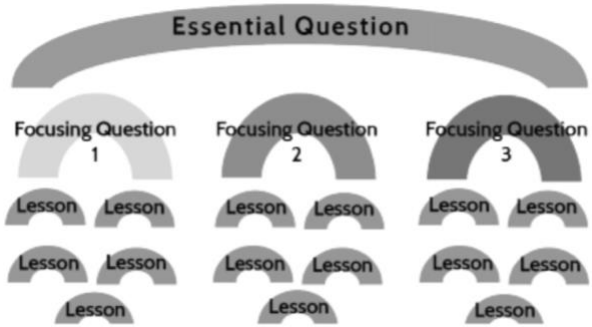
For the complete sequence of Content Stages and Content Framing Questions across all lessons in a module, see the Module Map (in the Module Overview). In *Wit & Wisdom* digital, select Module Map under the Module Overview or search for *Module Map*.

4. Writing	Yes	No	<i>Wit & Wisdom</i> Alignment and Program Examples																																			
a. Curricular materials align with the college- and career-readiness focus on informative/explanatory, opinion/argument, and narrative writing.	✓		<p><i>Wit & Wisdom</i> students write every day, learning to write and writing to learn.</p> <p>Writing tasks range from brief Quick Writes or Jot–Pair–Share responses to extended essays and research projects. Modules align with college- and career-readiness writing standards and teach the three writing types: informative/explanatory, opinion/argument, and narrative. Each module tailors writing instruction to one type of writing. At the module’s end, students respond to the End-of-Module Task by using that form of writing. At each grade level, one module also features an extended research project.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th></th> <th>Module 1</th> <th>Module 2</th> <th>Module 3</th> <th>Module 4</th> </tr> </thead> <tbody> <tr> <td style="background-color: #cccccc;">K</td> <td>Informative</td> <td>Narrative</td> <td>Informative (Research)</td> <td>Opinion</td> </tr> <tr> <td style="background-color: #cccccc;">1</td> <td>Narrative</td> <td>Informative (Research)</td> <td>Narrative</td> <td>Opinion</td> </tr> <tr> <td style="background-color: #cccccc;">2</td> <td>Informative</td> <td>Informative</td> <td>Narrative</td> <td>Opinion (Research)</td> </tr> <tr> <td style="background-color: #cccccc;">3</td> <td>Informative</td> <td>Opinion</td> <td>Narrative</td> <td>Informative (Research)</td> </tr> <tr> <td style="background-color: #cccccc;">4</td> <td>Informative</td> <td>Narrative</td> <td>Opinion (Research)</td> <td>Informative</td> </tr> <tr> <td style="background-color: #cccccc;">5</td> <td>Informative</td> <td>Narrative</td> <td>Opinion</td> <td>Informative (Research)</td> </tr> </tbody> </table>		Module 1	Module 2	Module 3	Module 4	K	Informative	Narrative	Informative (Research)	Opinion	1	Narrative	Informative (Research)	Narrative	Opinion	2	Informative	Informative	Narrative	Opinion (Research)	3	Informative	Opinion	Narrative	Informative (Research)	4	Informative	Narrative	Opinion (Research)	Informative	5	Informative	Narrative	Opinion	Informative (Research)
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		<p>Examples For examples of how <i>Wit & Wisdom</i> teaches narrative writing, see these Grade 2 Module 3 lessons: Lessons 9–10, 14, 15, 18—Students explore authors’ use of adjectives and adverbs to add detail. Lessons 14–18—Students build understanding and practice with first-person narrative. Lessons 19–23—Students learn the concept of an exploded moment as a narrative writing approach. Lessons 25–26—Students practice writing narrative endings. Lessons 30–33—Students craft an extended narrative response to the End-of-Module Task.</p>				
<p>b. Curricular materials align with the college- and career-readiness focus on writing craft, organization, and structure.</p>	<p>✓</p>	<p>To meet rigorous writing standards, students must learn the underlying structures of the required types of writing. Students will not intuit these complex structures on their own: They need explicit writing instruction, which <i>Wit & Wisdom</i> provides through a repeated sequence of four Craft Stages.</p> <p>Just as the Content Stages unpack the complex, internal process of comprehension, the Craft Stages illuminate the writing process. Students examine an exemplar, then experiment with specific skills, and finally produce work demonstrating their mastery of the new form or skill. The four Craft Stages, and corresponding Craft Questions, drive the writing experience as students move through the writing process.</p> <table border="1" data-bbox="606 643 1331 846" style="width: 100%; text-align: center;"> <tr> <td style="background-color: #cccccc; padding: 5px;"> EXAMINE Why is [specific skill] important? </td> <td style="background-color: #cccccc; padding: 5px;"> EXPERIMENT How does [specific skill] work? </td> <td style="background-color: #cccccc; padding: 5px;"> EXECUTE How do I use [specific skill] in [specific task]? </td> <td style="background-color: #cccccc; padding: 5px;"> EXCEL How do I improve my use of [specific skill]? </td> </tr> </table> <p>In the Examine Stage, students examine a written exemplar, often a module text, to discern the form’s structure or learn a new skill. In the Experiment Stage, they practice the form or skill. In the Execute Stage, they draft a full piece of writing, using <i>Wit & Wisdom</i> writing models to guide organization and structure. Finally, in the Excel Stage, they edit and revise to improve their writing.</p> <p>Examples For examples of a writing Craft Stage progression, see these lessons in Grade 5 Module 1: Lesson 5—Examine: Why is a topic statement in an informative/explanatory paragraph important? Lesson 6—Experiment: How does a topic statement in an informative/explanatory paragraph work? Lesson 7—Execute: How do I use a topic statement in my informative/explanatory paragraph? Lesson 8—Excel: How can I strengthen my topic statement in my informative/explanatory paragraph?</p> <p>For More Detail For the complete sequence of Craft Stages in a module, see the module’s Module Map (in the Module Overview). In <i>Wit & Wisdom</i> digital, select Module Map under the Module Overview.</p>	EXAMINE Why is [specific skill] important?	EXPERIMENT How does [specific skill] work?	EXECUTE How do I use [specific skill] in [specific task]?	EXCEL How do I improve my use of [specific skill]?
EXAMINE Why is [specific skill] important?	EXPERIMENT How does [specific skill] work?	EXECUTE How do I use [specific skill] in [specific task]?	EXCEL How do I improve my use of [specific skill]?			

