



Delaware Department of Education Publisher Survey

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***Please complete sections 1 through 5 of the survey. Section 6 is for informational purposes only.**

SECTION 1: GENERAL INFO

1. Great Minds PBC
- 2.

Component	Access	Description
Wit & Wisdom Teacher Edition (TE) Print and Digital	Print books (one time purchase) Interactive digital platform (yearly license)	Summary, instructional goals, major assessments of the module, and map of the lessons
		Approximately thirty to thirty-eight lessons and Deep Dives

		Resources to build knowledge of text complexity, vocabulary teaching and learning, and assessments
Wit & Wisdom Student Edition (SE)	Consumable Print workbooks; NIMAC compliant	Graphic organizers and handouts
		Questions to record knowledge gained from reading independently and widely on the module topic, and to measure accountable volume of reading
Core Texts	Previously published texts available in classroom library sets. (One time purchase)	Carefully sequenced literary and information texts are utilized to develop students' knowledge and skills in each module. Each grade-level classroom library contains all texts needed for all four modules.
Wit & Wisdom in Sync with Affirm	<p>Yearly license:</p> <p>License for Wit & Wisdom in Sync Digital Teacher Edition is required</p>	<p>Includes the following components:</p> <ul style="list-style-type: none"> ● Getting in Sync with Wit & Wisdom: Instructional overview and video of how to use Wit & Wisdom in Sync, especially the Learn Anywhere Plans and Daily Videos, Grade-band guidance (K-2, 3-5, 6-8); Return to instruction recommendations ● Learn Anywhere Plans: Teacher and leader guidance for adapting Wit & Wisdom by module and lesson for virtual learning and toggling between in-person and virtual classrooms ● Daily Lesson Videos: Student-facing daily instructional videos taught by Great Minds teachers. Audio in English and Spanish; Close-captioned in English

		<ul style="list-style-type: none"> ● Vocabulary Videos: One per Focusing Question Arc; Pre-teach 4-6 key academic and content-area vocabulary words, in English and Spanish ● Digital Student Edition: Lesson handouts, Graphic organizers, Fluency practice. Activities are available as PDFs for students to download, complete, and share with their teacher via email or LMS ● Wit & Wisdom Projected: Lesson slides in PowerPoint ● Wit & Wisdom Affirm: Digital Assessment platform
Geodes Classroom Library	<p>Grades K-2</p> <p>Classroom library is a one-time purchase. My Geodes are designed as consumables.</p>	<p>Early readers aligned with Wit & Wisdom module topics that give students the opportunity to practice their previously taught decoding skills in knowledge-building, engaging text. Each Geodes Classroom Library Contains:</p> <p>Individual Titles</p> <ul style="list-style-type: none"> ● At Levels 1 and 2: 64 x Individual Titles: 6 x full-color copies of each title organized into 4 modules. Each Module contains 4 sets of books. Each Set has 4 titles ● At Level K: Modules 1 & 2: 8 x individual titles (2 Wordless Picture Books; 6 Sound Search Books) 12 x full-color copies of each title; Modules 3 & 4: 16 x individual titles (All Duet Books) 6 x full-color copies of each title <p>20 x My Geodes</p>

		<ul style="list-style-type: none"> ● Bound collections of the four texts that make up one set. These texts, printed in greyscale, can be used for extra practice in school or at home. <p>1x Grade level Inside Geodes</p> <ul style="list-style-type: none"> ● The educator resource guide for Geodes that includes a comprehensive guide to module design and Geodes' components. <p>1 x Geode rock with display stand</p>
My Geodes Digital	<p>Yearly license:</p> <p>Only available for schools who have purchased the print Geodes Classroom Library</p>	<p>Available in a simple e-reader format, My Geodes e-books provide flexible access for students to practice their reading in a digital environment. My Geodes Digital contain audio support for non-decodable text. Teachers get access to the complete My Geodes (digital) licensed library and can assign individual e-books or sets to students matching the developmental reading/phonics progression.</p>

3. Kindergarten-Grade 5
4. Ken Wilmers
5. ken.wilmers@greatminds.org
6. 443.812.6546
7. <https://greatminds.org/>
8. ken.wilmers@greatminds.org
9. Great Minds® makes ELA knowledge accessible through high-quality instructional materials.
10. *Wit & Wisdom* and *Geodes*, developed by and for teachers, include compelling topics and rich, engaging texts, curated to build student knowledge through a framework of inquiry. Students write about what they read and articulate the meaning of each text through discussions with their peers. From new clients to long-term implementers, Wit & Wisdom provides the highest level of service and support to districts and schools to ensure that all students have access to high-quality curriculum and instruction.
11. The Great Minds Logo files can be accessed [here](#). We included two versions that can be used, depending on your space needs. Please contact us if a different file type is needed.



every child
is capable of
greatness



SECTION 2: CURRICULUM DESIGN

1. Describe the overall design and approach of your curriculum. **(150 words or less)**

Wit & Wisdom is built on Science of Reading research that shows students can learn more deeply and quickly when they have a strong foundation of knowledge in place, allowing them to tackle increasingly complex texts and ideas and have the vocabulary to learn new information and discuss their findings.

Our approach to ELA education is integrated and text-based: daily reading, writing, speaking, listening, grammar, and vocabulary study is based on—and draws on evidence from—nationally published works of literary and informational texts that merit close reading and engage students in productive—and joyful—struggle. Grade-level texts and instruction is the norm for all students, creating a community of learners who all engage with the same texts and tasks. Embedded scaffolds and supports allow teachers to meet students where they are and provide alternative pathways to the same learning goals.

