

GREAT MINDS

**WIT & WISDOM
IMPLEMENTATION GUIDE
GRADES K-8**

GREAT MINDS® WIT & WISDOM

Implementation Guide

A Guide for Teachers

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INTRODUCTION

WHAT IS WIT & WISDOM?

Wit & Wisdom is a comprehensive Grades K–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 the sciences. The approach is integrated and text-based: daily reading, writing, speaking, listening, grammar, and vocabulary study is based on—and draws on evidence from—exceptional texts.

The *Wit & Wisdom* approach helps teachers celebrate the joy of reading and writing with students, while also supporting all learners to tackle the rigor that the standards demand. By reading books they love and engaging 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.

Wit & Wisdom allows educators to teach more meaningful English because of three principles.

Books, Not Basals

Every *Wit & Wisdom* text students encounter is authentic and of the highest quality. Instead of basals, students read books they love to build knowledge of important topics and master literacy skills. The texts are wide-ranging and varied, including a careful balance of literary, informational, and fine-art texts.

Knowledge Building

Every module, or unit of study, in each grade focuses on a topic essential for building background knowledge, vocabulary, and writing skills. For example, students learn about the seasons, the American Revolution, civil rights, and space exploration. Essential topics strategically reoccur, empowering students to deepen understanding of core knowledge across Grades K–8.

Integrated, Not Isolated

Students practice reading, writing, speaking, listening, and language in an integrated way, with every strand of the standards woven throughout each module. This integrated approach enables students to be more successful as they activate and build on their developing background and vocabulary knowledge of the module topic while learning skills in other areas.

WHY WIT & WISDOM?

Program Design

Expert advisors developed 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 works and what doesn't 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, differentiate when necessary, and build a love of books to propel young students into a successful academic career.

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. A framework of questioning, the Content Stages and Content Framing Questions, engages students in the content and in the process of reading complex texts. These 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. Through a rigorous and careful design, students gain content knowledge and an awareness of how to read texts, write, speak, and listen.

Research in Action

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

Research Says	Students Need	Wit & Wisdom 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 expectations of college and career reading 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>
<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 PROGRAM COMPONENTS

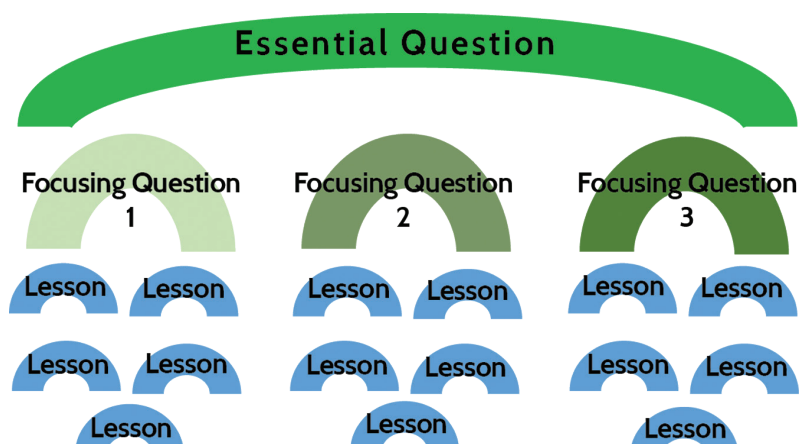
Wit & Wisdom is a comprehensive curriculum, providing the following materials and resources for teachers and students.

Component	Audience	Access	Feature	Purpose	Description
Implementation Guide	Teacher	Downloadable PDF from Great Minds website (http://witeng.link/IG)		Provide a user guide for the modules	Explanation of the components, philosophy, and resources of the curriculum
Module O, Grades K–2, Grades 3–5, and Grades 6–8	Teacher and student	Downloadable PDF from Great Minds website Grades K–2: (http://witeng.link/M0-GK-G2) Grades 3–5: (http://witeng.link/M0-G3-G5) Grades 6–8: (http://witeng.link/M0-G6-G8)		Introduce students to <i>Wit & Wisdom</i> 's 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)	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 thirty to thirty-eight 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
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

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. Each module develops around complex texts and an Essential Question. 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 an End-of-Module (EOM) Task.



The following provides an overview of the *Wit & Wisdom* structure of study.

The **Academic Year** consists of an abbreviated introductory module, Module 0, and four comprehensive modules to be taught in order.

The Modules (units of study)

- center on one Essential Question;
- typically consist of thirty to thirty-eight core lessons, seventy-five minutes in length, each followed by a fifteen-minute Deep Dive focused on vocabulary or style and conventions germane to the core lesson;
- center on complex texts (both literary and informational) and visual art related to the Essential Question;
- focus on designated Common Core State Standards (CCSS) English Language Arts (ELA) standards; and
- conclude with a culminating 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 2: 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 or CCSS-aligned style and conventions connected to the core lesson.

TERMINOLOGY

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

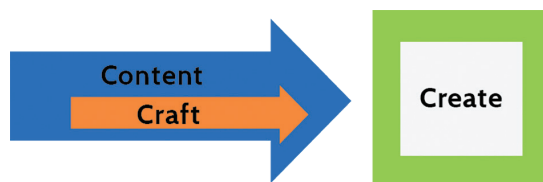
Check for Understanding (CFU)	A lesson-level assessment included in each <i>Wit & Wisdom</i> lesson. CFUs take many forms, such as an Exit Ticket, a graphic organizer, or a written response. Aligned to specific skills acquisition, they focus on reading, writing, and/or speaking and listening. On average, 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 process of 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—are used throughout the modules to help students learn how to read a text and communicate their understanding of a text. For more on this term, see the Core Practices section in the “Going Deeper” chapter.
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 in this chapter.
Deep Dive	A fifteen-minute lesson designed to teach a particular vocabulary 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 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 in this chapter.

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.
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 in the "Resources" chapter.
Supporting Standards	Standards practiced in a particular module due to their alignment with the study of a particular text but not necessarily 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

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, and visual 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. Representing the Great Minds logo, the *Wit & Wisdom* empty frame is ready and waiting for students to create their unique contributions to knowledge—of the world and of ideas.

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
<u>Wonder</u>	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.
<u>Organize</u>	What is happening in this text?	Students organize their thinking on what the text is about, demonstrating their literal comprehension of a text.
<u>Reveal</u>	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.
<u>Distill</u>	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.
<u>Know</u>	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 the transferrable knowledge and skills they have acquired during the course of studying a text.

The content stages form the acronym **WORD + Know**, representing the knowledge students build by answering each question with a close examination of the words of text. 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 is true 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
<u>Examine</u>	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.
<u>Experiment</u>	How does [specific skill] work?	Students practice and hone the target writing or speaking skill in a scaffolded task.
<u>Execute</u>	How do I use [specific skill] in [specific task]?	Students employ the skill in their own text-based writing.
<u>Excel</u>	How do I improve my use of [specific skill]?	Students revise and revisit their speaking or writing, cultivating mastery of the target skill.

Each stage begins with ex-, representing the explicit instruction in expression that students gain. 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 (EOM) Tasks

Whether written, oral, or both, Focusing Question and EOM Tasks invite and inspire students to create and share great work.

These tasks are specific to each module's texts, standards, and topic. Modules are backward-designed from these questions, which drive student inquiry and focus assessment.

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?	
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> <p><i>Moonshot</i>, Brian Floca</p> <p><i>One Giant Leap</i>, Robert Burleigh</p>	

Building Knowledge through Complex Texts

Excellent texts are at the center of every Wit & Wisdom module. Wit & Wisdom core texts include fiction and nonfiction that represent award winners (e.g., Caldecott, Newbery, Coretta Scott King, ALA Notable) and CCSS exemplars, selected to build students' knowledge of rich topics in literature, history/social studies, science, and the arts. Wit & Wisdom texts showcase diverse viewpoints and genres, including essays, speeches, articles, interviews, memoirs, and poetry.

Wit & Wisdom 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. Representing grade-level complexity expectations or higher, the literary and informational texts in *Wit & Wisdom* merit close reading, lend themselves to the development of content knowledge and the skills described in the CCSS, and, most importantly, engage students in productive—and joyful—struggle.

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.

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

In approaching knowledge-building through the study of exemplary texts, *Wit & Wisdom* fully addresses the components of the CCSS that articulate the need for high-quality, complex texts on topic—including Measuring Text Complexity: Three Factors (31, 57); Range of Text Types (31, 57); Staying on Topic Within and Across Grades (33); and the Complexity and Knowledge shifts.

