



WIT & WISDOM®

Securing Students' Knowledge

Wit & Wisdom® students examine the crafts of writing, speaking, and presenting in a careful sequence that ultimately leads them to mastery and independence. Students begin by examining high-quality exemplars of the craft. Then they receive direct instruction in the skills necessary to practice and master the craft.

Daily writing builds on a foundation of content knowledge developed through the close reading of texts. 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.

"I've never seen students more engaged and excited about reading, writing, and sharing what they're learning. When we visit schools, kids are coming up to us and asking, 'Can you look at my notebook and journal?'"

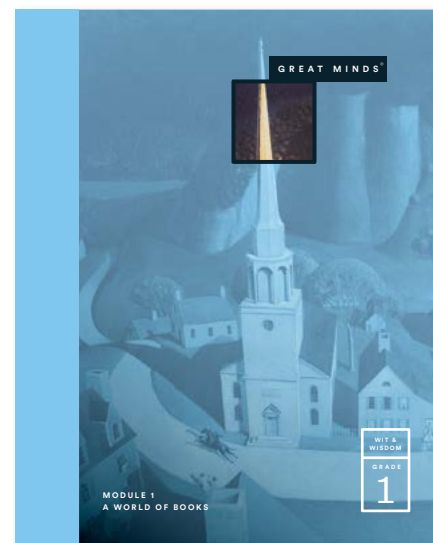
—Dawn Hagness

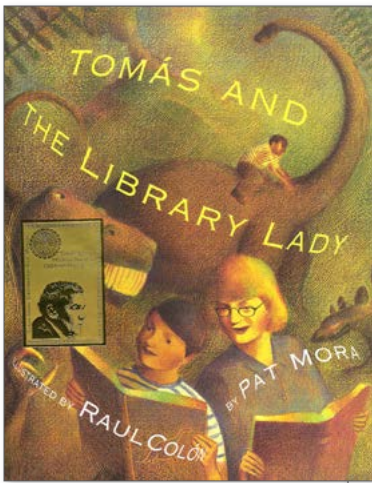
[Humboldt County data and implementation story](#)

Wit & Wisdom Grade 1, Module 1, *A World of Books*

How do books change lives around the world?

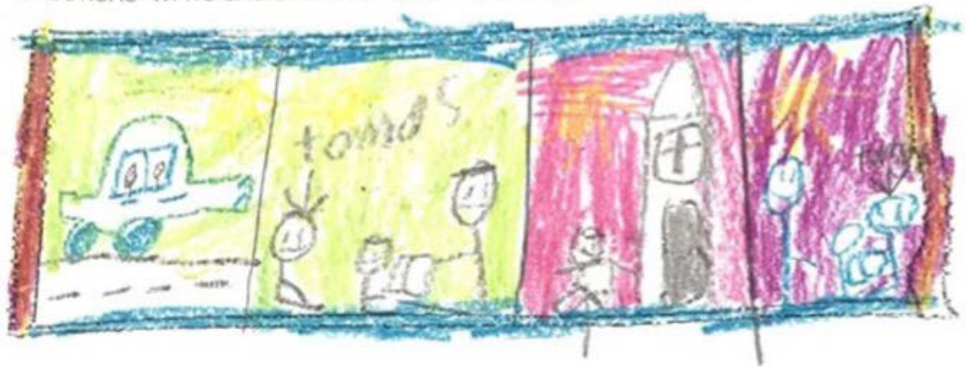
A World of Books harnesses Grade 1 students' inherent desire to read and learn. Through inspiring texts, students journey to new places, meeting diverse characters whose lives change positively and irrevocably because of books. With each new text, students construct more knowledge and collect more evidence about how and why children everywhere access books to read.





Focusing Question Task I

Directions: Write and draw to retell the story, Tomás and the Library Lady.



It started in a car



when Tomás moved to Iowa

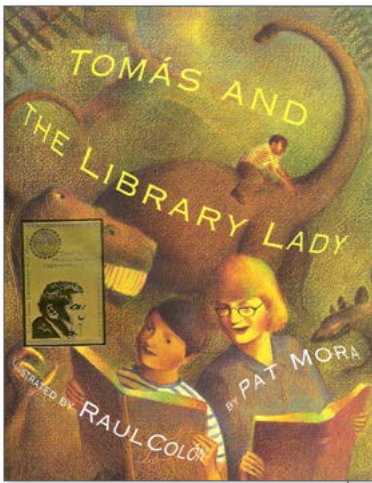


and he was tired of
listening to the same

OH NO!