2. Describe the evidence-based practices or research that guided the development of your curriculum. **(150 words or less)**

***Wit & Wisdom* is not designed based on one or two theoretical models but takes the very best practices from research to pave the way for innovation in high-quality instructional materials. Following is the research that undergirds the program. This research includes:**

- **Student success with complex texts, including predictable close-reading stages: Adler and Van Doren 46–48; Liben 1–9; ACT, 16–17; Adams, 4–5; NGA Center and CCSSO 3; Frey and Fisher 18; Shanahan 9–11; Pearson and Liben 1;**
- **Effects of knowledge-based ELA instruction: Willingham; Adams; NRC**
- **Integration of skills and topical knowledge across reading, writing, speaking, and listening: Graham and Perin 20–21; Hawkins et al. 14; Hawkins et al. 34–36.**

Additional research that supported the development of Wit & Wisdom can be found in the [Works Cited Appendix](#) at the end of this document.

3. Indicate which of the following components are included in your curriculum by grade level. Please use the following codes to identify the priorities. If a component is not included in a particular grade-level, please put “N/A” in that cell.

- a. C = Core Universal Component

- b. T = Targeted Support/Intervention for some students
- c. I = Intensive Support/Intervention for few students
- d. X = Not addressed

Grade	Oral Language	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
K	C	X*	X*	X*	C	C
1	C	X*	X*	X*	C	C
2	C	N/A	X*	X*	C	C
3	C	N/A	X*	C*	C	C
4	C	N/A	X*	C*	C	C
5	C	N/A	X*	C*	C	C

**Please see note below in Question 4.*

4. If there is a component not addressed in your curriculum for any given grade-level, explain how you are supplementing the requirements to meet DDOE's definition of K-3 HQIM? If there is a component not addressed in your curriculum for any given grade-level, explain how you are supplementing the requirements to meet DDOE's definition of K-3 HQIM? **(150 words or less)**

Wit & Wisdom is intentionally designed to be implemented alongside a high-quality, research-based foundational skills program. The core lessons do not explicitly teach foundational skills other than fluency, which is explicitly and comprehensively addressed. Lessons are specifically designed to reinforce foundational skills instruction through:

- **transfer of previously learned foundational skills to reading or writing tasks about complex texts (e.g., some writing lessons cue teachers to review previously taught sound-spelling patterns students are frequently misspelling with editing their text-based writing with a focus on those patterns.**
- **Foundational Skills Connections activities in Modules 2–4 require students practice skills from the foundational skills curriculum with Wit & Wisdom module texts.**
- **alignment of expectations for independent reading and writing with developmentally accessible and rigorous foundational skill levels.**
- **frequent Read-Alouds of complex texts in early grades**
- **frequent fluency practice with carefully selected passages from Wit & Wisdom core texts.**

Do you work with Districts/Charters to select the most appropriate foundational skills curricula that ensures skillful implementation by teachers in all aspects of the Science of Reading? If so, can you describe that process?

Great Minds' *Wit & Wisdom* addresses key elements of foundational reading as delineated by the Science of Reading research, including that it builds readers' background knowledge, vocabulary, understanding of language and its structures, knowledge of literacy concepts, and verbal reasoning.

Great Minds encourages Districts/Charters to use a high-quality foundational skills curriculum to build the word recognition skills delineated by the Science of Reading research. We have co-implementations in numerous districts with varied foundational skills providers. Great Minds does not participate, however, in materials selection or implementation for programs not written and produced by Great Minds.

Great Minds recommends that students can build reading independence in Grades K–2 with *Geodes*, a series of knowledge-building readable books that are designed for emerging and developing readers and that align with *Wit & Wisdom* module topics and a systematic foundational skills scope and sequence.

5. Describe how your curriculum is aligned to the science of reading. Your description should include an explanation of each component by grade level. If a component is not included in a particular grade-level, please put "N/A" in that cell. **(Limit each cell to 50 words or less)**

Grade	Oral Language	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
K	<p>Across all grades:</p> <ul style="list-style-type: none"> -Instructional routines and engaging activities foster high-quality academic discussion -Intentional connection between oral and written 	See question 4 above.	See question 4 above.	<p><i>*Note: the bulk of fluency instruction will take place within the paired foundational skills program. Please see Section 1 for more information.</i></p> <p>Fluency modeling, practice, homework, and assessment using:</p>	<p>Across all grades: Vocabulary instruction occurs both implicitly and explicitly within our text-based program through repeated readings of complex, knowledge-building texts.</p> <p>Students use high-value words in</p>	<p>Content Framing and Focusing Questions lead to comprehension of texts over multiple lessons and prepare students to speak and write about them. Examples of grade-level CFQs and FQs include: What do I notice and wonder about Three Little</p>