Meeting Student Needs

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” chapter.

- **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, as well as 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 (CFUs).
- **Multiple 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 are set up 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.

Differentiation

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, and
 - 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 minimize or change 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	<p>Writing models give students visuals for organizing their informative, opinion/argument, 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>
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	<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

Although many of the strategies that support striving readers also support English learners, English learners have distinct needs. The aspects of *Wit & Wisdom*'s learning design that are particularly helpful to English learners include the following:

- **Explicit vocabulary and grammar instruction**, including a focus on morphology
- **Text-dependent questions** that focus all students on key terms, phrases, and passages for rereading and repeated exploration
- **Integrating instruction** in spoken and written English with content-area knowledge such as science, history, and art topics
- **Ongoing, sequential, explicit writing instruction**
- **Partner work** that includes **oral practice** of written responses
- **Multiple authentic opportunities to use academic language** with support, such as explicit teaching about speaking and listening, sentence frames, and vocabulary support

The following chart more specifically illustrates how *Wit & Wisdom* lessons support English learners.

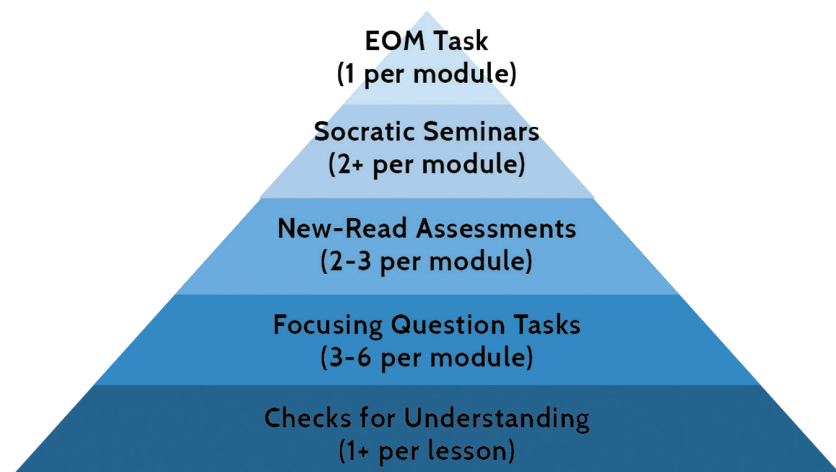
Module Element	Strategies and Tasks That Help English Learners
<p>Content Stage and Content Framing Question:</p> <p><u>Wonder</u></p> <p><i>What do I notice and wonder about this text?</i></p>	<p>Annotation and discussion of unknown vocabulary and comprehension confusion support English learners in understanding new texts.</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>What is happening in this text?</i></p>	<p>Strategies students use for identifying the basic plot, such as Graphic Organizers including tactile objects and full-body involvement, aid in comprehension.</p>
<p>Content Stage and Content Framing Question:</p> <p><u>Reveal</u></p> <p><i>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>Graphic Organizers and thoughtful instruction lead students to a deeper understanding of complex texts.</p>
<p>Content Stage and Content Framing Question:</p> <p><u>Know</u></p> <p><i>How does this text build my knowledge of _____?</i></p>	<p>Students build a cache of knowledge around various topics, learning a greater amount of vocabulary than through simply thematic collections.</p> <p>Connecting knowledge within the Knowledge Journal between texts and between topics supports development of knowledge and vocabulary.</p> <p>Separate reflections on skill and content knowledge acquisition help students categorize and solidify what they are learning.</p>
<p>Deep Dives</p>	<p>The study of cognates and morphology extends and connects language learning.</p> <p>The study of syntax helps English learners understand a variety of sentence structures as they read and use those in their own writing.</p> <p>Grammar study helps students learn parts of speech and word function in context.</p>

Writing	<p>Writing models give students visuals for organizing their informative, opinion/argument, 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>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, small-group discussions and tasks offer the opportunity to have low-risk academic discussions, and 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>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>
Fluency	<p>Fluency passages are often chosen to provide additional opportunities to engage with complex sections of text.</p> <p>Repeated reading helps students work on the correct pronunciation of words and build confidence in oral language in English.</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>

Assessment

Assessment in *Wit & Wisdom* is frequent and varied, providing ongoing evidence of how deeply students understand what they are learning. Assessments occur in every lesson. Assessments are tied to module and lesson content and build toward the final, End-of-Module (EOM) Task. Each lesson’s Analyze box provides ideas for how to analyze and act upon the results of the assessments. For extensive discussion of Assessment, see the Assessment section in the “Going Deeper” chapter.

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



MODULE DESIGN

A module is a unit of study with a focus on texts tied to rich content in literature, history/social studies, science, and the arts, and bound together by an Essential Question. Each of the four *Wit & Wisdom* modules per grade includes the following:

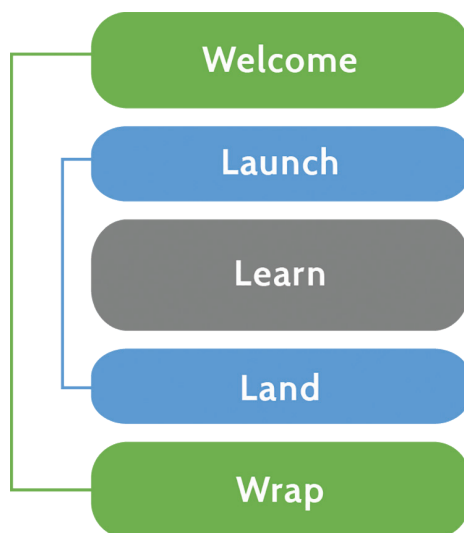
- A Module Overview, which includes
 - a summary of the module's knowledge story, and the core texts and topics examined
 - the Essential Question
 - a list of core and supplementary texts
 - module learning goals for content, reading, writing, language, speaking, and listening
 - explanations of how the module's content and skill foci fit into the context of year-long learning
 - the focus standards addressed in the module lessons
 - 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: qualitative evaluations of core module texts' complexity
 - Appendix B: 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, sample student responses, rubrics, and tracking forms for student speaking and listening participation
 - Appendix D: a select bibliography of additional texts related to the topics and genres presented in the core module texts
 - Appendix E: a full bibliography of the sources used and referenced in the module

MODULE TOPICS AND EOM TASK WRITING TYPES

Grade	Module 1	Module 2	Module 3	Module 4
K	<i>The Five Senses</i> Informative Writing	<i>Once Upon a Farm</i> Narrative Writing	<i>America, Then and Now</i> Informative Writing (Research)	<i>The Continents</i> Opinion Writing
1	<i>A World of Books</i> Narrative Writing	<i>Creature Features</i> Informative Writing (Research)	<i>Powerful Forces</i> Narrative Writing	<i>Cinderella Stories</i> Opinion Writing
2	<i>A Season of Change</i> Informative Writing	<i>The American West</i> Informative Writing	<i>Civil Rights Heroes</i> Narrative Writing	<i>Good Eating</i> Opinion Writing (Research)
3	<i>The Sea</i> Informative Writing	<i>Outer Space</i> Opinion Writing	<i>A New Home</i> Narrative Writing	<i>Artists Make Art</i> Informative Writing (Research)
4	<i>A Great Heart</i> Informative Writing	<i>Extreme Settings</i> Narrative Writing	<i>The Redcoats Are Coming!</i> Opinion Writing (Research)	<i>Myth Making</i> Informative Writing
5	<i>Cultures in Conflict</i> Informative Writing	<i>Word Play</i> Narrative Writing	<i>A War Between Us</i> Opinion Writing	<i>Breaking Barriers</i> Informative Writing (Research)
6	<i>Resilience in the Great Depression</i> Informative Writing	<i>A Hero's Journey</i> Narrative Writing	<i>Narrating the Unknown</i> Argument Writing	<i>Courage in Crisis</i> Informative Writing (Research)
7	<i>Identity in the Middle Ages</i> Narrative Writing	<i>Americans All</i> Informative Writing	<i>Language and Power</i> Argument Writing	<i>Fever</i> Informative Writing (Research)
8	<i>The Poetics and Power of Storytelling</i> Narrative Writing	<i>The Great War</i> Informative Writing	<i>What Is Love?</i> Argument Writing	<i>Teens as Change Agents</i> Informative Writing (Research)

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 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 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**, and
- conveys the lesson's **logical unity**. This section explains
 - what students do in the lesson,
 - the relationship between activities, and
 - 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 module's learning goals;
- provides the **standards** aligned with the assessment; and
- 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.