<p>c. Curricular materials align with the college- and career-readiness shift to writing to sources/using evidence.</p>	✓		<p>To write effectively, students must learn the craft of writing and build their knowledge of content. <i>Wit & Wisdom</i>'s Content–Craft–Create framework reflects this approach.</p>  <p>All <i>Wit & Wisdom</i> writing tasks require students to use evidence to write about module topics and texts. Students use evidence organizers to collect evidence from their reading to use in text-based writing tasks.</p> <p>Examples For one Craft Stage sequence focused on using evidence to support ideas in an opinion, see Grade 3 Module 2: Lesson 19—Examine: Why is it important to support an opinion with reasons? Lesson 20—Experiment: How do supporting reasons work in opinion writing? Lesson 21—Execute: How do I use supporting reasons in an opinion paragraph? Lesson 22—Excel: How do I improve supporting reasons in an opinion paragraph?</p> <p>For More Detail To see the prompts and Criteria for Success (and corresponding requirements for using textual evidence) for each formal module writing assessment, go to the Major Assessments section of the Module Overview in the front of each module. In <i>Wit & Wisdom</i> digital, search for <i>Major Assessments</i> to go straight to this section, and then use the links to each formal assessment.</p>
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5. Inquiry	Yes	No	<i>Wit & Wisdom</i> Alignment and Program Examples
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<p>Curricular materials align with the college- and career-readiness focus on research and inquiry-based learning.</p>	✓		<p><i>Wit & Wisdom</i>'s structure promotes intellectual curiosity and inquiry.</p> <p>As shown in this graphic, each <i>Wit & Wisdom</i> module is organized by an Essential Question that guides students' learning and focuses their inquiry. Each Essential Question is an open-ended question about the module's topic that cannot ultimately be resolved with any single answer.</p>  <table border="1" style="width: 100%; margin-top: 20px;"> <thead> <tr> <th></th> <th style="text-align: center;">Module 1</th> <th style="text-align: center;">Module 2</th> <th style="text-align: center;">Module 3</th> <th style="text-align: center;">Module 4</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">K</td> <td> <i>The Five Senses</i> How do our senses help us learn? </td> <td> <i>Once Upon a Farm</i> What makes a good story? </td> <td> <i>America, Then and Now</i> How has life in America changed over time? </td> <td> <i>The Continents</i> What makes the world fascinating? </td> </tr> </tbody> </table>		Module 1	Module 2	Module 3	Module 4	K	<i>The Five Senses</i> How do our senses help us learn?	<i>Once Upon a Farm</i> What makes a good story?	<i>America, Then and Now</i> How has life in America changed over time?	<i>The Continents</i> What makes the world fascinating?
	Module 1	Module 2	Module 3	Module 4									
K	<i>The Five Senses</i> How do our senses help us learn?	<i>Once Upon a Farm</i> What makes a good story?	<i>America, Then and Now</i> How has life in America changed over time?	<i>The Continents</i> What makes the world fascinating?									

