



Equitable Access to Content

Wit & Wisdom® is a knowledge-rich English Language Arts curriculum for students in Grades K–8. At the program’s core is a supportive inquiry framework of strategic questions designed to guide teachers and students through reading, writing, and speaking about exceptionally rich and diverse texts.

Wit & Wisdom students are immersed in content-rich classrooms, exploring fascinating topics.

Wit & Wisdom Modules

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

Module Summary: Grade 1, Module 1, A World of Books

To read a book for the first time is to make an acquaintance with a new friend; to read it for a second time is to meet an old one.

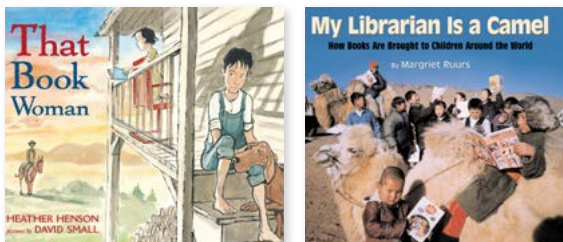
—Chinese proverb

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 read in order to answer the Essential Question: *How do books change lives around the world?*



Texts

What sets *Wit & Wisdom* apart is its approach to the material: Students are fully immersed in literature, informational text, and fine art through a framework that establishes deeply thoughtful inquiry. Paintings, photographs, and music are not ancillary but wholly integrated into lessons.



CORE TEXTS

Picture Books, Literary

- *Tomás and the Library Lady*, Pat Mora and Raul Colón
- *Waiting for the Biblioburro*, Monica Brown and John Parra
- *That Book Woman*, Heather Henson and David Small

Picture Books, Informational

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

SUPPLEMENTARY TEXTS

Almanac

- [The Old Farmer's Almanac](#)

Videos

- ["CNN Heroes: Luis Soriano," CNN](#)
- ["Pack Horse Librarians," SLIS Storytelling](#)

Websites

- ["ASL Sign for: yes," American Sign Language Dictionary](#)
- ["ASL Sign for: no," American Sign Language Dictionary](#)
- ["ASL Sign for: same," American Sign Language Dictionary](#)

Wit & Wisdom equips teachers 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 indicates where they will land in the lesson's learning

Launch

Understand the Content Framing Question

Post the Content Framing Question and Focusing Question.

Echo Read the Content Framing Question: "What's happening in *Tomás and the Library Lady*?"

Explain that this question will help students think about the story. In this lesson, they will focus on learning more about the characters in the story.

Ask: "What are characters?"

Volunteers respond.

- *Characters are who the story is about.*

Hold up and Echo Read a card with a simple definition for *character*. Put *character* on the Word Wall as a year-long word. Include the character symbol from the Story Stone as a visual reference.

TEACHER NOTE

Consider setting aside a dedicated space in the classroom to collect and reference academic vocabulary words for ELA. These words, like *character* in this lesson, are not module-specific and will be useful to reference any time students encounter a literary text.

Share that the symbol on the card is one they will see often during the lesson as students use Story Stones to retell *Tomás and the Library Lady*.

Learn

Identify Characters 🕒

WHOLE GROUP

Hold up Story Stones as you remind students that they might have used Story Stones in Kindergarten to help retell important parts of a story. Remind them that each Story Stone represents a different element, or important part, of the story. Hold up the character Story Stone and explain that students will focus on character as they determine what is happening in *Tomás and the Library Lady*.

Display a large character Story Stone. Distribute a character Story Stone to each student. As you read the story aloud, pairs will follow along in their copies. Each time the words mention a character, one partner will touch that character in the illustration with the character Story Stone. Partners will take turns, switching each time they turn the page. Model by reading page 2 and touching the picture of Tomás.






Read the story aloud (except the author's note) as students touch pictures of characters with Story Stones.

Display the *Tomás and the Library Lady* Story Map. Students Think-Pair-Share: "Who are the characters in the story?" Use Equity Sticks to call on students. Write and illustrate students' responses on the Story Map.

Teacher Note

Drawing illustrations or using pictures from the text helps students read the chart.

TOMÁS AND THE LIBRARY LADY STORY MAP

Characters 		Setting 
<ul style="list-style-type: none">▪ Tomás (drawing of Tomás).▪ Papá Grande (drawing of Papá Grande).▪ Papá (drawing of Papá).▪ Mamá (drawing of Mamá).▪ Enrique (drawing of Enrique).▪ Library lady (drawing of the library lady).		
Problem 		Resolution 

Guide students to find the main character of the text by asking: “Which character did you see the most?” Students respond chorally. Listen to make sure most students identify Tomás. Explain that Tomás is the main character, or most important character, of the story because he appears most frequently. Place a star next to Tomás on the chart to indicate that he is the main character in the story.

Extension

If you have extra time, small groups of six students can create tableau to show the characters in the story and indicate in a special way who the main character is.

Students create tableau using the characters of the story.

- *(Pose as Tomás reading a book.)*
- *(Pose as Papá Grande telling a story.)*
- *(Pose as the library lady giving away a book.)*
- *(Group line up with Tomás in front to demonstrate he is the main character)*

As a whole group, ask students: “What did your tableau show about the story’s characters?” Use student responses to reinforce the key idea that Tomás is the main character, or the one who the story is about. Ask: “Who is the main character?” Students chorally respond.