	communication (e.g., discussion with classmates prior to writing) -Assessment of oral language comprehension/			-rebus sentences -repeated language charts -selections from complex texts for authentic practice/assessment	their reading, writing, speaking, and listening tasks to support full comprehension and to build knowledge of the content.	Pigs? What is true about real farm animals?
1	skills, including Socratic Seminars and grade-level speaking and listening rubrics -At the lesson level-- sentence frames and suggested word banks of academic language	See question 4 above.	See question 4 above.	Fluency modeling, practice, homework, and assessment using: -readers' theater -individual readings -paired readings -selections from complex texts for authentic practice/assessment	Wit & Wisdom fully integrates the language standards into each module. Most of the explicit language instruction in Wit & Wisdom appears in the Style and Conventions Deep Dives that follow the same sequence of Craft Stages and questions as do writing and speaking and listening lessons. Students learn style and conventions skills in the context of the texts they read and the writing tasks they produce. There is no isolated or stand-alone grammar instruction in <i>Wit & Wisdom</i> .	Content Framing and Focusing Questions lead to comprehension of texts over multiple lessons and prepare students to speak and write about them. Examples of grade-level CFQs and FQs include: What does a deeper exploration of sensory and feelings words reveal in <i>Gilberto and the Wind</i> ? How do characters respond to the powerful force of the wind?
2		See question 4 above.	See question 4 above.	Fluency modeling, practice, homework, and assessment using: -readers' theater -individual readings -paired readings	Explicit vocabulary instruction	Content Framing and Focusing Questions lead to comprehension of texts over multiple lessons and prepare students to speak and write about them.

				-selections from complex texts for authentic practice/assessment	emphasizes three categories of high-leverage vocabulary words and phrases. -Content-Specific Vocabulary: Relates to key ideas of a domain-specific topic.	Examples of grade-level CFQs and FQs include: How do Bone Button Borscht and Stone Soup build my knowledge? How can food nourish a community?
3		N/A	See question 4 above.	Fluency modeling, practice, homework, and assessment using: -readers' theater -individual readings -paired readings -selections from complex texts for authentic practice/assessment	-Academic Vocabulary: Frequently occurs across disciplines and is often abstract, with multiple meanings. -Text-Critical Vocabulary: Essential to understanding a specific text.	Content Framing and Focusing Questions lead to comprehension of texts over multiple lessons and prepare students to speak and write about them. Examples of grade-level CFQs and FQs include: What is the essential meaning of Starry Messenger? How did Galileo learn about space?
4		N/A	See question 4 above.	Fluency modeling, practice, homework, and assessment using: -readers' theater -individual readings -paired readings -selections from complex texts for authentic practice/assessment		Content Framing and Focusing Questions lead to comprehension of texts over multiple lessons and prepare students to speak and write about them. Examples of grade-level CFQs and FQs include: What does a deeper

						exploration of text features and figurative language reveal in The Circulatory Story? What is a great heart, literally?
5		N/A	See question 4 above.	Fluency modeling, practice, homework, and assessment using: -readers' theater -individual readings -paired readings -selections from complex texts for authentic practice/assessment		Content Framing and Focusing Questions lead to comprehension of texts over multiple lessons and prepare students to speak and write about them. Examples of grade-level CFQs and FQs include: What is the meaning of the story "Coyote and the Monster" for the Nez Perce people? What roles do stories play in Nez Perce culture?

6. How does your curriculum align with the common core state standards and shifts? (150 words or less)

Shift 1: Regular practice with complex texts and their academic language

- Complex core texts, representing a wide and balanced range of text types and genres, build content knowledge and vocabulary.
- Students analyze and apply a wide range of text vocabulary in the Deep Dives of each lesson. Students are also exposed to repeated topic-related academic language which they use when speaking and writing.

Shift 2: Reading, writing, and speaking grounded in evidence from texts, both literary and informational

- All discussion and writing activities focus on topics and texts students have studied and researched within the modules.
- Students use evidence from the texts they have read during Socratic Seminars to discuss key questions and concepts.
- Students demonstrate the knowledge and skills they have gained in tasks that require them to speak and write to sources in Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and End-of-Module Tasks.

Shift 3: Building knowledge through content-rich nonfiction

- Students read a rich variety of nonfiction texts to build their knowledge from across disciplines—including literature, science, history/social studies, and the arts. In addition, each module includes links to visual art, videos, and multimedia texts.

7. How does your curriculum support students' achievement of grade-level content? (150 words or less)

Students learn from grade-level, complex curriculum and texts. Embedded instructional routines found in Teacher Edition allow students to productively struggle with academic content— seeking to solve problems and find answers for themselves, so that they can deeply learn content and skills. Instruction moves students “through the brain’s three stages of information processing – input, elaboration, and application” (Hammond), to empower students to become independent learners.

To foster students' analytical abilities so they can engage in reasoned, evidence-based discourse on issues of personal or social importance, Wit & Wisdom has at its core strategic, repeatable processes that empower all students to read and respond to grade-level texts. The curriculum prioritizes giving students ample processing time, cognitive routines, and purposeful instructional matrixes, such as content framing questions, so that students have the tools and time to engage deeply in their own learning. Topics and texts provide multiple pathways for students to connect with the world, empowering them to apply new knowledge, skills, and mindsets beyond the school setting.

8. Describe the embedded supports included in the curriculum for students with diverse learning needs. (150 words or less)

All students are given the opportunity to learn from grade-level, complex curriculum and texts. Embedded instructional routines found in Wit & Wisdom Teacher Edition lessons engage all students in productive struggle and shared learning with the same texts. Embedded scaffolds, supports, and differentiations promote equity by providing students different paths to the same shared learning goals. As students read, discuss, and write about the same texts aligned with the module topic, they develop a sense of community that deepens through a shared purpose and pursuit of knowledge. To foster students' analytical abilities so they can engage in reasoned, evidence-based discourse on issues of personal or social importance, Wit & Wisdom has at its core strategic, repeatable processes that empower all students to read and respond to grade-level texts. The curriculum prioritizes giving students ample processing time, cognitive routines, and purposeful instructional matrixes, such as content framing questions, so that students have the tools and time to engage deeply in their own learning.