1	<i>A World of Books</i> How do books change lives around the world?	<i>Creature Features</i> What can we discover about animals' unique features?	<i>Powerful Forces</i> How do people respond to the powerful force of the wind?	<i>Cinderella Stories</i> Why do people around the world admire Cinderella?
2	<i>A Season of Change</i> How does change impact people and nature?	<i>The American West</i> What was life like in the West for early Americans?	<i>Civil Rights Heroes</i> How can people respond to injustice?	<i>Good Eating</i> How does food nourish us?
3	<i>The Sea</i> Why do people explore the sea?	<i>Outer Space</i> How do people learn about space?	<i>A New Home</i> How do stories help us understand immigrants' experiences?	<i>Artists Make Art</i> What is an artist?
4	<i>A Great Heart</i> What does it mean to have a great heart, literally and figuratively?	<i>Extreme Settings</i> How does a challenging setting or physical environment change a person?	<i>The Redcoats Are Coming!</i> Why is it important to understand all sides of a story?	<i>Myth Making</i> What can we learn from myths and stories?
5	<i>Cultures in Conflict</i> How do cultural beliefs and values guide people?	<i>Word Play</i> How and why do writers play with words?	<i>A War Between Us</i> How did the Civil War impact people?	<i>Breaking Barriers</i> How can sports influence individuals and societies?

Examples

As the Essential Question guides learning across the module, the Focusing Questions guide learning within arcs of lessons. By seeking the answers to each Focusing Question, students build the knowledge and skills needed to answer the Essential Question, as with these questions from Grade 1 Module 2:

Essential Question: What can we discover about animals' unique features?

Focusing Question 1: What lessons can we learn through stories about animals?

Focusing Question 2: How did Jane Goodall make discoveries about animals?

Focusing Question 3: How do sea horses use their unique features?

Focusing Question 4: How do animals use the same feature in unique ways?

Focusing Question 5: How do animals use their unique features in unexpected ways?

Students' research into the content needed to answer each Focusing Question prepares them to answer the Essential Question through their responses to the End-of-Module Task, the culminating performance that ends each module. For examples of the organizing structure of Focusing Questions that guides student inquiry across each module, see each module's Module Map (in the Module Overview).

In addition, at least one of the four modules in each grade includes an extended research project. In Grades K–5, these projects appear in the following modules:

Grade K Module 3

Grade 3 Module 4

Grade 1 Module 2

Grade 4 Module 3

Grade 2 Module 4

Grade 5 Module 4

6. Speaking and Listening	Yes	No	<i>Wit & Wisdom</i> Alignment and Program Examples						
a. Curricular materials align with the college- and career-readiness shift to evidence-based discussions .	✓		<p>Each module includes two or more Socratic Seminars: structured, student-led group discussions that center on a thought-provoking question related to the module’s content. Socratic Seminars give students a chance to apply speaking and listening skills to express and extend their content learning.</p> <p>Examples See these lessons for Socratic Seminars in Grades K–5 Module 1:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">GK M1 L16, L29</td> <td style="width: 50%;">G3 M1 L8, L17, L23, L28</td> </tr> <tr> <td>G1 M1 L21, L27, L32</td> <td>G4 M1 L16, L26, L31</td> </tr> <tr> <td>G2 M1 L9, L19</td> <td>G5 M1 L12, L32</td> </tr> </table> <p>For More Detail See the Major Assessments (in the Module Overview) in each module for a summary of each Socratic Seminar. Or in <i>Wit & Wisdom</i> digital, search the term <i>Socratic Seminar</i> to find examples in a module.</p>	GK M1 L16, L29	G3 M1 L8, L17, L23, L28	G1 M1 L21, L27, L32	G4 M1 L16, L26, L31	G2 M1 L9, L19	G5 M1 L12, L32
GK M1 L16, L29	G3 M1 L8, L17, L23, L28								
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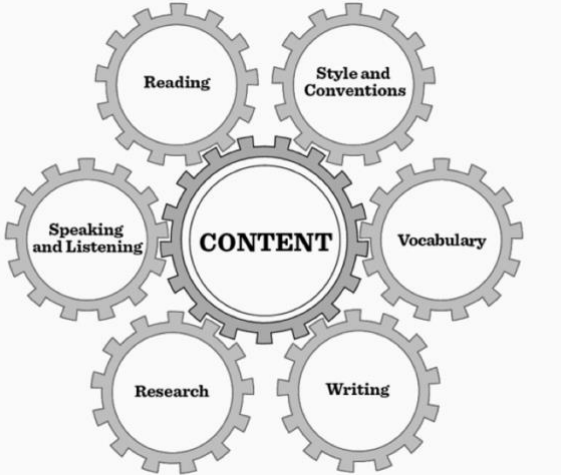
b. Curricular materials align with the college- and career-readiness focus on ongoing opportunities for collaboration, speaking, and listening .	✓		<p><i>Wit & Wisdom</i> gives students meaningful opportunities to speak, listen, and collaborate to meet learning goals:</p> <ul style="list-style-type: none"> ▪ Grouping suggestions for each lesson activity recommend whether students should do the activity alone, in pairs, in small groups, or as a whole group. ▪ The Module Overview delineates speaking and listening goals, and lessons provide explicit instruction for attaining these goals. ▪ Recurring <i>Wit & Wisdom</i> instructional routines, such as Think–Pair–Share or Mix and Mingle, engage students in working together to deepen learning. <p>Example For one example of speaking and listening instruction and practice in <i>Wit & Wisdom</i>, see Grade 1 Module 4 Lesson 22. Students review an Anchor Chart of speaking and listening skills. To reinforce the module speaking goal, “Speak to add relevant details,” pairs share what they notice and wonder about a new text.</p> <p>For More Detail For a complete list and description of <i>Wit & Wisdom</i>’s instructional routines, see the Implementation Guide (http://witeng.link/IG), pages 96–109. To find examples of collaborative instructional routines in the digital Teacher Edition, search for key words such as <i>Think–Pair–Share</i> or <i>Jigsaw</i>.</p>
7. Vocabulary	Yes	No	<i>Wit & Wisdom</i> Alignment and Program Examples