Lesson 23: At a Glance

AGENDA

Welcome (4 min.)

Launch (6 min.)

Learn (60 min.)

Organize Ideas (10 min.)

Practice Fluent Delivery (10 min.)

Analyze Arguments (25 min.)

Strengthen Writing (15 min.)

Land (3 min.)

Answer the Content Framing Question

Wrap (2 min.)

Assign Homework

Style and Conventions Deep Dive: Examine Varied Sentence Structures (15 min.)

STANDARDS ADDRESSED

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

Reading

- RL.7.1, RL.7.2, RI.7.8

Writing

- W.7.1.a

Speaking and Listening

- SL.7.1, SL.7.3

Language

- L.7.1.b

MATERIALS

- None

Learning Goals

Trace the techniques Squealer uses in his arguments about pigs sleeping in beds and about "Beasts of England," and draft a written assessment of the soundness of his reasoning. (RI.7.8)

- ✓ Compose an evaluation of Squealer's argument in the Response Journal.

Draft one or two additional sentences for the Focusing Question Task 2 response to acknowledge alternate or opposing claims. (W.7.1.a)

- ✓ Build onto Focusing Question Task 2 response by acknowledging an alternate or opposing claim.

↓ Identify and evaluate the impact of varied sentence structures. (L.7.1.b)

- ✓ In the Response Journal, describe one way varied sentences can help communicate a claim, reasons, or evidence, and one benefit of using varied sentence structures.

LESSON AGENDA

Maps the flow and timing of the content at a glance.

CHECK FOR UNDERSTANDING (CFU) ICON

Indicates the lesson's assessments. A matching check is found in the lesson at the point of use. CFUs come in a variety of forms, such as Exit Tickets, written responses, completed graphic organizers, or videotaped presentations.

MATERIALS

In the digital Teacher Edition, links provide teachers access to student handouts and teaching materials. In the print edition, the student handouts exist in a separate Student Edition.

DEEP DIVE ICON

Used throughout to signal Deep Dive lesson information.

Designed to align with Wit & Wisdom’s preparation process—Prepare, Teach, Assess, Analyze (see the Lesson Preparation section in this chapter)—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.

Prepare

FOCUSING QUESTION: Lessons 22–30
How and why is language dangerous?

CONTENT FRAMING QUESTION: Lesson 23
Reveal: What does a deeper exploration of Squealer’s arguments reveal?

CRAFT QUESTION: Lesson 23
Experiment: How does acknowledging alternate or opposing claims work?

While the most shocking event in chapter VII may be the slaughter of the animals deemed traitors, force is not Napoleon’s only tool—he continues to use language to control the other animals. Understanding the contents of chapter VII will help students prepare for the EOM Task argument (or address alternate or opposing claims within the argument) with regard to the dangerous power of language. In this lesson, students continue to develop and strengthen their understanding of argumentation, first by analyzing the techniques that Squealer uses in his arguments in chapters VI and VII, and then by applying techniques of effective argumentation to their own Focusing Question Task 2 responses—specifically by acknowledging alternate or opposing arguments.

FOCUSING QUESTION
 Defines the overarching inquiry for a particular set of lessons.

CONTENT FRAMING QUESTION
 Identifies the stage of reading and the text focus for the lesson.

CRAFT QUESTION
 States the focus of writing or speaking for the lesson.

 For more on Content Framing Questions and Craft Questions, see the Content-Craft-Create Framework section in this chapter.

ANALYZE LANGUAGE 29 MIN.

Pairs

Distribute Handout 9A.

Record each of the following items on ten brightly-colored sticky notes, one item per sticky note: repetition; simile; allusion; three metaphors; alliteration; imagery; personification; the most important word in the speech; a detail that is emotionally moving; find a sentence with one unknown vocabulary word and look up its meaning. Stick the notes at easily visible points throughout the room.

Emphasize that King used numerous techniques to inspire his audience. Explain that students will embark on a Scavenger Hunt to identify as many different examples as possible. Then they will analyze their examples.

Instruct pairs to circulate the room, stop at each sticky note, examine “I Have a Dream” to find an example of each sticky note’s item, and then record their findings on Handout 9A.

Differentiation

For struggling students, emphasize that finding thoughtful examples of various types of language is more important than finding every item.

Ask advanced students to begin analyzing their examples or find additional examples if they finish early.

After ample time for students to find many thoughtful examples, instruct them to return to their seats and explain that in the last column of Handout 9A, they should write analyses for how at least four of their examples affect the speech. Clarify, as needed, that if students choose the “unknown vocabulary” option, they should use their discoveries of the meanings of the words they identified and analyze how those words affect the speech.

Use a Think-Aloud to model analysis, using the allusion example from the Welcome task.

How does the allusion to Abraham Lincoln signing the Emancipation Proclamation affect the speech’s meaning? The allusion makes me think about what a major turning point that proclamation was after slavery. This introduces a key idea in the speech: the importance of progress toward freedom and equality. King said progress must still be made to achieve the freedom associated with the proclamation, which highlights the importance of King’s message.

✓ Students write analyses for at least four of their examples using column three of Handout 9A.

GROUPING DESIGNATION

Describes the primary way students work in a particular lesson section—as individuals, in pairs or small groups, or as a whole group.

ALTERNATE ACTIVITY SUGGESTIONS

Ideas for alternate activities, extensions, differentiation options, or scaffolds are set off by a small vertical bar at the left of the header. These suggestions allow for differentiation with student needs in mind.

TEACHER VOICE EXAMPLES

Wit & Wisdom is not a scripted program. Occasionally, specific examples of what the teacher might say are given to

- provide an example of a thoughtful, instructive way of presenting information,
- suggest how much to say about a specific topic, or
- demonstrate possible content of what to say.

1 What literary terms can you use to describe the language in the quotation, and why? What idea does this language express?

- Kay uses figurative language. For example, it's not possible to literally give someone a handout of cynicism or defeat on a street corner.
- Kay uses a specific type of figurative language: metaphors. For example, she compares hatred to something you could slip under a door, like a piece of paper. This shows how easily hatred can spread.
- Kay uses sensory language. For example, she creates the image of the door.
- This language shows that pain and challenges are everywhere. Kay suggests that cynicism is so common it's like a handout offered on street corners. However, she suggests that her daughter shouldn't accept "handouts" of cynicism and defeat and that it is possible to remain optimistic—especially with the support of a parent.

STUDENT RESPONSES

While not exhaustive, these exemplar responses suggest the focus and scope of student understandings. If students seem to struggle with a question after ample wait time, consider

- offering one of the examples to spur additional thinking and/or
- asking students a question based on one of the examples. For instance, “Why does Kay refer to a door in this quotation?” or “What is an example of sensory language in this passage?”

Analyze**Context and Alignment**

In preparation for a deeper analysis of the author's argument in the next lesson, students complete Handout 13A, identifying the evidence the author uses to support her claims and reasons (RI.7.8). Be sure that students:

- Correctly identify the products advertised to children discussed in the article.
- Name the negative effects the author mentions.
- Describe the advertising techniques the author describes in their own words, showing a basic understanding of what these entail.
- Explain what the author says about the particular vulnerabilities of children to advertising.

Next Steps

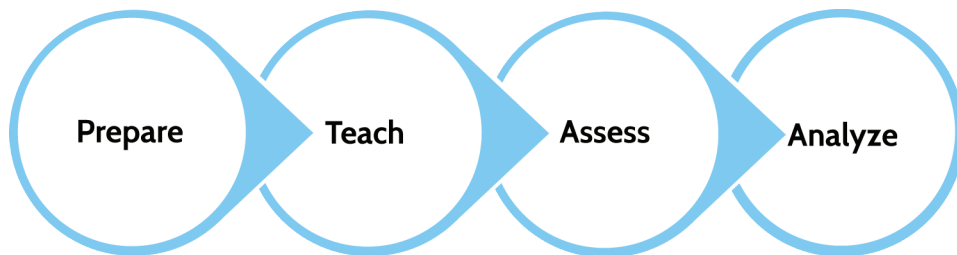
If students struggle to understand the author's points about the negative effects of advertising, the subtle techniques advertisers use, or the reasons children are particularly susceptible, consider rereading select paragraphs and thinking aloud about how to determine the author's central ideas and key details. Also consider having students color-code various paragraphs of the article to match the categories on Handout 13A.