Wit & Wisdom is a curriculum for all students. We designed Wit & Wisdom as a Tier 1 program for whole-class instruction; as a matter of equity, we recommend including all students in Wit & Wisdom's core instruction. Our partners have had success using Wit & Wisdom while providing scaffolds and

supports for Tier 2 small-group interventions. With teacher support, the daily integrated language arts activities in Wit & Wisdom can provide the much-needed application and practice of skills and knowledge. Many students who were not yet meeting grade-level expectations have experienced significant learning gains and increased engagement with Wit & Wisdom.

While Wit & Wisdom's complex texts can pose initial challenges for teachers and students, students' ability to comprehend and work with texts builds as their knowledge and skills grow. Research shows the value of complex texts for students' literacy development and readiness for future academic and real-world challenges. Many elements of Wit & Wisdom, including the Content Stages for reading, are designed to empower students to unlock texts that may be above reading level. The Meeting Student Needs section (pp. 39–54) of the <http://witeng.link/IG> discusses these elements.

Many students who were not yet meeting grade-level expectations have experienced significant learning gains, enthusiasm for the rich texts and topics, and increased confidence with Wit & Wisdom. When making curriculum implementation decisions, Great Minds recommends that educators keep in mind the distinction between a scaffold and a modification. Scaffolds (or accommodations) support students' learning and can be removed as students build knowledge and skills. Modifications, on the other hand, change the learning goals of instruction and may remove students' opportunities to learn in key areas.

We recommend that rather than providing alternate instruction, teachers strategically scaffold and supplement instruction as needed for their students. Some examples of such adjustments for students in need of additional support include the following:

(Reading) Move from more to less support as needed by using the least restrictive method of text reading—

- Read Aloud
- Echo Read
- Choral Read
- Partner Read
- Independent reading

(Reading) Offer audiobooks for students to listen to as they follow along with print texts, in school or at home.

(Fluency) Use the Wit & Wisdom fluency passages to help students develop automaticity and build content knowledge.

(Vocabulary) Preteach module and lesson vocabulary.

(Oral language development) Provide students with Socratic Seminar questions a day in advance to allow time for them to organize their thoughts and gather relevant textual evidence.

(Evidence collection) Create and display a class chart to record text evidence and quotations.

(Writing) Use sentence, paragraph, and essay frames (print or digital) to help students structure responses and focus on target areas of instruction and support.

(Writing) Use collaboration to support student success. Group students to brainstorm, pair students to orally rehearse, or engage students in collaborative writing (in print or by using a shared word-processing program).

Additionally, most lessons contain embedded suggestions for supporting students to be successful as they grapple with the content.

To provide Tier 2 support for students in grades 6-8, Great Minds has created our newest resource, Prologue. Developed by the teacher-writers who created Wit & Wisdom, Prologue is designed to supplement Wit & Wisdom instruction. Prologue lessons help ensure that multilingual learners, striving readers, and students with language-based learning disabilities have access to high-quality, grade-level materials that promote English language growth while reinforcing the rich content of Wit & Wisdom. Each of the 12-15 Prologue lessons for each module in grades 6-8 previews the key content and language of Wit & Wisdom's core lessons and includes opportunities for students to practice oral language, thus deepening their understanding of module vocabulary and making sense of the language used in complex text.

Classroom educators and other school-based specialists can use Prologue collaboratively when providing support for diverse learners. Prologue can be used flexibly in the following ways:

- If students need support to fluently read the core texts, choose Prologues that focus on fluency and comprehension of important passages.
 - If students need support to express themselves clearly in writing, choose Prologues that focus on analysis and practice of the writing type of the module.
 - If students need support to participate fully in class discussions, choose Prologues that offer additional processing of key ideas and rehearsal of claims and evidence.
 - If students need support to understand complex language, choose Prologues that focus on analyzing one sentence at a time.
 - If students need support to understand a key concept, look ahead at future Prologues to see which ones can help reinforce understanding.
- Prologues carefully support the most important learning in the module.

Prologue's set of supplementary lessons support instruction in grades 6-8 and provide effective scaffolding for multilingual learners through their focus on vocabulary, syntax, and language development. Prologue also supports language development for students with language-based learning disabilities with explicit vocabulary and syntax instruction. While providing an opportunity for intensive English language development, Prologue remains grounded in the content of the Wit & Wisdom curriculum, providing all students with equitable access to grade-level content and standard-based instruction.

Each Prologue lesson previews the key content and language of Wit & Wisdom's core lessons and includes opportunities for students to practice oral language, thus deepening their understanding of module vocabulary and making sense of the language used in complex text. This approach is supported by research-based principles, which show that:

- The integration of content and language accelerates student growth in both areas.
- Students benefit more from intervention as frontloading rather than as review.
- Oral language development develops literacy skills.
- Multilingual learners need support in understanding disciplinary language and how to unpack complex grade-level text.
- Multilingual learners benefit from explicit vocabulary instruction.

As a matter of equity, Prologue also invites students to use their home language, recognizing multilingualism as an asset.

Does Wit & Wisdom include any intervention materials for Tier 2 or Tier 3 instruction?