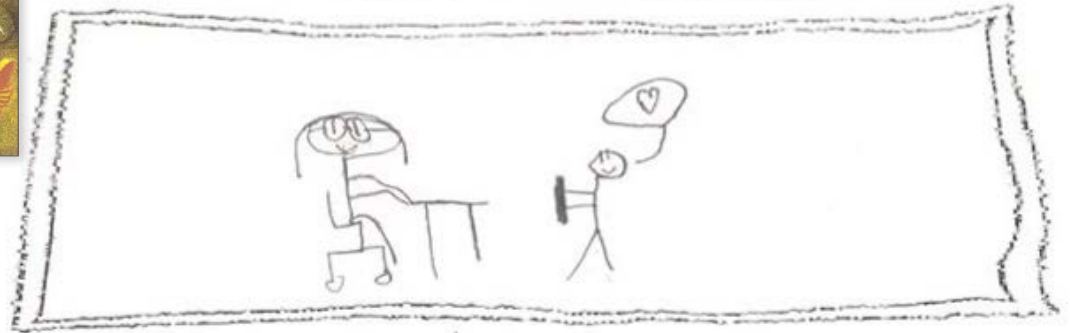
stories, so he went
to the library to learn
new stories.

It started in a car **when** Tomás moved to Iowa and he was tired of listening to the same stories. So he went to the library to learn new stories.



Focusing Question Task I

Directions: Write and draw to retell the story. Tomas and the Library Lady



It started in a car



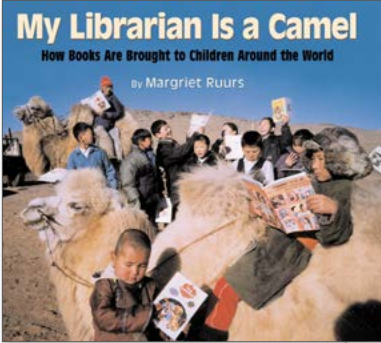
when he wanted new stories



Last

he went to the library

It started in a car **when** he wanted new stories last he went to the library.



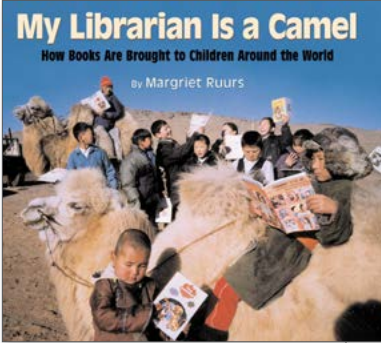
Assessment 16A: Focusing Question Task 3

Directions: Use evidence from the photographs in your section of the text, *My Librarian is a Camel* to describe how children borrow books. Write your paragraph in the space below.

Children in Finland borrow
books by a boat going to children.
The boat comes through May
to October. The boat stops 10
times. The boat carries 600 books.
The boat carries a librarian and
an assistant. It also does not give
books to children in the winter.

Copyright © 2010 by Core Knowledge

Children in Finland borrow books by a boat going to children. The boat comes through May to October. The boat stops 10 times. The boat carries 600 books. The boat carries a librarian and an assistant. It also does not give books to children in the winter.



Assessment 16A: Focusing Question Task 3

Directions: Use evidence from the photographs in your section of the text, *My Librarian is a Camel* to describe how children borrow books. Write your paragraph in the space below.

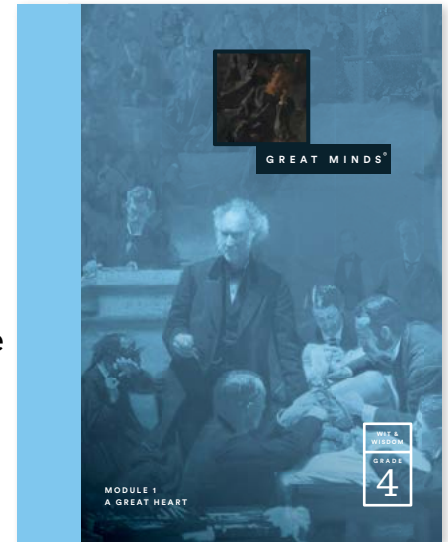
In England children
get books on a
wheelbarrow. They also
get books from a
van.