<p>Curricular materials align with the college- and career-readiness shift to explicit vocabulary instruction in content and academic vocabulary.</p>	<p>✓</p>	<p><i>Wit & Wisdom</i> teaches both academic and content-area vocabulary by using words from the module texts. Vocabulary Deep Dives (about 15 minilessons of 15 minutes each that appear at the end of lessons in each module) provide targeted instruction on vocabulary in the context of the lesson’s texts and ideas.</p> <p>Vocabulary instruction in <i>Wit & Wisdom</i> is designed to achieve three key outcomes: deeper comprehension of complex texts, increased knowledge of words (with a focus on academic, content-area, and text-critical vocabulary) and word parts, and an expanded ability to determine the meanings of unknown words.</p> <p>Examples For just a few of many program examples, see these Deep Dives in Grade 3 Module 4: Lesson 1 Deep Dive—Examine Content Vocabulary: <i>inspiration</i> Lesson 2 Deep Dive—Use a Dictionary Lesson 5 Deep Dive—Explore Academic Vocabulary: <i>revelation</i></p> <p>For More Detail To see more Vocabulary Deep Dives, go to each module’s Module Map (in the Module Overview) for Deep Dive Learning Goals; each Deep Dive follows the corresponding core lesson. For a module vocabulary list, see Appendix B of each module.</p>
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8. Style and Conventions	Yes	No	<i>Wit & Wisdom</i> Alignment and Program Examples
<p>Curricular materials align with the college- and career-readiness focus on integrated and coherent language instruction.</p>	<p>✓</p>		<p><i>Wit & Wisdom</i> teaches style and conventions (or grammar) skills explicitly, following a grade-level progression. All language instruction occurs in the context of the module’s texts and topic and is integrated into reading and writing instead of being taught in isolation or as stand-alone drills.</p> <p>Style and Conventions Deep Dives (about 15 minilessons of 15 minutes each) provide targeted instruction on style and convention skills. With the same Craft Stages as in writing instruction, students learn how authors use language effectively and from those examples learn how to apply language skills in their own writing.</p> <p>Examples For just a few of many program examples, see these Deep Dives from Grade 3 Module 3: Lesson 8 Deep Dive—Examine Subject-Verb Agreement Lesson 10 Deep Dive—Execute Subject-Verb Agreement Lesson 14 Deep Dive—Excel with Subject-Verb Revision</p> <p>For More Detail</p>