ANALYZE SECTION

At the end of each lesson, the Analyze section provides guidance for the lesson's essential CFU. Criteria for assessing a task and its standard(s) are presented, as well as actionable next steps for scaffolding learning when students struggle with particular tasks. Based on this analysis, teachers may consider providing additional lesson time to address needed skills. See the Planning Pause Points within Modules section in this chapter.

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,</p> <ul style="list-style-type: none"> ▪ reread the core texts, ▪ read the Module Overview, and ▪ make note of its key elements, such as the Essential Question, the EOM Task, and the focus standards. <p>Before teaching each lesson,</p> <ul style="list-style-type: none"> ▪ reread the text(s); ▪ look at the Lesson's At a Glance page, noting the lesson's standards and 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>During teaching, adjust the lesson as needed, reflecting on these considerations:</p> <ul style="list-style-type: none"> ▪ Student understanding ▪ Student engagement ▪ Individual student needs 	<p>Assess student understanding and performance during and after the lesson. Among other actions, be sure to do the following:</p> <ul style="list-style-type: none"> ▪ Collect (or take anecdotal notes on) the lesson's CFUs. ▪ Collect other student work products from the lesson. ▪ Pay attention to whole-class conversations and circulate as students work in pairs or small groups to continually assess student understanding. ▪ Observe students' speaking and listening skills during lessons, and assess how those are progressing. 	<p>Analyze students' work and discussions to make future instructional decisions.</p> <ul style="list-style-type: none"> ▪ Use information in the Analyze boxes to assess performance on the CFUs and plan next steps. ▪ Use rubrics or checklists to score written work and generate quantitative data. <p>Evaluate instruction.</p> <ul style="list-style-type: none"> ▪ Revisit lesson preparation notes. ▪ Videotape the teaching, and then analyze the performance. ▪ Invite a colleague or administrator to observe the lesson and give feedback.

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 CCSS, 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 Grades K–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> TM 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> TM 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
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.	

MAPPING A YEAR OF *WIT & WISDOM*

Wit & Wisdom Modules 0–4 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

The time between modules can provide opportunities to extend learning, through activities such as the following:

- Short studies of favorite texts related to module topics or other important topics (See Great Mind’s Wheatley Portfolio for seventy-six thematic units that provide additional text-based practice of the standards.)
- 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	Wit & Wisdom Module 0 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					
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					
Week 14	Pause Point	Module 2 Lessons 10–18			
Week 15					
Week 16	Pause Point	Module 2 Lessons 19–24			
Week 17					
Week 18			Holiday Party	Winter Break	
Week 19					
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					
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					
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 Grades K–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 3–8, 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, to 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 for 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 standards, such as CCSS W.6, 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” chapter.

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 Parent Tip Sheets for each module. The Parent 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

An example of a Parent Tip Sheet can be found in the “Resources” chapter. Parent Tip Sheets for each module can be accessed through the Great Minds website or in the print Student Edition of each module.

In addition to these Tip Sheets, *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
- Inviting family members to observe a *Wit & Wisdom* lesson in action

GOING DEEPER: UNDERSTANDING THE *WIT & WISDOM* APPROACH

To support educators' development of a deep and nuanced understanding of the *Wit & Wisdom* approach and implementation with integrity, this chapter provides more detailed information about key components of the learning design.

The chapter begins with a focus on *Wit & Wisdom*'s four Core Practices, which are used within and across modules to help students learn how to read and communicate their understanding about complex texts.

Following the Core Practice description, discrete sections explain, in detail, *Wit & Wisdom*'s approach to assessment, reading, writing, speaking and listening, vocabulary, fluency, visual art, and foundational skills. When applicable, these sections also explain how the approach represents what research has shown to be best practice. Sections also depict the approach in action, often including illustrative examples from sample lessons. Sections then outline how *Wit & Wisdom* meets the demands of the standards. Each section concludes with information on how the approach leads to students' developing transferable skills they can apply in future academic and career endeavors.

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 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 students 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. And, students 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 are able to</p> <ul style="list-style-type: none"> ▪ maintain engagement with and focus on the text while reading and ▪ monitor their comprehension of what they are reading. <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 and learning from previous modules.</p>
<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 Chart, see the "Resources" chapter.</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 Grades K–8 support all learners, particularly visual and kinesthetic learners. Students may begin practice working 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</p> <ul style="list-style-type: none"> ▪ think about texts more deeply, at the word and sentence level, and the text as a whole; ▪ 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>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>
<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 note-taking 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. The CCSS have increased this focus even more. To meet rigorous new standards, 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>

ASSESSMENT

The Wit & Wisdom Approach to Assessment

Wit & Wisdom grounds its assessments in five 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.
- In Grades 2–8, brief, frequent, **low-stakes selected-response items** (including multiple choice) give teachers important, timely feedback on students' reading comprehension and critical thinking.

There are five major types of assessments in Wit & Wisdom.

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

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; and
- standards-based rubrics for text-based writing, language, and speaking and listening.

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

Assessment	Examples	Standards Assessed
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 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>	<p>RL.K.1, RL.K.6, RL.K.7</p> <p>RL.3.2, RL.3.3, RL.3.9, W.3.8</p> <p>RL.6.1, W.6.10</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 crisis, using examples from one or both core texts.</p>	<p>RI.2.2, W.2.2, L.2.1f</p> <p>RI.7.1, RI.7.3, SL.7.4, SL.7.5, SL.7.6</p>

New-Read Assessment	<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>RI.5.1, RI.5.3, RI.5.8</p>
Socratic Seminar	<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 <i>Colonial Voices</i> 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>	<p>SL.1.1.c, SL.1.3</p> <p>RI.2.1, SL.2.1.c, SL.2.3, SL.2.6</p> <p>RL.4.2, RL.4.6, RI.4.3, SL.4.1.a, SL.4.1.c, SL.4.3, SL.4.4</p> <p>RI.6.1, RL.6.1, W.6.10, SL.6.1, SL.6.2, SL.6.4, SL.6.6</p> <p>RL.8.1, RL.8.2, SL.8.1, SL.8.3, SL.8.6</p>

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. 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>	<p>RL.K.5, RI.K.1, W.K.1, W.K.8, L.K.1.f, L.K.2.a</p> <p>RL.8.2, RI.8.2, W.8.3, W.8.4, W.8.5, SL.8.4, SL.8.5, SL.8.6, L.8.1.c, L.8.2.a, L.8.4, L.8.5.a, L.8.6</p>
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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 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. But the best assessments mirror the work students will do in college and their careers, allowing them to perform their learning in authentic contexts. 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.

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 lessons

- are precisely and deliberately crafted to ensure rigor, lead to authentic work arising from the texts, and create coherence across a module;
- require that learners do the cognitive work;

- are structured within and across lessons to guide purposeful engagement during each Content Stage of a text, thus enabling deeper understanding of the text; and
- are sequenced across the 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 (TDQs) in the lesson. Framing each lesson with familiar questions helps students build the habits of mind they need to become independent close readers.

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

- **Wonder:** Students generate their own observations and questions, forming an initial impression of the text.
- **Organize:** 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:** Readers focus intently on different and unique aspects of the text, such as language choice, literary devices, or structure, and analyze how each element affects meaning.
- **Distill:** Students express the central ideas or themes of the text and determine how key aspects of the text support these ideas and themes.
- **Know:** Students articulate how a text builds their knowledge, and expand their knowledge by connecting the text to other texts and topics of study.

For more on the Content Stages, see the Content-Craft-Create Framework section in the “Getting Started” chapter.

Reading Instruction in Action

Wit & Wisdom lessons execute this learning approach through

- an average of fifty-five 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 in the “Resources” chapter.

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 great 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 K–12 assessments, in college, at work, and throughout their daily adult lives (ACT 16–17; NGA and CCSSO 2–4; PARCC).

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 of the following Craft Stages shapes each lesson.

<div>Supported</div> <div>gradual release of a strategy</div> <div>Independent</div> 	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.
	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.
	Execute: Students plan or draft a full writing piece, paying particular attention to applying the target strategy to support the purpose of the task.
	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.

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 32 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.*

- vertically aligned, standards-based rubrics and checklists to assess students' writing.

Achieving the Standards

Wit & Wisdom organizes the skills of the CCSS 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

Speaking and listening are at the core of all learning. *Wit & Wisdom* builds students' ability to communicate 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 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 in the “Resources” chapter.