In **England children** get books on a **wheelbarrow**. They **also** get books from a van.

Wit & Wisdom Grade 4, Module 1, A Great Heart

What does it mean to have a great heart, literally and figuratively?

The heart: a literal muscle that sustains human life and a figurative center of emotion, love, and desire. In Grade 4 Module 1, *A Great Heart*, students explore, challenge, and explain the literal and figurative meaning of the word *heart*.



Assessment 32A: End-of-Module Task

Purpose: This task will give you the chance to express your understanding of the module's Essential Question: "What does it mean to have a great heart, literally and figuratively?" You will demonstrate your ability to bring together your learning in an informative essay that uses text evidence.

Introduction: Throughout the module, you have thought about how people show a figurative great heart and what makes a literal great heart. You have studied many texts to learn what makes a great heart.

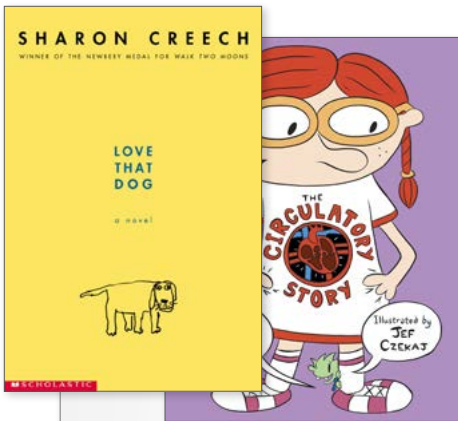
Your Task: For others who have studied the topic as you have, write a four-paragraph informative essay that tells what it means to have a great heart, literally and figuratively.

Develop your ideas with evidence from the module's two core texts, *The Circulatory Story* by Mary K. Corcoran and *Love That Dog* by Sharon Creech, and the Evidence Organizers (Handout 17A and Handout 29A).

Checklist for Success

Your informative essay should include the following:

- ___ An introduction that presents the topic and provides context.
- ___ A clear focus statement that includes the two points you will explain in your essay.
- ___ Two supporting paragraphs—one that explains a literal great heart and one that explains a figurative great heart.
- ___ In each supporting paragraph, evidence from the text to support the focus.
- ___ In each supporting paragraph, elaboration to explain how the evidence supports the focus.
- ___ A concluding statement that reinforces and reflects on your focus statement.
- ___ Specific and appropriate vocabulary.
- ___ Correct capitalization and punctuation. (Be sure to punctuate any quotations correctly!)



How to Have a Great Heart

Do you think you have a great heart both literally and figuratively? Do you know what a figurative great heart is and a literal great heart is and how they differ? A literal great heart is a healthy muscle inside your body, and a figurative great heart is being brave, kind and loving.

A literal great heart is healthy from doing things like eating healthy food, not eating junk food, exercising often and drinking lots of water. A great heart has valves that don't leak and let blood go the wrong way because it is bad for your body. Next, a great heart has a good sinoatrial node so it can beat faster or slower when it is needed. Also, a great heart has clean arteries by not eating junk food. When you are an adult having clean arteries is essential because they will be in risk of a heart attack.

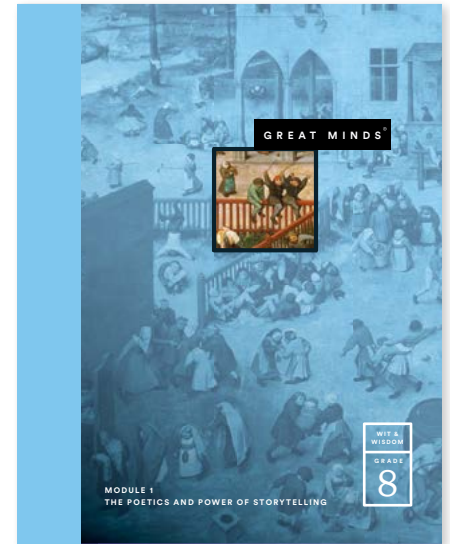
On the other hand, a figurative great heart means being brave, kind and loving. In a book called *Love That Dog*, many characters showed a figurative great heart. In *Love That Dog*, a teacher named Ms. Stretchberry showed a great heart by not giving up on her students, and encouraging them to try harder, and like the poetry lessons. Also, in *Love That Dog*, a famous poet named Walter Dean Myers comes to their school without much planning for him to come and the poet laughed and smiled. This shows that Walter Dean Myers has a great heart figuratively.