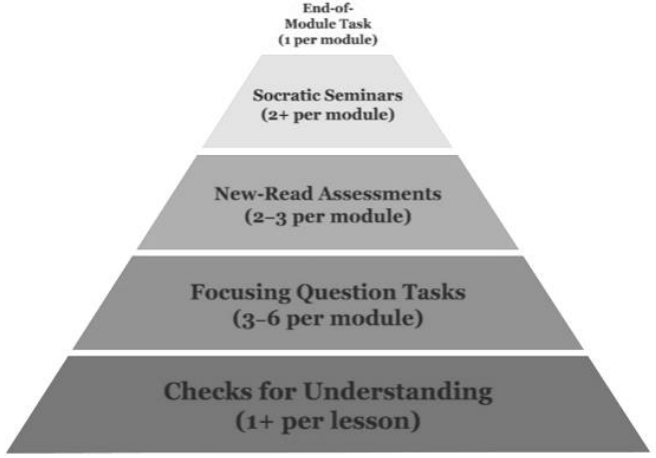
			For a list of target language standards in each module, see the Language subsection of the Focus Standards section in the Module Overview. To see more Style and Conventions Deep Dives, go to the Module Map (in the Module Overview) for Deep Dive Learning Goals; each Deep Dive follows the corresponding core lesson.
9. Reading Foundations	Yes	No	<i>Wit & Wisdom</i> Alignment and Program Examples
a. Curricular materials systematically build early readers’ skills in print concepts, phonemic awareness, and phonics and word recognition (K–5) .		✓	<p><i>Wit & Wisdom</i> does not teach reading foundational skills or standards. To meet these expectations, schools can adopt</p> <ul style="list-style-type: none"> ▪ Great Minds® <i>Wit & Wisdom</i> for core English language arts instruction across Grades K–8, ▪ Great Minds <i>Geodes</i>™ to support small-group instruction in Grades K–2, and ▪ a systematic, research-based phonics program, such as Wilson Language Training’s Foundations®, for teaching foundational skills. <p>About <i>Geodes</i>: Great Minds and Wilson Language Training collaborated to create a collection of accessible, knowledge-building books for emerging and developing readers. <i>Geodes</i> combine carefully selected words with highly engaging content to create an authentic reading experience, empowering students to apply decoding skills while building knowledge about important ideas. Grounded in the content of <i>Wit & Wisdom</i>, each module includes grade-appropriate books centered on an engaging subject.</p>
b. Curricular materials provide instruction and practice to build students’ reading fluency .	✓		<p><i>Wit & Wisdom</i> provides fluency instruction and practice. Because research shows that developing fluency can build students’ comprehension, <i>Wit & Wisdom</i> continues its focus on fluency across all levels, Grades K–8.</p> <p>Each module includes fluency instruction, practice, and/or evaluation. Fluency homework uses passages from the module’s texts so that students can build comprehension while improving fluency. Students engage in repeated readings of the passages, practicing for a listener at home. Students and their listeners evaluate the reading based on grade-level fluency criteria.</p> <p>Examples For some examples of fluency instruction in <i>Wit & Wisdom</i>, see Grade 1 Module 1 Lesson 7 or Grade 4 Module 1 Lesson 21. For examples of fluency homework and practice, see the Fluency Handouts in the print Student Edition or as digital PDFs in each module. (See the Materials section of each lesson’s Overview for links to lesson handouts.) For examples of fluency handouts/homework in Grades K–5</p> <ul style="list-style-type: none"> ▪ See G2 M1 L1 Handout 1A and Learn and Wrap sections of lesson. ▪ See G5 M1 L5 Handout 5C and Learn and Wrap sections of lesson.
10. Visual Art	Yes	No	<i>Wit & Wisdom</i> Alignment and Program Examples
Curricular materials include visual texts .	✓		<p>Each <i>Wit & Wisdom</i> module features one or more works of visual art, including works from diverse artists and periods and varied forms—paintings, photographs, collages, works of architecture, and sculptures.</p> <p>These works connect to the module topic and build students’ cultural knowledge and visual analysis skills. They also offer an entry point for English learners and other striving readers to explore module ideas, acquire knowledge, and engage in complex tasks.</p>