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 speaking and listening and writing 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 the CCSS 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 speaking, 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 CCSS 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 and careers. 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.

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” chapter 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 explicitly introduce Reading Anchor Standard 4 early in the year and return to it throughout the remaining modules to 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. *Wit & Wisdom* must be implemented along with a systematic, researched based foundational skills program. *Wit & Wisdom* lessons 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 teaching of foundational skills in numerous ways.

Any high-quality foundational skills curriculum can complement *Wit & Wisdom*. In Kindergarten through Grades 2 or 3, foundational skills are a Tier I program, with additional Tier II and III interventions recommended as needed. After Grade 3, most foundational skills belong in Tier II and III interventions, though all students may benefit from continued spelling instruction.

High-quality foundational skills programs include the following features:

- A systematic scope and sequence, including phonics, phonological awareness, high-frequency words, morphology, and handwriting
- Focused and explicit instruction
- Practice in and out of texts
- Frequent assessment
- Mastery-based pacing

Foundational Skill Reinforcement in Action

Wit & Wisdom lessons reinforce the explicit instruction provided by a foundational skills curriculum 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.

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.

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

Student	Day 1	Day 2	Day 3	Day 4	Day 5
Read the passage fluently to the class.					
Read with appropriate phrasing and intonation.					
Read with appropriate expression.					
Read at a good pace, using a finger to help keep track.					
Read to be heard and understood.					
Marked at page number.					

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 in this chapter 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.

The Impact of Foundational Skills Instruction

Foundational skills are necessary but not sufficient for students to navigate the complex reading and writing required in college and career. 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.

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 1–8), 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 1–5; optional, though encouraged, in Grades 6–8).
- 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.*

- *Another reason he gives is that some of the mistakes they might make would be disastrous and might lead to Mr. Jones returning.*
- *He does not seem to give any actual evidence.*

Display the list of persuasive techniques from prior lessons:

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 *Wit & Wisdom* curriculum addresses directly, because attention to fluency aids students' comprehension of complex texts and scaffolds mastery of Reading Anchor Standard 10. Although RF.4 is a Grades K–5 standard only, *Wit & Wisdom* includes fluency work in Grades 6–8 as well. Teachers in Grades 6–8 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 recognizes 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:

Explain that photographers, like painters, use elements of visual art such as line and space to organize their artworks, tell a story, or hold our attention.

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.
- provide opportunities for all learners, regardless of abilities, 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.

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 adjust 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 in the “Going Deeper” chapter and rubrics in the “Resources” chapter.) As a result, *Wit & Wisdom* is compatible with any grading or reporting system.

For those using standards-based grading systems, the materials include the aligned standards for each formative and summative assessment. Modules also 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 standards-aligned 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. *Wit & Wisdom* prescribes no particular observation model; indeed, any observation system can be used to support teachers in their implementation. 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 flexing 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; and
- 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, **standards-based 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 (EOM) Task; and
- strategically **differentiate** 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 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”; and
- **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 a year-long, embedded process of building teachers' capacity. This does not require creating new professional development resources or sessions. In fact, the modules, module texts, and this Implementation Guide can serve as resources to deepen and enhance teachers' understanding of literacy instruction. 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 in the “Resources” chapter.)
- 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.
- Reviewing 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 a module with a curriculum team. Team teachers 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

Wit & Wisdom also offers several professional development options and other services to support teachers and schools in implementation. For more information, please visit <https://greatminds.org/english/PD>.

SCOPE AND SEQUENCE OF COMMON CORE STATE STANDARDS

STANDARDS SELECTION

The texts and tasks included in *Wit & Wisdom* present opportunities to practice and master the CCSS. *Wit & Wisdom*'s learning design is based on the premise 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 CCSS Reading, Writing, Speaking and Listening, and Language strands. The integrated teaching of these standards emerges from the content of the carefully curated texts in each module, rather than in an isolated series of skills instruction.

For easy reference, this section outlines the CCSS anchor standards and the scope and sequence for each strand individually. Various standards from every strand are integrated throughout each module. When appropriate and logical, both module and lesson-level learning goals group multiple standards within and across strands. Students deepen their understanding and mastery of ELA skills, as well as their knowledge of cross-disciplinary topics and concepts.

TYPES OF STANDARDS

Wit & Wisdom explicitly addresses all the expectations of the CCSS, with the exception of the Foundational Skills standards. Nearly all CCSS and sub-standards are targeted in one or more modules.* Focus, supporting, and continuing standards are designated in each module.

Focus standards for a module meet the following criteria:

- They are explicitly taught through explanation, modeling, or gradual release of responsibility.
- Students practice them in multiple lessons.
- The Focusing Question Task(s), New-Read Assessment(s), Socratic Seminar(s), and End-of-Module (EOM) Task formally assess them.

Supporting standards are not necessarily explicitly taught or formally assessed in the module, but students practice them with one or more module texts. Many CCSS 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 and cannot be assessed in a single task. Unlike focus and supporting standards, continuing standards are taught and practiced pervasively across modules rather than in 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 on a daily basis and, therefore, appear in every module of every grade.

Through careful analysis of the texts and topics, each module of *Wit & Wisdom* has been designed to align 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.

*The notable exceptions are W.9 and W.10 (which are supporting standards in most modules as reflection of 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" chapter for details.)

READING CCSS SCOPE AND SEQUENCE

The Reading CCSS Scope and Sequence is a key foundation of *Wit & Wisdom*'s learning design. The Reading standards are integrated with the Content Stages to optimize the specific learning opportunities each text presents, while building sound general habits for reading complex text. While many standards align neatly with specific Content Stages, the standards aligned to each lesson were chosen primarily for how well they suit the module texts and tasks.

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 choices), R.5, R.6, R.7, and/or R.8
Distill	R.2 (interpret central ideas or themes)
Know	R.9

The Reading CCSS Scope and Sequence was also designed to help students build skills across an instructional year. R.10, for example, is a continuing standard, as its mastery represents the cumulative results of reading grade-level complex texts throughout the year. R.1, R.2, and R.4 (the part of the standard for determining word meanings) are explicitly taught in Module 1 and/or Module 2 in order to build a foundation for students' work with complex texts. Students then continue to apply those standards with increasing independence throughout the year and to layer on other, increasingly complex standards.

College and Career Readiness Anchor Standards for Reading

Key Ideas and Details

R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure

R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

R.6: Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning, as well as the relevance and sufficiency of the evidence.

R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

R.10: Read and comprehend complex literary and informational texts independently and proficiently.

	Reading Focus Standards			
	Module 1	Module 2	Module 3	Module 4
Kindergarten	<i>The Five Senses</i>	<i>Once Upon a Farm</i>	<i>America Then and Now</i>	<i>The Continents</i>
	RL: 1, 6	RL: 2, 3, 9	RL: 4	RL: 5, 7
	RI: 1, 4, 5	RI: None	RI: 2, 3, 6, 8	RI: 7, 9
Grade 1	<i>A World of Books</i>	<i>Creature Features</i>	<i>Powerful Forces</i>	<i>Cinderella Stories</i>
	RL: 1, 2, 3	RL: 2	RL: 4, 5	RL: 6, 7, 9
	RI: 1, 7	RI: 2, 3, 5, 8	RI: 4, 6, 9	RI: None
Grade 2	<i>A Season of Change</i>	<i>The American West</i>	<i>Civil Rights Heroes</i>	<i>Good Eating</i>
	RL: 1, 2, 5	RL: 2, 3, 9	RL: 4, 6	RL: 7
	RI: 1, 2	RI: 4	RI: 3, 7, 9	RI: 5, 6, 8
Grade 3	<i>The Sea</i>	<i>Outer Space</i>	<i>A New Home</i>	<i>Artists Make Art</i>
	RL: 1, 2	RL: 2	RL: 3, 6, 9	RL: 4, 5, 7
	RI: 1, 2, 4, 5, 7	RI: 3, 6, 9	RI: None	RI: 8