Wit & Wisdom Prologue (Grades 6–8) and the Wit & Wisdom Multilingual Learner Resources (Grades K–5), a collection of lessons (6–8) and scaffolding suggestions (K–5) that build the foundations and offer the supports students need to access Wit & Wisdom texts and meaningfully participate in academic discourse. For more information on Prologue, see this introductory webinar: <https://gm.greatminds.org/webinar/introducing-wit-wisdom-prologue>. Additionally, most of the foundational skills programs that frequently are paired with *Wit & Wisdom* consistently offer options for Tier 2 and Tier 3 instruction.

SECTION 3: CURRICULUM TOPICS

The study of Black History serves to educate students about how Black persons were treated throughout history. Please describe how and to what degree your curriculum attends to the following curricular aims as outlined in [Delaware law](#):

- Examines the ramifications of prejudice, racism, and intolerance
- Prepares students to be responsible citizens in a pluralistic democracy
- Reaffirms the commitment of free peoples to the Thirteenth Amendment to the United States Constitution.

Please indicate if any of the law's minimum requirements are included in your Grade K-3 curriculum? **(Limit each cell to 50 words or less)**

Grade	The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.	The significance of enslavement in the development of the American economy.	The relationship between white supremacy, racism, and American slavery.	The central role racism played in the Civil War.	How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.	The contributions of Black people to American life, history, literature, economy, politics, and culture.	The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.	Black figures in national history and in Delaware history.

KN	Text/videos and topics include: The Harlem Renaissance (S), and Bojangles Step Dance (S).	Please note: While the instruction in WIt & Wisdom is knowledge- and text-based, it does not specifically address these issues in a current social or historical context. However, as determined appropriate at the local level, the knowledge and discussion-based curriculum may be extended to support these discussions.	N/A	Please see note at left.	N/A
1	N/A		N/A		N/A
2	Poetry and music from Module 3 includes: <i>Words Like Freedom</i> (S) and <i>Dreams</i> (S) by Langston Hughes, “Ain’t Gonna Let Nobody Turn Me Around” (S), and “This Little Light of Mine” (S).		Texts for Module 3 include: <i>I Have a Dream</i> (C), <i>Martin Luther King, Jr. and the March on Washington</i> (C) and <i>Ruby Bridges Goes to School: My True Story</i> (C). Videos include interviews and stories of all three featured individuals.		Module 3: Civil Rights Heroes focuses on the impact of three key civil rights heroes: Martin Luther King, Jr. and Ruby Bridges.
3	Module 4 features the texts <i>Alvin Ailey</i> (C) and <i>When Marian Sang</i> (C). The module focuses on the contributions of artists to the		N/A		N/A

	beauty of our lives.			
4	N/A		N/A	N/A
5	N/A		<p>Module 3 offers students a look at the watershed event of American history from various points of view which serve to humanize and demystify the perspectives of many groups who lived during the Civil War: Northerners, Southerners, soldiers, girls, and women. Because of the text-centered approach to the learning in this module, however, not all perspectives from this time period are explored. While</p>	<p>Module 4 features Jackie Robinson integrating baseball in 1947, when he became the first African American to play professional baseball. However, the story of the Negro Leagues—their players, coaches, and owners—is often untold. In <i>We Are the Ship: The Story of Negro League Baseball</i> by Kadir Nelson (C), students learn the history of the Negro Leagues: how they started, why they</p>

			<p>the experiences of enslaved people are not addressed through the module's text, there are extension opportunities embedded throughout the module for students to learn more about this group's important experience.</p>		<p>prospered, and why they eventually disappeared. They learn about the heart, determination, spirit, and strength of the men who made it possible for Robinson to cross the color line and end decades of segregation in baseball. Nelson's rich oil paintings and "everyman" narrator captivate students' attention and lend a rare perspective on these little-known but worthy heroes.</p>
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SECTION 4: PROFESSIONAL LEARNING DESIGN

- Describe what competency-based professional learning your organization offers on your curriculum for the following components.
(Limit each cell to 50 words or less)

Grade	Oral Language	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
K	All <i>Wit & Wisdom</i> professional learning offerings are integrated and do not separate out individual pieces (i.e., oral language, vocabulary, and comprehension). Please see the description in the “vocabulary” column for the offerings for professional learning.	N/A (Please see note in Section 1 regarding the adoption and use of a high-quality foundational skills program alongside <i>Wit & Wisdom</i> and <i>Geodes</i> .)	N/A	Focus on Fluency (3 hour session) Deepens educators’ understanding of fluency, its impact on student literacy, and how best to teach it.	All <i>Wit & Wisdom</i> professional learning offerings are integrated and do not separate out individual pieces (i.e., oral language, vocabulary, and comprehension). Please see description in “vocabulary” column for the offerings for professional learning.	Launch Wit & Wisdom (6-hour session) Foundational session; the what and why of the curriculum.
1		N/A	N/A	Participants: -learn the importance of fluency and the connection between fluency and comprehension across grade levels, -deepen understanding of research on fluency and how it supports students, and -strengthen instruction with preparation and implementation strategies.		Introduces new adopters to <i>Wit & Wisdom’s</i> research foundation, learning design, approach to knowledge building and complex texts, and module and lesson components.
2		N/A	N/A			
3		X	N/A			
4		X	N/A			
5		X	N/A			

				<p>The Implementation Guide also offers additional support for teachers as they implement the fluency lessons in the materials.</p>		<p>-learn the close-reading processes and text-based work at the heart of the program, -investigate the role of knowledge-building, and -explore how the curriculum teaches and assesses skills.</p>
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Do you connect with the Foundational Skills curricular provider to connect all components of the Science of Reading professional learning for educators and how to implement within the classroom? If so, can you describe that process?