Land

Answer the Content Framing Question

Organize: *What is happening in Tomás and the Library Lady?*

Students Think-Pair-Share: “How did knowing the characters help you retell what happens in the story?”



- *I retold the things that happened to the characters to retell the story.*
- *I told about Tomás because he’s the main character. Most things in the story happen to him.*

Ask: “Did we answer the Content Framing Question?” Students respond with a **Nonverbal Signal**  , such as ASL signs for yes (<http://witeng.link/0400> ) and no (<http://witeng.link/0401> ).

Share that, in the next lesson, students will continue retelling with a new Story Stone.

Analyze

CONTEXT AND ALIGNMENT

Students create tableau about the characters in the story *Tomás and the Library Lady* in preparation for retelling longer and more detailed scenes later in the module ([RL.1.2](#) , [RL.1.3](#) ).

Check for the following success criterion:

- Accurately represented scene(s) from the text.

NEXT STEPS

Use observational evidence to determine whether students were able to depict the characters they were assigned.

If students experienced difficulty accurately representing the characters in the tableau:

- Reread the section of text, asking what the character is doing in each scene.
- Form a Fishbowl, allowing students with strong representations to model their assigned character and scene.

“I really like that the topics are covered in so much depth. It really builds students’ curiosity and interest.”

—Mara Gilstrap

[Humboldt County data and implementation story](#)

“Students are learning for themselves, discovering, and growing. They are digging in, talking, and writing so much more. We never had so much excitement about literacy instruction. *Wit & Wisdom* is absolutely challenging, but it’s also exactly what our kids need.”

—Sarah Stallings

[Rogers Public Schools data and implementation story](#)

Volume of Reading

Students read deeply on topics through module-based volume of reading. Each module contains a curated Volume of Reading text list, which includes quality texts that add to the module knowledge and offer students choices at varying levels of complexity.

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.

Appendix D: Volume of Reading

Students may select from these recommended titles that support the module content or themes. These texts can be used as part of small-group instruction or as part of an independent and/or choice reading program. In addition, the [Volume of Reading Reflection](#) handout located in the back of the Student Edition provides response questions for these texts.

Lexile measures are listed below when available. The Lexile code AD (Adult Directed) refers to a book that is usually read aloud to a child and includes difficult language or text elements. A text labeled with NP (Non-Prose) Lexile indicates a book with more than 50% non-standard or non-conforming prose that cannot be measured using the Lexile measurement.

Picture Books

- (160L) *Roger is Reading a Book*, Koen Van Biesen
- (340L) *Poppleton*, Cynthia Rylant
- (420L) *Rain School*, James Rumford
- (470L) *Library Lion*, Michelle Knudsen
- (480L) *Abe Lincoln: The Boy Who Loved Books*, Kay Winters
- (AD400L) *A Child of Books*, Oliver Jeffries
- (AD580) *Biblioburro: A True Story from Colombia*, Jeanette Winter
- (AD650L) *The Fantastic Flying Books of Mr. Morris Lessmore*, William Joyce
- (AD650L) *Thank You, Mr. Falker*, Patricia Polacco
- (AD720L) *Bats at the Library*, Brian Lies
- (NP) *Wild about Books*, Judy Sierra
- (NP) *The Library*, Sarah Stewart
- (N/A) *The Treasure Box* by Margaret Wild
- (N/A) *You Wouldn't Want to Live Without Books!*, Alex Woolf

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.

CI : RI : Volume of Reading - WIT & WISDOM™

Name: _____

Read Aloud

A World of Books, Grade 1, Module 1

Directions: Share what you know about the importance of books and reading by sharing the answers to one question in each category (Wonder, Organize, Reveal, Distill, Know) below. Draw, write, or tell your teacher your answers.

Student Name:

Text:

Author:

Topic:

Genre/type of book:

1. Wonder: Why did you choose this book? What grabbed your attention about the cover or illustrations in the book? Write a sentence or draw a picture showing why you chose it.

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CI : RI : Volume of Reading - WIT & WISDOM™

2. Wonder: What kind of details do you notice in the illustrations? When you think about the details you found, what do you wonder about the pictures?

3. Organize: Who is the book mostly about? What is the main character's biggest problem? How does life change for that character?

4. Organize: How does the main character's attitude toward books or reading change from the beginning of the story to the end of the story? Answer using these Sentence Frames:

a. In the beginning _____.

b. In the middle _____.

c. In the end _____.

5. Reveal: How does the author show us that books can change lives? Find a page in the book where the author shows that books are important.

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6. Reveal: How does the author want us to know about books? Draw a picture that explains one way the author shows or tells us that books can be joyful.

7. Distill: What is the most important idea about books that you learned by reading this story? Draw a picture showing this idea and explain your drawing on the paper or to your teacher.

8. Distill: What new idea about books did you learn from reading this story? Draw a picture showing this important lesson.

9. Know: How does this story connect to the other stories you have read in class about the importance of books and reading?

10. Know: What is an idea that you think that kids and adults should know about why books are important and valuable?

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“It gives me goose bumps to walk into a school. The kids are so engaged, there’s no down time,” Kimble says. “They’re talking about books all the time—in PE class, at lunch, everywhere.”

—Sean Kimble

[Lauderdale County Schools data and implementation story](#)



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