Grade 4	<i>A Great Heart</i>	<i>Extreme Settings</i>	<i>The Redcoats Are Coming!</i>	<i>Myth Making</i>
	RL: 2, 5	RL: 1, 3, 7	RL: 2, 6	RL: 4, 5, 7, 9
	RI: 2, 4, 7	RI: 1, 5	RI: 3, 6, 8	RI: 9
Grade 5	<i>Cultures in Conflict</i>	<i>Word Play</i>	<i>A War Between Us</i>	<i>Breaking Barriers</i>
	RL: 3, 9	RL: 1, 2, 4, 5, 7	RL: 4, 6	RL: None
	RI: 2, 3	RI: None	RI: 4, 6, 8	RI: 1, 5, 7, 9
Grade 6	<i>Resilience in the Great Depression</i>	<i>A Hero's Journey</i>	<i>Narrating the Unknown: Jamestown</i>	<i>Courage in Crisis</i>
	RL: 1, 2, 3, 4, 9	RL: 3, 5, 7, 9	RL: 3, 6	RL: None
	RI: 1, 2, 9	RI: None	RI: 3, 8, 9	RI: 4, 5, 6, 7
Grade 7	<i>Identity in the Middle Ages</i>	<i>Americans All</i>	<i>Language and Power</i>	<i>Fever</i>
	RL: 1, 2, 3, 4	RL: 2, 3	RL: 4, 5, 6, 7	RL: 2, 3, 9
	RI: None	RI: 1, 2, 3	RI: 7, 8	RI: 4, 5, 6, 9
Grade 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>
	RL: 1, 2, 4, 5	RL: 3, 7	RL: 2, 4, 6, 9	RL: None
	RI: 2	RI: 1, 3	RI: 4, 8	RI: 5, 6, 7, 9
Continuing Standards: RL.10 and RI.10 are continuing standards across all grade levels.				

WRITING CCSS SCOPE AND SEQUENCE

Wit & Wisdom provides students with opportunities to build deep knowledge and with the preparation and practice required to express what they know. The Writing CCSS Scope and Sequence can help teachers integrate the various aspects of writing instruction that students must master: skills specific to a particular purpose or genre, widely transferable skills, the writing process, and research.

Wit & Wisdom organizes the discrete skills and practices of the Common Core Writing Standards into five categories: Craft Features for Structure, Development, Style, Conventions, and Process. Just as the reading standards align with the Content Stages, the *Wit & Wisdom* writing focus standards align to the Craft Features.

These categories match focused and observable student practice with the standards. They also align to the *Wit & Wisdom* Craft Features for speaking and listening and language. Students often begin to practice a writing type with a focus on structure and development, then explore how style can enhance their work. Throughout the year, students apply their knowledge of conventions and process to all writing types, with increasing depth, flexibility, and independence.

Because students' purpose for writing varies according to the texts and tasks in each module, this Scope and Sequence ensures that at least one module focuses explicitly on each writing type represented by focus standards W.1, W.2, and W.3. Once students learn the requirements of each focus standard, they continue to practice it as a supporting standard, applying what they have learned as they write about new topics. Because it is integral to mastering all three types of writing, W.4 is a focus in almost every module; throughout the year, students work to produce writing appropriate for various tasks, purposes, and audiences.

Because familiarity with the writing process is also essential to mastery of every writing type, W.5 is explicitly introduced in either Module 1 or Module 2. As the year progresses, students use the writing process strategically, with increasing independence.

Each module suggests various ways that students can use technology to produce and publish writing and to collaborate with peers, allowing schools with a wide range of technology resources to meet the expectations of W.6.

In every grade, at least one EOM Task focuses on a sustained research project. In addition, students conduct a variety of short research projects throughout the year, frequently practicing W.7 and W.8.

Finally, W.9 and W.10 are supporting standards in most modules. Most written Focusing Question Tasks and EOM Tasks align to W.9 as students gather textual evidence to respond to questions that assess one or more reading standards. Because students write so routinely throughout *Wit & Wisdom*, the program generally calls out W.10 as a standard only in lessons in which students write for a range of informal, exploratory purposes.

College and Career Readiness Anchor Standards for Writing

Text Types and Purposes

W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Present and Build Knowledge

W.7: Conduct short and more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

	Writing Focus Standards			
	Module 1	Module 2	Module 3	Module 4
Kindergarten	<i>The Five Senses</i>	<i>Once Upon a Farm</i>	<i>America Then and Now</i>	<i>The Continents</i>
	W: 2, 8	W: 3, 6, 8	W: 2, 7, 8	W: 1, 5, 8
Grade 1	<i>A World of Books</i>	<i>Creature Features</i>	<i>Powerful Forces</i>	<i>Cinderella Stories</i>
	W: 3, 5	W: 2, 6, 7, 8	W: 3	W: 1, 8
Grade 2	<i>A Season of Change</i>	<i>The American West</i>	<i>Civil Rights Heroes</i>	<i>Good Eating</i>
	W: 2, 5, 8	W: 2, 5, 6, 8	W: 3, 8	W: 1, 7, 8
Grade 3	<i>The Sea</i>	<i>Outer Space</i>	<i>A New Home</i>	<i>Artists Make Art</i>
	W: 2, 4, 8	W: 1, 2, 4, 5, 8	W: 3, 4	W: 2, 4, 6, 7, 8
Grade 4	<i>A Great Heart</i>	<i>Extreme Settings</i>	<i>The Redcoats Are Coming!</i>	<i>Myth Making</i>
	W: 2, 8	W: 2, 3, 4, 5, 8	W: 1, 6, 7	W: 2

Grade 5	<i>Cultures in Conflict</i>	<i>Word Play</i>	<i>A War Between Us</i>	<i>Breaking Barriers</i>
	W: 2, 4	W: 3, 4, 5	W: 1, 4, 5	W: 1, 2, 4, 6, 7, 8
Grade 6	<i>Resilience in the Great Depression</i>	<i>A Hero's Journey</i>	<i>Narrating the Unknown: Jamestown</i>	<i>Courage in Crisis</i>
	W: 2, 4, 5	W: 3, 4, 5, 6	W: 1, 4, 5	W: 2, 4, 7, 8
Grade 7	<i>Identity in the Middle Ages</i>	<i>Americans All</i>	<i>Language and Power</i>	<i>Fever</i>
	W: 3, 4	W: 2, 4, 5	W: 1, 4, 6	W: 2, 4, 7, 8
Grade 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>
	W: 3, 4, 5	W: 2, 4	W: 1, 4, 5	W: 2, 4, 6, 7, 8
Continuing Standards: W.10 is a continuing standard across all grade levels.				

SPEAKING AND LISTENING CCSS SCOPE AND SEQUENCE

Wit & Wisdom organizes the discrete skills and practices described in the Common Core Speaking and Listening standards into four Craft Features, or purpose-driven categories: Process, Delivery, Structure, and Development. These categories match focused and observable student practice with the standards. They also align to the *Wit & Wisdom* Craft Features for writing and language. In each of the first four modules of the year, explicit speaking skill instruction focuses on a single Craft Feature.

Because a few of the Speaking and Listening standards have multiple Craft Features embedded, these standards may appear more than once as focus standards, especially in later grades. By the end of Module 4, students integrate the discrete skills practiced in each of the Craft Features to meet the whole of each standard.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and such that the organization, development, and style are appropriate to task, purpose, and audience.

SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

	Speaking and Listening Focus Standards			
	Module 1	Module 2	Module 3	Module 4
Kindergarten	<i>The Five Senses</i>	<i>Once Upon a Farm</i>	<i>America Then and Now</i>	<i>The Continents</i>
	SL: 1.a, 1.b	SL: 5, 6	SL: 3	SL: 2, 4
Grade 1	<i>A World of Books</i>	<i>Creature Features</i>	<i>Powerful Forces</i>	<i>Cinderella Stories</i>
	SL: 1.a, 1.b	SL: 5, 6	SL: 1.c, 3	SL: 2, 4
Grade 2	<i>A Season of Change</i>	<i>The American West</i>	<i>Civil Rights Heroes</i>	<i>Good Eating</i>
	SL: 1.a, 1.b	SL: 4, 5, 6	SL: 1.c, 3	SL: 2, 4
Grade 3	<i>The Sea</i>	<i>Outer Space</i>	<i>A New Home</i>	<i>Artists Make Art</i>
	SL: 1.b	SL: 1.d, 2, 4	SL: 1.a, 1.c, 3	SL: 4, 5, 6
Grade 4	<i>A Great Heart</i>	<i>Extreme Settings</i>	<i>The Redcoats Are Coming!</i>	<i>Myth Making</i>
	SL: 1.b	SL: 4, 5, 6	SL: 1.a, 1.b, 1.c, 3, 4	SL: 1.d, 2, 4
Grade 5	<i>Cultures in Conflict</i>	<i>Word Play</i>	<i>A War Between Us</i>	<i>Breaking Barriers</i>
	SL: 1.b	SL: 4, 5, 6	SL: 1.a, 1.c, 2, 3	SL: 1.d, 4
Grade 6	<i>Resilience in the Great Depression</i>	<i>A Hero's Journey</i>	<i>Narrating the Unknown: Jamestown</i>	<i>Courage in Crisis</i>
	SL: 1.b	SL: 1.d, 2, 4, 5, 6	SL: 2, 4	SL: 1.a, 1.c, 3
Grade 7	<i>Identity in the Middle Ages</i>	<i>Americans All</i>	<i>Language and Power</i>	<i>Fever</i>
	SL: 1.b	SL: 4, 5, 6	SL: 1.a, 1.c, 3	SL: 1.d, 2, 4, 5
Grade 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>
	SL: 4, 5, 6	SL: 1.b, 1.d	SL: 1.a, 1.c, 3	SL: 2, 4, 5

LANGUAGE CCSS SCOPE AND SEQUENCE

The Language Scope and Sequence highlights the progression of explicit language instruction across Wit & Wisdom modules. While Deep Dives are the primary vehicle for explicit language skill development, students apply language skills in core lessons to understand and discuss complex texts.