			<p>Examples These artists are among the many whose works are featured in <i>Wit & Wisdom</i>:</p> <table border="0"> <tr> <td>Diego Rivera (GK M1)</td> <td>Katsushika Hokusai (G3 M1)</td> </tr> <tr> <td>Pablo Picasso (GK M1)</td> <td>Charles Demuth (G3 M4)</td> </tr> <tr> <td>Albrecht Dürer (G1 M2)</td> <td>Jackson Pollock (G3 M4)</td> </tr> <tr> <td>Henri Matisse (G1 M2)</td> <td>Frank Lloyd Wright (G4 M2)</td> </tr> <tr> <td>Maurice de Vlaminck (G2 M4)</td> <td>Salvador Dalí (G5 M2)</td> </tr> <tr> <td>Wayne Thiebaud (G2 M4)</td> <td>René Magritte (G5 M2)</td> </tr> <tr> <td>Mary Cassatt (G3 M1)</td> <td></td> </tr> </table> <p>For each module’s visual art texts, see the Texts section in the Module Overview at the beginning of each module.</p>	Diego Rivera (GK M1)	Katsushika Hokusai (G3 M1)	Pablo Picasso (GK M1)	Charles Demuth (G3 M4)	Albrecht Dürer (G1 M2)	Jackson Pollock (G3 M4)	Henri Matisse (G1 M2)	Frank Lloyd Wright (G4 M2)	Maurice de Vlaminck (G2 M4)	Salvador Dalí (G5 M2)	Wayne Thiebaud (G2 M4)	René Magritte (G5 M2)	Mary Cassatt (G3 M1)	
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Mary Cassatt (G3 M1)																	
11. Standards Alignment and Integration	Yes	No	<i>Wit & Wisdom</i> Alignment and Program Examples														
a. Curricular materials align with college- and career-readiness standards.	✓		<p><i>Wit & Wisdom</i> modules were designed to teach the module’s texts and topics while helping students meet expectations for learning defined by college- and career-readiness standards. <i>Wit & Wisdom</i> teacher–writers identified Focus Standards for each module based on the specific demands of the module’s topic and texts.</p> <p><i>Wit & Wisdom</i> teaches standards in a clear progression, with each standard a focus of instruction and assessment in one or more modules. Each module has Focus, Supporting, and Continuing Standards.</p> <ul style="list-style-type: none"> ▪ Focus Standards are explicitly taught in the module, practiced in multiple lessons, and assessed by one or more major module assessments. ▪ Supporting Standards are practiced in the module but not explicitly taught and assessed. ▪ Continuing Standards describe expectations that are foundational to all tasks and learning activities and thus are taught and practiced in all modules. <p>For More Detail Where can you see more details about <i>Wit & Wisdom</i>’s alignment with standards?</p> <ul style="list-style-type: none"> ▪ To see detailed analyses of how each grade of <i>Wit & Wisdom</i> aligns with specific state standards, go to http://greatminds.org. From the Resources section, add the ELA Standards Alignment Studies to your dashboard. New states are continually being added. ▪ For a complete standards scope and sequence, see the Implementation Guide (http://witeng.link/IG), pages 77–87. ▪ For each grade-level module’s standards list, see the Standards section (in the Module Overview). ▪ For lesson-level Learning Goals standards alignment, see the Module Map and each lesson’s At a Glance section. 														

<p>b. Curricular materials integrate English language arts standards strands.</p>	<p>✓</p>	<p>Instead of teaching strands of literacy in isolation, <i>Wit & Wisdom</i> integrates standards instruction in every lesson.</p> <p>Reading, writing, speaking, listening, and language instruction and practice are integrated, with every strand of the standards woven throughout each module to build content knowledge and skills.</p> <p>Each learning activity and assessment integrates multiple standards. When specific skills are the focus of a lesson, they are modeled, taught, or practiced in context of the texts and content students are learning; <i>Wit & Wisdom</i> does not teach skills in isolation.</p> <p>Examples For examples, see these <i>Wit & Wisdom</i> tasks that integrate reading, writing, speaking and listening, and language standards.</p> <ul style="list-style-type: none"> ▪ Grade K Module 4 End-of-Module Task—After reading texts of different types to learn about brochures, students write an opinion piece for the End-of-Module Task, creating a travel brochure on one continent. They use the Opinion Sandwich writing model to structure their paragraphs and support their opinions with text details. In their writing they use proper sentence capitalization and punctuation. ▪ Grade 5 Module 1 End-of-Module Task—Students write an informative/explanatory essay in which they explain how Chief Joseph’s speech conveys two important Nez Perce beliefs or values. They develop their ideas with specific evidence from the speech. They vary sentence styles, punctuate and capitalize titles correctly, and focus on transition to connect ideas within and between paragraphs. <p>For More Detail See the Module Map and Major Assessments list (in the Module Overview) for standards alignment and integration in lesson instruction and formal assessments. Note how each lesson activity and each assessment incorporates standards from multiple strands—Reading: Literature; Reading: Informational Text; Writing; Speaking and Listening; and Language.</p>	
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12. Differentiation	Yes	No	<i>Wit & Wisdom</i> Alignment and Program Examples
<p>a. Curricular materials promote equity.</p>	<p>✓</p>		<p><i>Wit & Wisdom</i> reflects the Great Minds belief that <i>all</i> children deserve rich, engaging learning opportunities. With <i>Wit & Wisdom</i>, all students, regardless of reading ability, 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, <i>Wit & Wisdom</i> promotes equity. The program supports all students with instruction in content and vocabulary. <i>Wit & Wisdom</i> promotes different paths to the same shared learning goals.</p>