As a company, Great Minds is dedicated to ensuring that all English language arts teachers understand the research on the Science of Reading and the crucial relationship between knowledge and literacy. We foster teachers' knowledge of the Science of Reading through our in-person and virtual professional learning offerings. In addition, Great Minds provides teachers with ongoing self-study professional learning opportunities through the following:

- Aha! blog posts (<https://gm.greatminds.org/witwisdom>)
- on-demand webinar offerings (<https://gm.greatminds.org/webinar?subject=English&type=show-all&author=show-all>)
- weekly podcast (<https://www.literacypodcast.com/>)
- dashboard resources (<https://greatminds.org/resources>)
- video library offerings (<https://greatminds.org/humanities-video-library>).

A May 5, 2022, blog post, for example, dives into the topic of “The Science of Reading and *Wit & Wisdom*”: <https://gm.greatminds.org/witwisdom/the-science-of-reading-and-wit-wisdom>. Several webinars, including <https://gm.greatminds.org/webinar/beyond-reading-foundations>, support teachers in more deeply understanding how *Wit & Wisdom*’s knowledge-building approach reflects the Science of Reading findings. Podcast interviews (<https://www.literacypodcast.com/podcast>) with Louisa Moats, Nell Duke, and other key Science of Reading researchers further deepen *Wit & Wisdom* educators’ understandings.

Foundational Skills curriculum providers provide their own professional learning on implementation. Our professional learning focuses on the Science of Reading and the effective implementation of the core English language arts program, *Wit & Wisdom*, alongside the *Geodes* readable texts, which serve as a

bridge between foundational skills instruction and language comprehension instruction.

Wit & Wisdom brings to life Gough and Tunmer's essential component of language comprehension and the strands of Hollis Scarborough's language comprehension elements in a series of Grades K through 8 modules designed to build students' background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge. Our *Wit & Wisdom* professional learning builds educators' understanding of the curriculum's research foundation and effective implementation.

Geodes enable students to strengthen their language comprehension as they practice newly learned phonics skills. Professional learning connected to *Geodes* builds educators' understanding of the books' what, why, and how.

2. Describe how your professional learning is aligned to Delaware's definition of high-quality professional learning. **(75 words or less)**
We offer Wit & Wisdom and Geodes curriculum-specific professional learning that values educators' experiences and unique contexts while building their content knowledge and instructional practices to guide the development of habits of inquiry in their students. Educators develop their understanding of the program's texts and curriculum modules, actively building their capacity by engaging in the actions that impact student outcomes: closely reading complex text; preparing lessons; differentiating instruction; analyzing goals, assessments, and student work; and adjusting instruction.
3. Describe how your professional learning is grounded in Learning Forward's Standards for Professional Learning. **(75 words or less)**
Our sequence of professional learning options engages educators first in learning the what and the why of the curriculum so that they are ready to apply those knowledge foundations to building skill with the how of implementing the curriculum in future learning.
We prioritize:
 - learning that is experiential, interactive, and transferable;
 - emphasis on curricular content, not disconnected teaching skills;
 - collaboration that embraces productive struggle;
 - teachers' expertise and classroom experience; and
 - purposeful reflection and actionable/practical takeaways.
4. SB4 requires that the competency-based professional learning provided to educators on reading instruction be provided during the school day. Describe how your professional learning can be facilitated through a coaching model. **(75 words or less)**
Our professional learning is job-embedded. All teacher learning is grounded in the curriculum and educators' day-to-day teaching practices. Educators engage in module and lesson study and in coaching opportunities centered on their daily practices. Schools and districts have the option to engage in professional learning as a community. Resources like the [Implementation Guide](#) and [Moving Forward with Wit & Wisdom](#) provide opportunities for extended study independently or with a professional learning community.

5. Describe how you will demonstrate that educators have not only completed the required professional learning called for in the legislation, but that teacher practice has positively changed in order to improve student literacy. **(75 words or less)**
First and foremost, we measure the effectiveness of our professional learning, by surveying participants after each Great Minds Humanities professional learning experience. Next, educator surveys, administrator feedback, and information on student performance help inform both our effectiveness and the continuous improvement of our professional learning experiences.

We have been consistently evaluated as providing some of the best curriculum-aligned professional learning services in the country (see Rivet and the Professional Learning Partner Guide: <https://plpartnerguide.org/>).

We create our professional learning experiences following the research on effective professional learning. Our offerings embody these five principles:

- We build educator's knowledge.
- We engage participants as trusted colleagues.
- We foster the power of productive struggle for learning.
- We prioritize active learning.
- We emphasize practical application.

As the recent Carnegie report, *The Elements: Transforming Teaching Through Curriculum-Based Professional Learning* (Short and Hirsh), emphasizes, we keep the curriculum and its effective implementation at the center of all professional learning.

To measure the effectiveness of our professional learning, we survey participants after each Great Minds Humanities professional learning experience.

We gather data about facilitator effectiveness, which facilitators can then use for their own ongoing professional improvement efforts. Participants respond to questions about session facilitators'

- knowledge of session content;
- communication, organization, and demeanor; and
- responsiveness and supportiveness during session work times.

We at Great Minds commend the shift to a focus on the Science of Reading in classrooms across the state and ensuring that teachers deeply understand the Science of Reading. We are equally committed to these goals.