Throughout the year, students apply their knowledge of style and conventions (L.1, L.2, and L.3) with increasing depth and independence. The language standards for each module were assigned based on a consideration of the language demands of the major module writing tasks, the language found in the core module texts, and the connections between the language standards and other module standards.

L.4 and L.5 are a focus in many modules, as students determine and demonstrate understanding of word meanings to deepen their understanding of module content.

L.6 is an ongoing standard, as it represents the cumulative results of mastering a range of vocabulary knowledge. Students' work in their Vocabulary Journals offers a clear picture of the volume of new words students acquire throughout the year and of the strategies they employ to learn and practice new vocabulary.

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

	Language Focus Standards			
	Module 1	Module 2	Module 3	Module 4
Kindergarten	<i>The Five Senses</i>	<i>Once Upon a Farm</i>	<i>America Then and Now</i>	<i>The Continents</i>
	L: 1.d, 2.c, 2.d	L: 1.a, 1.e, 2.c, 2.d, 5.a, 5.c	L: 1.b, 1.c, 2.a, 2.d, 4.a, 5.b, 5.d	L: 1.f, 2.a, 2.b, 4.b, 5.b
Grade 1	<i>A World of Books</i>	<i>Creature Features</i>	<i>Powerful Forces</i>	<i>Cinderella Stories</i>
	L: 1.b, 1.f, 1.j, 2.b	L: 1.h, 1.i, 1.j, 2.b, 2.e, 4.a, 5.b, 5.d	L: 1.c, 1.e, 1.f, 4.b, 4.c, 5.c, 5.d	L: 1.a, 1.d, 1.g, 1.j, 2.a, 2.c, 2.d, 5.a
Grade 2	<i>A Season of Change</i>	<i>The American West</i>	<i>Civil Rights Heroes</i>	<i>Good Eating</i>
	L: 1.e, 1.f	L: 1.a, 1.b, 1.d, 2.a, 4.a, 4.b, 4.c	L: 1.e, 1.f, 3.a, 4.d, 5.b	L: 1.c, 2.b, 2.c, 2.d, 2.e, 4.e, 5.a
Grade 3	<i>The Sea</i>	<i>Outer Space</i>	<i>A New Home</i>	<i>Artists Make Art</i>
	L: 1.a, 1.e, 1.i, 2.a, 2.e, 4.a	L: 1.a, 1.h, 1.i, 4.a, 4.b, 5.a, 5.c	L: 1.b, 1.c, 1.d, 1.e, 1.f, 2.b, 2.c, 2.d, 4.c, 5.b	L: 1.g, 2.f, 2.g, 3.a, 3.b, 4.d
Grade 4	<i>A Great Heart</i>	<i>Extreme Settings</i>	<i>The Redcoats Are Coming!</i>	<i>Myth Making</i>
	L: 1.d, 2.a, 2.b, 2.c, 5.a	L: 1.a, 1.e, 3.a, 3.b, 4.a, 4.b, 5.a	L: 1.a, 1.b, 1.f, 2.c, 3.c, 4.c, 5.c	L: 1.c, 1.g, 2.d, 3.c, 4.b, 5.b
Grade 5	<i>Cultures in Conflict</i>	<i>Word Play</i>	<i>A War Between Us</i>	<i>Breaking Barriers</i>
	L: 1.a, 2.d, 3.a	L: 1.a, 1.c, 1.d, 2.a, 2.c, 4.a, 4.c, 5.a, 5.b, 5.c	L: 1.a, 1.b, 1.c, 1.d, 1.e, 2.b, 3.a, 3.b, 4.a, 4.b, 4.c, 5.b	L: 2.b, 2.e, 3.b, 4.a, 4.b, 5.c
Grade 6	<i>Resilience in the Great Depression</i>	<i>A Hero's Journey</i>	<i>Narrating the Unknown: Jamestown</i>	<i>Courage in Crisis</i>
	L: 1.e, 3.a, 3.b, 4.a, 5.a	L: 1.b, 1.d, 2.a, 2.b, 3.b, 4.b, 5.a, 5.c	L: 1.a, 1.c, 3.a, 4.c, 4.d, 5.b	L: 3.b
Grade 7	<i>Identity in the Middle Ages</i>	<i>Americans All</i>	<i>Language and Power</i>	<i>Fever</i>
	L: 1.b, 3.a	L: 1.a, 1.c, 2.b, 3.a, 4.b, 5.b	L: 1.b, 3.a, 4.a, 4.b, 5.a, 5.c	L: 2.a, 4.b, 4.c, 4.d, 5.c
Grade 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>
	L: 1.c, 2.a, 5.a	L: 1.b, 1.d, 2.b, 5.b, 5.c	L: 1.c, 1.d, 2.a, 2.c, 4.b, 4.c, 4.d, 5.a, 5.c	L: 1.a, 2.a, 3.a, 4.a, 4.d, 5.b

RESOURCES

VOLUME OF READING GUIDANCE

In addition to close reading of core and supplementary texts, the *Wit & Wisdom* learning design emphasizes the need, as highlighted in CCSS Reading Anchor Standard 10, 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 in the “Getting Started” chapter.)

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 speaking goals from the Speaking and Listening CCSS Scope and Sequence.

Socratic Seminar Content

In *Wit & Wisdom*, questioning is foundational to student success. The module’s Essential Question, Focusing Questions, and lesson-level Content Framing Questions and Craft Questions each play a key—and different—role 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 an intriguing question that provokes 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, and
- 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?" and
- 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 are clear, directing students to rephrase as necessary
- Insist on citations, text evidence, and strong reasoning
- Put a student “on hold” (i.e., pause him or her 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

	Listening		Reading	Speaking						
Name	Builds on Previous Speaker	Faces Speaker	Cites Text	Speaks Once or More	Uses Complete Sentences	Relevant	Initiates Idea	Elaborates	Insightful	Respectful
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										
19.										
20.										
21.										
22.										
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 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. 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.

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 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.
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.

<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 particular 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 Maps: 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 her or his 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>

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 Groups write 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 share orally 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 Students circulate, 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 and then discuss the question.
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.

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 her or his 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.

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, taking into account 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>

Response Techniques (Variations: Equity Sticks, Response Cards, Nonverbal Signals, Whiteboards)	Response techniques encourage whole-class engagement while enabling teachers to conduct quick, formative assessments of student understanding.	Whole group	<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"> 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 Response Cards: Students select a response from a set of pre-printed response cards, and then hold up their cards for the class to see. <ul style="list-style-type: none"> Recommended for questions with a closed set of possible responses 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 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
See-Think-Wonder (Variation: Observe-Infer-Wonder)	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.	Whole group, small groups, pairs, or individuals	<ol style="list-style-type: none"> Display a short, interesting text, such as a piece of visual art, an illustration, or a quotation. Students briefly consider the new text independently. Students discuss what they observe in the text, recording observations in individual or class notes. Next, students discuss what they think or infer about the text, justifying their inferences with evidence and recording them in individual or class notes. Finally, students discuss what they wonder about the text, recording questions in individual or class notes.

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, 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 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.