		School–home connections can also support equity. <i>Wit & Wisdom</i> provides Parent Tip Sheets to involve families in students’ learning. See the Parent Tip Sheets in the Student Edition (print) or as downloadable PDFs in the Teacher Resource Pack (digital).
b. Curricular materials provide scaffolds and instructional supports for striving readers—those performing below grade level and English learners.	✓	<p><i>Wit & Wisdom</i>’s learning design supports all students with deliberate sequencing, predictable structures, content in varied forms, scaffolds, a focus on vocabulary, and intentional instructional routines for learning.</p> <ul style="list-style-type: none"> ▪ Text-dependent questions and Content Stages focus all students on key terms, phrases, and passages for rereading and repeated exploration to deepen comprehension. ▪ Varied texts, including visual, audio, and digital texts—as well as the program’s focus on visual arts—offer text entry points for all students to explore module content and ideas. ▪ Alternative Activity, Scaffold, Differentiation, and Extension ideas are provided in each lesson. ▪ Suggestions for Scaffolds, such as sentence frames for writing or speaking, are embedded at the point of use. ▪ Explicit vocabulary and grammar instruction, including a focus on morphology, provides all students with a shared foundation to support deeper learning. ▪ Instruction integrates spoken and written English instruction with content-area knowledge building in literature, history/social studies, science, and the arts. ▪ Ongoing, sequential, explicit writing instruction is based on text exemplars that model key elements of craft. ▪ Partner work and routines like Think–Pair–Share include oral practice of written responses. <p>Examples See Grade K Module 4 Lesson 9 to observe how a Wonder lesson scaffolds students’ first experience with a new book. The following elements support students:</p> <ul style="list-style-type: none"> ▪ The Think–Pair–Share routine gives students a chance to rehearse their thinking with a partner. ▪ A sentence frame, I notice _____, gives young learners a structure for sharing. ▪ The chance to question a text encourages curiosity. ▪ Recording students’ questions validates their thinking and gives them a purpose for rereading. <p>Grade 4 Module 3 Lesson 25 offers a reminder to scaffold the task of finding evidence for striving readers by providing page numbers or paragraphs for them to target in their search. Grade 5 Module 3 Lesson 4 includes frequent Scaffold notes to offer suggestions to support students with sentence frames or small group work.</p> <p>In addition, look for Alternate Activity, Scaffold, Differentiation, and Extension sections in each lesson across all grades and modules. To find examples quickly in the digital Teacher Edition, use the search tool on the top left of your screen, and search using the words <i>Extension</i> or <i>Differentiation</i> or <i>Scaffold</i>.</p>
		<p>For More Detail In addition, see Meeting Student Needs in the Implementation Guide (http://witeng.link/IG), pages 23–28.</p>
c. Curricular materials provide opportunities for extension to meet the needs of all students, including above-grade-	✓	<p>With <i>Wit & Wisdom</i>’s rigor and emphasis on deep knowledge of high-interest topics, the curriculum meets the needs of advanced students. Additionally, teachers can</p> <ul style="list-style-type: none"> ▪ take advantage of the numerous extension opportunities embedded in lessons; ▪ act on the embedded differentiation suggestions, which often suggest ways to increase challenge; and ▪ assign students additional challenging texts from the Volume of Reading list. <p>Examples</p>

level advanced learners.			<p>Here are two of the many examples of Extensions throughout <i>Wit & Wisdom</i>:</p> <ul style="list-style-type: none"> Grade K Module 4 Lesson 34 includes an Extension suggestion that pairs can take turns sharing and engaging in peer review of their End-of-Module Task responses. Grade 4 Module 3 Lesson 25 offers an Extension idea in the final Learn section for a research topic and question that stems from the lesson’s text.
13. Assessment	Yes	No	<i>Wit & Wisdom</i> Alignment and Program Examples
Curricular materials include frequent and varied assessments that provide information to guide teachers and students.	✓		<p>In <i>Wit & Wisdom</i>, assessment occurs in every lesson; major assessments, which can be used for formative purposes, are embedded in every module. Assessments tie to module and lesson content and standards and build to a culminating performance task. All <i>Wit & Wisdom</i> modules provide the following assessments:</p> <ul style="list-style-type: none"> Focusing Question Tasks—formative, performance-based tasks in which students synthesize evidence and knowledge they have gained during an arc of lessons and respond in a variety of writing, research, or presentation forms End-of-Module Tasks—summative, performance-based tasks in which students synthesize evidence and knowledge they have gained throughout a module and respond in a variety of writing, research, or presentation forms New-Read Assessments—selected- and constructed-response item sets that test students’ ability to transfer reading and vocabulary skills to an unfamiliar text connected to the module’s topic Socratic Seminars—formal, student-led discussions in which students synthesize and reflect on knowledge they have gained from an arc of instruction and apply speaking and listening skills Checks for Understanding—lesson-level assessments aligned with standards that offer a quick, informal check on student learning (Checks for Understanding take many forms, including Exit Tickets, graphic organizers, and Quick Writes.) Vocabulary Assessments—short-response checks to quickly test word knowledge students gain throughout the module <p>Each module’s Appendix C offers tools for teachers to evaluate student work, including sample responses, answer keys, and rubrics for writing and for speaking and listening.</p> <p>Additional assessment resources include Standards Trackers for Grades K–1 and Question Sets for Grades 2–8. Standards Trackers help teachers monitor student progress on the reading Focus Standards. Question Sets help teachers monitor students’ reading comprehension and progress on targeted standards and help prepare students for standardized tests.</p> <p>Examples</p> <div style="text-align: right;">  </div>