In conclusion it is very important to have both a great heart figuratively and literally. The differences of a figurative and a literal great heart are that a literal great heart is a healthy muscle inside your body, but a figurative great heart means you are brave, kind and loving. We should all try to have a great heart all around.

Wit & Wisdom Grade 8, Module 1, The Power and Poetics of Storytelling

What is the power of storytelling?

In this module, students explore how stories can help us make sense of ourselves and the world. They learn the power of stories to help humans navigate complex social situations, become more empathetic, and understand different views. They examine the powerful relationship between the choices of poetic form and content, before applying their knowledge of the craft to their own writing, creating a portfolio of three distinct poems that together tell the story of a significant time in their lives.



Assessment 29: End-of-Module Task

What does it mean to be a storyteller?

The Crossover tells the story of a significant time for Josh Bell and his family, through a variety of poetic types. Josh's story takes place over the course of a few months during which he experiences some of the most significant events of his life: Josh and his twin brother have their first real conflict, Josh gets suspended from the basketball team, and their father gets sick and dies. The poetry of the novel conveys not only the details of these events, but also Josh's response to them, their effects on his sense of self, and his growing awareness of what is important to him and to his family.

Task: Over the course of the four remaining lessons of this module, you will write, revise, and perform a portfolio of three poems, including a cover letter, that together tell a story about a significant time in your own life. Writing for a general audience, one that has an understanding of free-verse poetry but no familiarity with your personal experience, you must consider how to draft a narrative in verse that is engaging and accessible to a wide group of people. The purpose of this task is for you to: 1) demonstrate your understanding of narrative writing, by writing a series of poem within a single narrative arc, and 2) synthesize your understanding of the power of storytelling through your narrative writing and by reflecting on your writing process.

Your portfolio should include:

- A narrative sequence of three poems
- Use of three distinct poetic types
- A clear narrative arc
- Use of descriptive, sensory, and figurative language
- A cover letter explaining the story, relationship between form and content, and your reflections on the power of storytelling
- Logical relationship between form and content

Immigration

In 2015, when I was 12 years old. I had seen an e-mail. That said "Congratulation, your family is able to go to America." After reading it, I immediately told my friend. Everyone was happy and got the smiles on their faces.

The first time, "Time to leave," is a time-stamp poem. I chose time-stamp poem because it told me exactly what time I was doing before crossing another country. The second poem, "On airplane," is a list poem. This type of poem helped me to say what I did on airplane. The last poem, "New," is a definition poem. This poem shows how perspective and how I think about America when I was 12 years old.

These poem show what I did before I come here. And now I was 14. I have lived here for two years. It surprised me, it was totally different from what I thought. Benedict Carey in Psychology of New York Times wrote: "We are also continually updating treatment of our life-and the way in which we visualize each scene not only shape how we think about our selves but how we behave, how studies we find". I will have a life made by me.

Sample student response | Portfolio Cover Letter

Time to leave

Afternoon, Sep 17, 2015

We saw
an e-mail
we could go to the U.S.

Sep 20, 2015

We make
a big party to say
"Good bye"
to neighbors
relative,
friend.

Oct 3, 2015

We bought
five ticket.

Oct 10, 2015

I feel like
I'm a busy person.
Confused emotion:
sad, nervous, happy.

Student Response
Time-Stamp Poem | Poem 1 of 3

On airplane

5. That was my first time to see
the airplane, it looked like a big bird.
4. After I get in
Oh wow, I saw everything was clean and nice.
3. Looked for my seat.
2. Did not understand what they ^{were} would
talking about, I couldn't order the ~~f~~ food or drink.
1. In that night, I missed my friend.

Student Response
List Poem | Poem 2 of 3

New

[Niu]

Someone or something,
we never see before.

As in: After get off the airplane,
I felt interesting when stand on a new land.

As in: People have a new way of dressing style
and they have different eyes color.

As in: People speaking a new language,
after I listened carefully
It is English.

As in: I will have a new life.

Student Response
Definition Poem | Poem 3 of 3

“The writing isn’t separated from the reading. It’s all connected and tied together. That has been amazing. It’s kind of a teacher’s dream. The writing is seamlessly embedded into the program. In the past, we spent so many lessons figuring out what to write about.”

—Angela Patzer

[Linford Elementary School data and implementation story](#)



**WIT &
WISDOM®**