Wit & Wisdom is an important piece of the puzzle in classrooms bringing the Science of Reading to life. While teachers must teach foundational reading skills from a separate systematic program, *Wit & Wisdom* reinforces these skills and develops students' skills at the top half of Scarborough's Rope. Our synchronous sessions and asynchronous self-study resources for professional learning deepen educators' understanding of the crucial Science of Reading elements of knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge.

Particularly as students continue across grades K through 8, evidence suggests that once many students have acquired the constrained set of foundational reading skills, they may continue to struggle with unconstrained skills if they do not continue to build skills and integrate those skills through fluent reading with increasingly complex texts. Great Minds professional learning builds educators' understanding of the importance of knowledge-based literacy instruction and each professional learning session includes a deep dive into related research.

Our professional learning is nationally approved as high-quality (see Rivet and the Professional Learning Partner Guide: <https://plpartnerguide.org/>) and can be tailored to specifically meet the state's needs.

We create professional learning experiences following the research on effective professional learning. Our offerings embody these five principles:

- We build educator's knowledge.
- We engage participants as trusted colleagues.
- We foster the power of productive struggle for learning.
- We prioritize active learning.
- We emphasize practical application.

To measure the effectiveness of our professional learning, we survey participants after each Great Minds Humanities professional learning experience. We gather data about facilitator effectiveness, which facilitators then use for their own ongoing professional growth. We see implementation as a long-term process, not a single event, and partner with schools to ensure that educators build the knowledge and skills they need to be successful in helping all students achieve.

6. How does your Professional Learning attend to the differences in the Science of Reading for students who are Multilingual Learners, specifically students with varied levels of English Proficiency and students being educated in dual language programs? **(75 words or less)**
We foster teachers' knowledge of the science of reading through our professional learning offerings, supporting the upper strands of Scarborough's Rope. Training in the lower strands of Scarborough's Rope is offered by our foundational skills partners (please see information in section 1 on our foundational skills approach). In addition, Great Minds provides teachers with ongoing self-study professional learning opportunities through its [Aha! blog posts](#), [on-demand webinar offerings](#), [weekly podcast](#), [dashboard resources](#), and [video library](#).

Great Minds also offers many varied products and resources for teachers of MLL students and for MLL students and their families. These include the following:

- *Wit & Wisdom Prologue* (Grades 6–8) and the *Wit & Wisdom Multilingual Learner Resources* (Grades K–5), a collection of lessons (6–8) and scaffolding suggestions (K–5) that build the foundations and offer the supports students need to access *Wit & Wisdom* texts and meaningfully participate in academic discourse. For more information on *Prologue*, see this introductory webinar: <https://gm.greatminds.org/webinar/introducing-wit-wisdom-prologue>
- The *Wit & Wisdom* glossary of vocabulary in English and other languages for each grade and module (go to the [Teacher Resource Pack](#))
- *Wit & Wisdom* Family Tip Sheets in Spanish (Consejos Para La Familia), available via direct link here: <http://witeng.link/wwsptips>

- *Wit & Wisdom* in Sync, which includes Spanish closed captioning and dubbing for lesson videos and vocabulary videos
- Materials for MLL Students and Families (dashboard product: <https://greatminds.org/resources/products/wit-wisdom-multilingual-learner-resources>), resources in languages other than English that support multilingual learners and their families (including a welcome letter and Family Tip Sheets for each module)
- Great Minds webinar, “Helping English Learners Find Their Voice” (<https://gm.greatminds.org/english-learner-literacy-webinar>)

Great Minds holds the foundational belief that all students deserve the opportunity to acquire the same knowledge and skills. As a result, the *Wit & Wisdom* approach empowers all students to read complex grade-level texts and develop the knowledge and skills they need to be successful readers, critical thinkers, and effective communicators. Multilingual learners, students who are proficient in their native language and are also developing English proficiency, experience the joy and rigor of *Wit & Wisdom* lessons—reading, discussing, and writing about module topics and texts—in a whole class setting, alongside their peers.

Great Minds offers many varied products and resources to support teachers to effectively meet the learning needs of multilingual learner (MLL) students and to engage families and caregivers in support of learning. These include the following:

- *Wit & Wisdom Prologue* (Grades 6–8) and the *Wit & Wisdom Multilingual Learner Resources* (Grades K–5)—This collection of lessons (6–8) and scaffolding suggestions (K–5) support teachers in determining how best to ensure multilingual learners access *Wit & Wisdom* texts and meaningfully participate in academic discourse. For more information on *Prologue*, see this introductory webinar: <https://gm.greatminds.org/webinar/introducing-wit-wisdom-prologue>
- [Multilingual Glossaries](#)—These comprehensive glossaries, organized by grade and module, list all module vocabulary and definitions in English and other languages.
- [Materials for Multilingual Learners and their Families](#)—These resources on the greatminds.org dashboard include tip sheets and multilingual glossaries. [The *Wit & Wisdom* Family Tip Sheets in Spanish (Consejos Para La Familia) are available via direct link: <http://witeng.link/wwwsptips>.]
- *Wit & Wisdom* in Sync—This print and digital curriculum is designed for virtual and hybrid English language arts instruction and includes Spanish closed captioning and dubbing for lesson videos and vocabulary videos.
- [“Helping English Learners Find Their Voice”](#) —This Great Minds webinar offers educators practical ideas for helping multilingual learners access complex, knowledge-building texts to build their literacy and language skills.