Stop and Jot (Variation: Stop and Draw)	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.	Individuals and then pairs or whole group	<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>
Story Stones	Story Stones provide students visual and tactile prompts for retelling stories or identifying story elements.	Whole group, small groups, pairs, or individuals	<ol style="list-style-type: none"> 1 Create story stones by painting stones with symbols representing basic story elements (beginning, middle, end) or more sophisticated literary terms (character, setting, problem, and resolution). Lessons give suggestions for specific symbols. 2 Options for using the stones: <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.
Tableau	A Tableau encourages students to visually and kinesthetically express understanding of an idea or text excerpt.	Small groups or pairs	<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>

T-chart	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.	Whole group, small groups, pairs, or individuals	<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>
Think-Pair-Share (Variations: Think-Pair, Think-Pair-Square, Jot-Pair-Share)	A Think-Pair-Share allows individual students to consider their thoughts about a question and then collaboratively discuss the question with peers.	Individuals, then pairs, then small groups or whole group	<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 their thinking prior to sharing with a partner.
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.
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 her or his 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>
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.
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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 (Grades K–8)

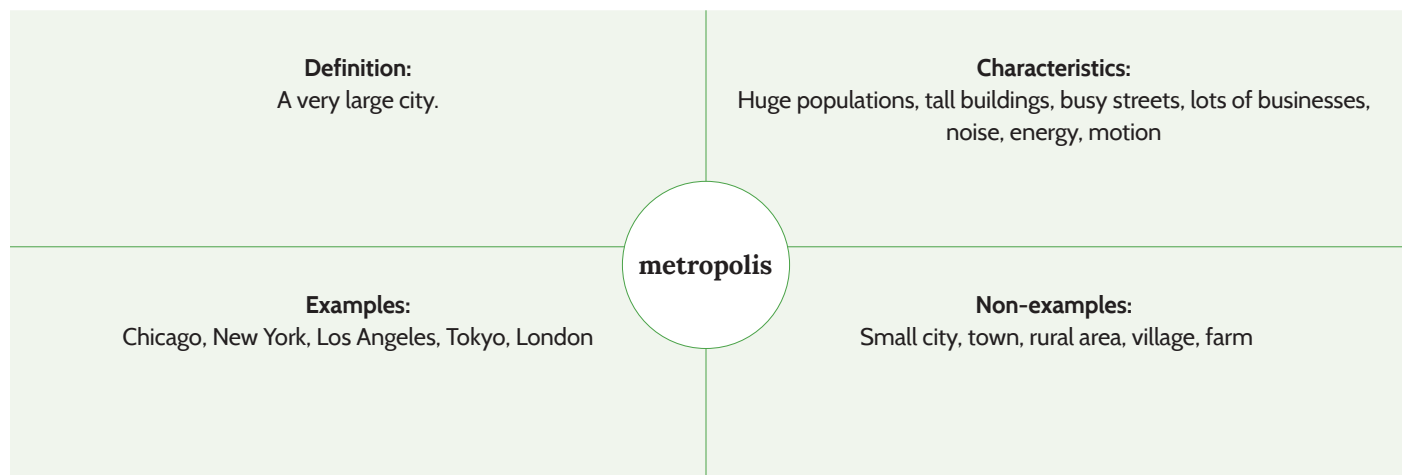
(RL.4, RI.4, L.4)

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 3–8)

(L.4)

This strategy exposes students to new roots and affixes. It can be used as a way 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				
in od sub super infra			ive	ly ity ness	
			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 (Grades K–8)

(RL.4, RI.4, L.4)

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 twenty-five 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 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 (Grades K–8)

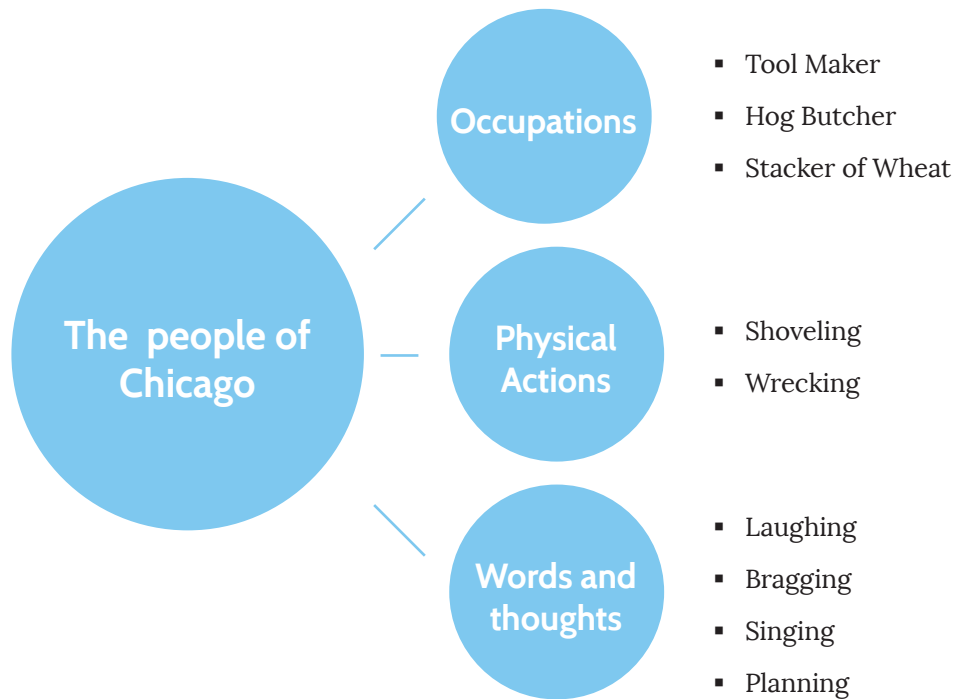
(L.5)

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, etc.).

Example:

Words from “Chicago” by Carl Sandburg:



Student-Generated Definitions (Grades 3–8)

(RL.4, RI.4, L.4)

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 does the following:
 - a. Attempts to define its words using word-solving strategies, in the following order:
 - i. Asks whether any group members know the word already
 - ii. Looks for clues and/or resources in the text—such as context, appositives, footnotes, or a glossary—that may clearly define the word (This will likely be the case only twenty to fifty percent of the time.)
 - iii. Determines whether meaning can be derived from roots and/or affixes
 - b. 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 (Grades K–8)

(L.5)

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 (Grades K–1) will need more support. See L.K.5.d and L.1.5.d for examples of the types of words that could work well with an activity focused on shades of meaning.

SAMPLE ANNOTATION SYMBOLS CHART

Response	Annotation Symbol
Questions and confusions	?
Observations	●
Connections	<p>To other text:</p> <p>→</p> <p>T</p> <p>Within the text:</p> <p>↔</p> <p>To the world:</p> <p>→</p> <p>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)	<u>First</u>
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

Grades K-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 2–3: 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 3–8: 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.
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Opinion/Argument Writing Models

Grades K-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 3-5: 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.
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Grades 6–8: 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).
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C	Conclusion	Reinforce your argument, reflecting on its significance.
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*Acknowledgement of alternate or opposing claim(s) does not occur in a fixed order; it can happen anywhere in the paragraph or essay.




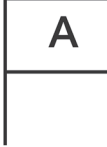


Narrative Writing Models**Grades K-2: CSPER**

	C	Characters	Who the story is about
	S	Setting	When and where the story takes place

	P	Problem	The main character's challenge
	E	Events	What happens
	R	Resolution	End of the problem

Grades 3–8: 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 3–8, 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.

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: 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.

Standard W.K.3 does not include elements of Development, so this trait is absent for Kindergarten narrative writing.

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.

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 effectively and thoroughly develop events and characters. 	<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 audiences' 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 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"> 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 texts(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 texts(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 texts(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 texts(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 audience's 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.

Grades 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.

Grades 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.

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.

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.

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. 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"> 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"> 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.

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. 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 other's 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 other's 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.

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. ▪ 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 other's 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.

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.

PARENT TIP SHEETS

This section contains an example of a Parent Tip Sheet. Parent Tips 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 Parent Tip Sheets, see the Sharing Wit & Wisdom with Families section of the “Getting Started” chapter.

WIT & WISDOM PARENT 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, etc.) 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
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:
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. 	8 per student OR Binder/dividers: 1 per student
World map		5 stones per student
Sentence strips		1 map
Colored pencils		3 packs
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/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/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	<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
Glue sticks		2 per student
Sticky flags		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/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/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/dividers: 1 per student
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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/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/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

***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.

Multimedia recording equipment	▪ 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

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Soldiers Playing Cards, 1917

Fernand Léger, French, 1881–1955

Oil on Canvas

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Wit & Wisdom students study this painting in Grade 8, Module 2, The Great War.

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