			<p>For examples, see the Major Assessments section of the Module Overview. In the digital Teacher Edition, the Major Assessments tables link to the assessments; to link out, select the up-arrow icon  .</p> <p>In the print materials, the Assessment Pack contains New-Read Assessments, Focusing Question Tasks, and End-of-Module Task assessments.</p> <p>In Grade 4 Module 1, for example, major assessments can be found here: Focusing Question Task 1—Lesson 5, Assessment 5A Focusing Question Task 2—Lesson 17, Assessment 17A Focusing Question Task 3—Lesson 28, Assessment 28A New-Read Assessment 1—Lesson 14, Assessment 14A New-Read Assessment 2—Lesson 30, Assessment 30A End-of-Module Task—Lesson 32, Assessment 32A</p> <p>For lesson-level Checks for Understanding, look for the ✓ icon. This icon appears under Learning Goals in each lesson’s At a Glance section and in each lesson.</p> <p>For <i>Wit & Wisdom</i> Question Sets and Standards Trackers, go to https://greatminds.org/resources and add these resources to your dashboard.</p>
14. Organization and Usability	Yes	No	<i>Wit & Wisdom</i> Alignment and Program Examples
a. Curricular content provides instruction for a full academic year .	✓		<p><i>Wit & Wisdom</i> includes four modules, Modules 1–4, at each grade level, as well as the introductory Module 0, for Grades K–2, 3–5, and 6–8. Grade-level modules have 30–38 lessons; Module 0 has 6 lessons.</p> <p><i>Wit & Wisdom</i> provides approximately 145–150 days of classroom instruction, allowing educators to flexibly plan their instructional calendars while meeting local needs. Because the program includes 75-minute core daily lessons and 15-minute Deep Dives, schools with fewer than 90 minutes allotted daily to English language arts can extend lessons across multiple days.</p> <p>To support pacing, the Module Map in the Module Overview provides a basic pacing calendar for the module that includes each lesson’s goals and texts. Each lesson includes time frame suggestions for each student activity; scaffolding may take additional time.</p>
			<p>For More Detail See Mapping a Year of <i>Wit & Wisdom</i>, Implementation Guide (http://witeng.link/IG), pages 40–43. Preview Module 0, available as a downloadable PDF from Great Minds for Grades K–2 (http://witeng.link/Mo-GK-G2) and Grades 3–5 (http://witeng.link/Mo-G3-G5).</p>
b. Curriculum is purposefully sequenced and	✓		<p>In <i>Wit & Wisdom</i> modules, instruction and assessment are purposefully sequenced, designed to build to the culminating End-of-Module Task assessment in which students answer the module’s Essential Question.</p>

<p>designed for ease of use.</p>		<p>Lessons are sequenced by the progression of Content and Craft Stages and grouped into arcs of lessons organized by Focusing Questions that help to answer the larger Essential Question.</p> <p>To see the structure of a module, go to each module’s Module Map (in the Module Overview).</p> <p>For ease of use and to support implementation and student learning, all <i>Wit & Wisdom</i> lessons follow the same predictable structure: Welcome, Launch, Learn, Land, Wrap, and Deep Dive.</p> <p>The Overview section, with the lesson At a Glance and Prepare sections, previews the lesson and connects student learning with broader module goals.</p> <ol style="list-style-type: none"> 1. Welcome: Students independently engage in a task to prepare for the lesson’s learning. 2. Launch: The teacher introduces the lesson’s Content Framing Question and Learning Goals. 3. Learn: With varied instructional routines and tasks, teachers support students in productive struggle with the module texts to develop knowledge and skills to answer the Content Framing Question. 4. Land: Students reflect on their learning and answer a form of the Content Framing Question. 5. Wrap: The teacher directs closing activities and assigns homework. Homework often includes a fluency assignment, in which students practice reading a key text passage at home. <p>Analyze (after Land/Wrap) offers guidance on evaluating student success and determining next steps.</p> <p>The Deep Dive is a minilesson focusing on either a vocabulary skill or a style and conventions skill.</p>
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