

# WIT & WISDOM

in sync™

*User Guide*

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# Welcome

In March 2020 teachers faced an unforeseen challenge: empty classrooms. As COVID-19 swept through our nation and the world, teachers had to figure out how to complete the school year using oftentimes incomplete instructional resources and uneven technology. At Great Minds®, where more than 75% of our employees are former or current teachers, we felt our colleagues' need and responded.

On March 20 we launched *Knowledge on the Go*™, a daily video lesson series covering every subject and grade in which we publish curriculum. Great Minds' teachers took to their living rooms, garages, and kitchens, finding the right spot from which to film videos that would help to fill the gap made by COVID-19. In all, *Knowledge on the Go*'s 1,500 videos attracted an audience of 822,000 students, parents, and teachers, who used them not just to complete the school year as coherently as possible, but also to maintain some sense of normalcy in their lives.

At Great Minds, we learned much from our production of *Knowledge on the Go*. We learned that we can find a way to work hand-in-hand with our colleagues in classrooms to make a difference. We learned that coherent, knowledge-rich curriculum can stand up to formats outside the normal classroom environment. And we learned that even though curriculum creation is what we do day in and day out, we miss teaching.

We've taken everything *Knowledge on the Go* taught us and poured it into a new series of curriculum products we call *Great Minds in Sync*™. These products are supplements to our core curricula—*Eureka Math*®, *Wit & Wisdom*®, and *PhD Science*®—that allow those curricula to be taught in a hybrid at-home/at-school format. These offerings include daily videos and other instructional resources designed to manage the “toggled” classroom the moment demands.

We believe *Great Minds in Sync* will make knowledge “unstoppable,” no matter what challenges teachers face this fall and in the years to come.

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## Introduction

*Wit & Wisdom in Sync™* gives teachers a plan and resources to flexibly provide continued *Wit & Wisdom* delivery in times of disruption whether students learn in person, online, or through some combination.



**Great Minds teachers** deliver content-focused video instruction.



**Classroom teachers** facilitate collaboration, assess performance, build community, and meet student and family needs.



Together, we follow the **Learn Anywhere Plan (LAP)** to coteach. We help students build and demonstrate knowledge and skills, complete tasks, and participate in discussions.

To begin working with *Wit & Wisdom in Sync*, read this guide and watch the Getting Started with *Wit & Wisdom in Sync* video. We look forward to partnering with you to provide rigorous, knowledge-based instruction for all students—wherever they are learning.

# Continuous Learning Components

## CORE COMPONENTS

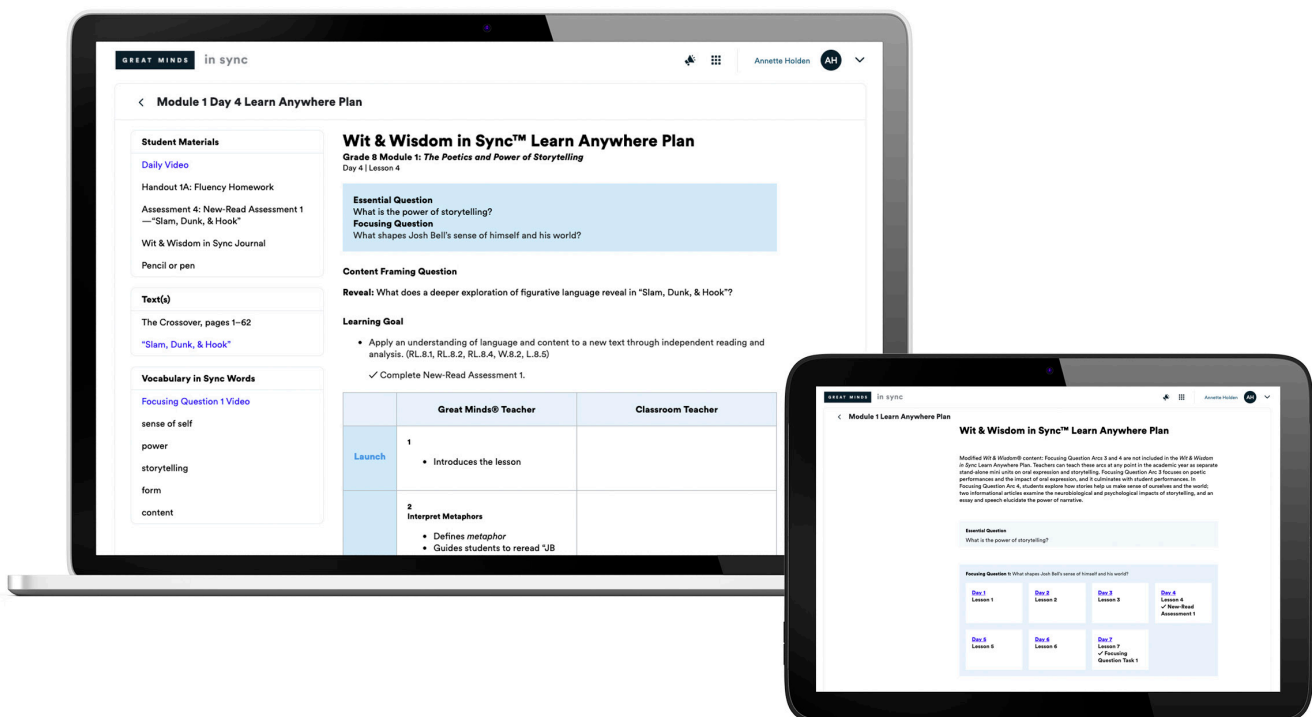
*Wit & Wisdom in Sync* uses these core *Wit & Wisdom* components as a foundation:

- Teacher Edition (TE) (print and digital)
- Student Edition (SE) (print and digital)
- Assessments (print and digital)

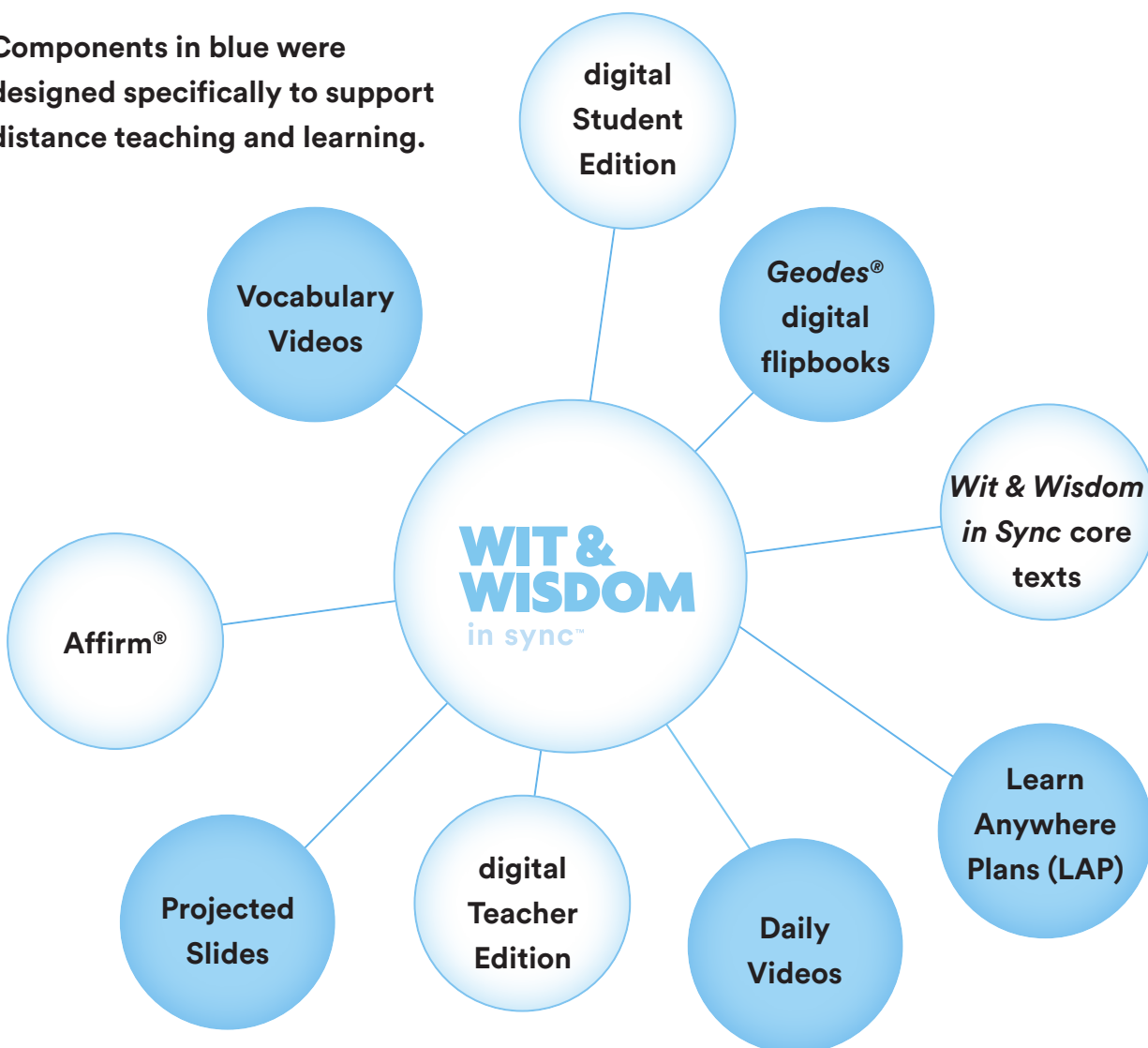
*Wit & Wisdom in Sync* uses 93 core texts, which is a streamlined library of the *Wit & Wisdom* core texts. We carefully selected texts to help students work with each module's Focusing Questions and End-of-Module Task. To see the list, go to <http://witeng.link/0945>.