SECTION 5: ASSESSMENT DESIGN

1. Describe how your curriculum assesses students’ mastery of grade-level content. **(75 words or less)**

Wit & Wisdom lessons include

- frequent, varied assessments and tasks providing evidence of deep learning
- frequent opportunities for self-assessment using tools including checklists, rubrics, goal-setting, and self-reflective journal prompts,
- Educative information about assessing student learning—what teachers should look for in lesson assessments and how to act upon the results, and
- Rubrics for text-based writing, language, and speaking and listening with sample student responses.

2. Describe the components of your balanced assessment system (universal screeners, diagnostics, and progress monitoring) including frequency of administration during the school year. **(75 words or less)**

Assessment	Frequency	Type	What Does It Assess?
Check for Understanding	1+/lesson	Formative	Lesson-level learning goal(s)
New-Read Assessment	2–3/module	Formative/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
Focusing Question Task	3–6/module	Formative/summative	Module learning goals for knowledge, reading, writing, speaking, and/or language
Socratic Seminar	2–3/module	Formative/summative	Module learning goals for knowledge, speaking, and language
End-of-Module Task	1/module	Summative	Module learning goals for knowledge, reading, writing, speaking, and/or language

3. [House Bill 304 with HA1](#) identifies “Universal reading screener” as a tool used as part of a multi-tiered system of support to determine if a student is at risk for developing reading difficulties and the need for intervention and to evaluate the effectiveness of core curriculum as an outcome measure.

- a. Explain how your curriculum leverages universal reading screening to measure the following. **(75 words or less)**

- i. phonemic awareness,
- ii. phonological awareness,
- iii. symbol recognition,
- iv. alphabet knowledge,
- v. decoding and encoding skills,
- vi. fluency,
- vii. and comprehension.

Wit & Wisdom is intentionally designed to be implemented alongside a high-quality, research-based foundational skills program. The core program does not include a universal reading screener. Any universal reading screeners would be performed as a part of a high-quality foundational skills program and the information applied to the instruction contained within that program. Information obtained from the foundational skills program would also be applied to student reading and fluency practice with the core program.

- b. Describe how your curriculum will identify students who have a potential reading deficiency, including identifying students with characteristics of dyslexia. **(75 words or less)**

Wit & Wisdom is intentionally designed to be implemented alongside a high-quality, research-based foundational skills program. The core program does not include an instrument for identification of students demonstrating a reading deficiency or characteristics of dyslexia. Any such identification or screening would occur as a part of the implementation of a high-quality foundational skills program.

4. Timely data collection and reporting of universal screening is a required curriculum component from [House Bill 304 with HA1](#). Explain how your curriculum supports a data collection and reporting methodology that: **(75 words or less)**
- a. Identifies the number and percentage of students
 - b. Disaggregates scores by grade
 - c. Disaggregates scores by individual school

Wit & Wisdom is intentionally designed to be implemented alongside a high-quality, research-based foundational skills program. The core program does not include a Universal Screener. Any such identification or screening and its resultant reporting would occur as a part of the implementation of a high-quality foundational skills program.

5. Describe the professional learning provided to educators on how to use the assessments included in your curriculum. **(75 words or less)**

The Testing Wit & Wisdom session (3hrs) deepens educators' understanding of ELA assessment demands, research on test preparation, and how Wit & Wisdom sets students up for test success. Participants analyze the demands of typical tasks from ELA assessments, deepen understanding of research on test preparation, and learn effective approaches to test preparation.

SECTION 6: PUBLISHER PROFILES

GENERAL INFO

- Publisher name
- Product
- Grades served
- Primary contact name
- Primary contact email
- Primary contact phone number
- Company website
- Organization's logo
- Sales email
- What does your organization specialize in? (max 10 words)
- Organizational description (max 75 words)

CURRICULUM DESIGN

- Overall design and approach of your curriculum. ***Wit & Wisdom is intentionally designed to be implemented alongside a high-quality, research-based foundational skills program in relation to phonemic awareness and phonics.**
- Evidence-based practices or research that guided the development of your curriculum.
- Curriculum components by grade level
 - a. Describe how you supplement your curriculum, if applicable
- Alignment to the science of reading.
- Alignment to the common core state standards and shifts
- Support students' achievement of grade-level content
- Supports for students with diverse learning needs

PROFESSIONAL LEARNING

- Professional learning aligned to the science of reading? **Partially-Professional learning is aligned to fluency, vocabulary, and comprehension. Districts/Charters must pair Wit & Wisdom with a Foundational Skills high quality curricula for the full scope of the Science of Reading.**
- Job-embedded professional learning? **Yes, however, Professional learning is aligned to fluency, vocabulary, and comprehension. Districts/Charters must pair Wit & Wisdom with a Foundational Skills high quality curricula for the full scope of the Science of Reading.**

- Describe how your professional learning can be facilitated through a coaching model.

ASSESSMENTS

- Components of your balanced assessment system (universal screeners, diagnostics, and progress monitoring) including frequency of administration during the school year.
- Universal screeners? No, Wit & Wisdom is intentionally designed to be implemented alongside a high-quality, research-based foundational skills program. The core program does not include a universal reading screener.
- Identify students with reading deficiency, including identifying students with characteristics of dyslexia? No, Wit & Wisdom is intentionally designed to be implemented alongside a high-quality, research-based foundational skills program. The core program does not include a universal reading screener.
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- Describe the professional learning provided to educators on how to use the assessments included in the curriculum.

HB 198-ADDITIONAL INFORMATION FOR LEA'S/CHARTERS

- Curriculum components aligned to HB-198

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