

## Content Stages Quick Guide:

Content Stage	Content Framing Question	Description of Thinking and Actions	Instructional Routines and Core Practices
Wonder	What do I notice and wonder about this text?	Read the text with curiosity and attention, ask key questions about what is read.	<ul style="list-style-type: none"> <li>Complete a Notice and Wonder T-chart</li> <li>Annotate the text with observations and questions.</li> <li>Write a series of statements using the following sentence frame: I noticed _____, and that makes me wonder _____.</li> </ul>
Organize	What is happening in the text?	Organize thinking on what the text is about to demonstrate literal comprehension of a text.	<ul style="list-style-type: none"> <li>Literary Text <ul style="list-style-type: none"> <li>Create a story map by charting the characters, setting, problem, attempts to solve the problem, and solution</li> <li>Complete Literary Dominoes by recording (in words or visuals) important events in a specific order.</li> <li>Sketch images that convey ideas.</li> </ul> </li> <li>Informational Text <ul style="list-style-type: none"> <li>Write a brief summary of the text.</li> <li>Complete a Boxes and Bullets graphic organizer by stating key details in bullet-point form under a main idea written in a box.</li> <li>Make a timeline of major events</li> </ul> </li> </ul>
Reveal	What does a deeper exploration of [textual element] reveal in this text?	Go deeper into the text to explore an element of the author's craft, analyze the text's structure and its implicit meaning, or attend to another unique feature of the text.	<ul style="list-style-type: none"> <li>Analyze the element by annotating and interpreting the significance of the element.</li> <li>Write a paragraph analyzing the significance of the element, including evidence to support that analysis.</li> <li>Make a table or graphic organizer to document the effects the element has on the text's meaning, including evidence to support each effect listed in the table.</li> </ul>
Distill	What is the essential meaning of this text?	Synthesize an understanding of a text's elements to discern the full impact of the elements studied, be it an essential meaning, a central idea, a central message, or a theme. Seek to understand the text as a sum of its parts, with the goal of achieving a profound understanding of the whole work.	<ul style="list-style-type: none"> <li>Complete a Quick Write that explains the essential meaning(s) of the text and provides details that support the choice.</li> <li>Jot a list of significant details (e.g. problem and solution, changes in character, language patterns) and posit the essential meaning(s) that unifies most of these details.</li> </ul>
Know	How does this text(s) build my knowledge of [topic]?	Consider the text or texts in the context of previous knowledge and new learning. Examine the impact of text on knowledge, and articulate the transferable knowledge and skills acquired while studying a text.	<ul style="list-style-type: none"> <li>Complete a Quick Write that explains what the text teaches you about the world, how your understanding of specific ideas (e.g. justice, persistence) has grown, and/or what skills you used to understand the text.</li> <li>Compare and contrast what you learned from the text with another text on a related topic.</li> </ul>

## Craft Stages:

Craft Stage	Craft Question	Description of Student Thinking and Action
<u>E</u> xamine	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>E</u> xperiment	How does [specific skill] work?	Students practice and hone the target writing or speaking skill in a scaffolded task.
<u>E</u> xecute	How do I use [specific skill] in [specific task]?	Students employ the skill in their own text-based writing.
<u>E</u> xcel	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.

## 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.

## Hints and Helpers:

Resources to support planning, module study:

<b>Implementation Guide:</b>
CCSS Scope and Sequence for Reading, Writing, Speaking and Listening: Pages 77-87
Volume of Reading Guidance: Page 89
Instructional Routines with descriptions and directions: Pages 96-108

K-8 Writing Models: Pages 115-119
K-8 Writing Rubrics: Pages 120-146
<b>Wit and Wisdom Digital Teacher Edition:</b>
Content Updates: Search “Content Updates” and add to your resources or dashboard. Includes updates and correction sheets.
Standards Trackers (Grades K-1) Question Sets (Grades 2-8): Search “Standards Trackers” or “Question Sets” and add to your resources or dashboard.
SK W&W Support Page: <a href="#">Wit and Wisdom SK Support Page</a>

Don't forget:

- Planning and pacing with your grade level team will ensure that you have “real time” support when you need it, and your kids will have an equitable experience.
- Use the Module Study Protocol! The Module Study gives you a deep understanding of the important learning. Knowing what is assessed on FQTs and the EOM allows you to adjust your pace, and customize your lessons to the needs of your students while maintaining the rigor and learning goals.
- The Wonder and Organize content stages are supposed to go quicker than Reveal and Distill lessons. When reading a book for the first time, it is OKAY if the kids are confused or have misconceptions. Re-reading and close reading activities are meant to develop the students' ability to clarify meaning and gain deeper understandings.
- Present questions and directions as they are written in the text. Often, even when a question seems confusing to us, it is not confusing to the kids. We need to let the kids prove to us that they need a scaffold or modification.