Two new core components build on this solid foundation to provide continuity in teaching and learning through times of disruption.

- The **Learn Anywhere Plan (LAP)** is the backbone of *Wit & Wisdom in Sync* and the core planning resource for teachers. The LAP includes an overview of each module and daily plans for a full year of instruction.
- Through **Daily Videos**, Great Minds teachers deliver key lesson content, bringing their experiences of successfully teaching *Wit & Wisdom* to this virtual environment. Videos include closed captioning in English and audio in English and Spanish.



Components in blue were designed specifically to support distance teaching and learning.



## DESIGN

### FLEXIBILITY

*Wit & Wisdom in Sync* supports organizations teaching in, or shifting between, these contexts:

- Primarily in-person teaching and learning (including in a rotation attendance model)
- Instruction primarily through distance learning
- Hybrid in-person and online instruction

### CONSISTENT STRUCTURE AND COTEACHER ROLES

*Wit & Wisdom in Sync* divides instructional responsibilities between the **Great Minds teacher (GMT)** and the **classroom teacher (CT)**.

The GMT provides daily video instruction in which they frame the learning and provide key content. Students work independently to complete tasks.

The CT provides opportunities for students to share and discuss ideas and responses. After the daily instruction, the CT follows up with scaffolding and feedback tailored to students' needs.

### MODIFIED WIT & WISDOM CONTENT

While *Wit & Wisdom in Sync* closely aligns to the *Wit & Wisdom* TE, we condensed some content. The challenges of changing learning settings will mean less focused instructional and learning time. Thus, *Wit & Wisdom in Sync* focuses on knowledge-building and on the core ELA competencies of reading complex texts and practicing text-based writing.

- In Kindergarten through Grade 4, the *Wit & Wisdom in Sync* core text list is streamlined to allow for more one-to-one purchasing so students can build knowledge through books in and out of school.
- When possible, Deep Dives on style and conventions have been pulled out for the CT to teach at their discretion to all or selected students.

Educators who have taught *Wit & Wisdom* and those new to it will easily see the connections and alignment between the TE and *Wit & Wisdom in Sync*. Each day of *Wit & Wisdom in Sync* corresponds with one or more TE lessons. To help CTs plan, we organized instruction by “days” (e.g., Day 1, Day 2). CTs may spread these daily plans across more than one school day, depending on how they integrate the video lessons with classroom instruction and student work.

To ease the burden on the CT during times of disruption, Great Minds sought permission from authors and publishers of *Wit & Wisdom* core and supplementary texts to display both text and

illustrations in the daily videos. In cases in which authors or publishers did not grant permission, the LAP may specify that the CT reads aloud and teaches the text-based lessons sections. For the same reason, videos may feature GMTs reading text aloud without displaying text or illustrations. In these cases, students will rely on their print copies of core texts or links to digital supplementary texts.

## OPPORTUNITIES FOR COLLABORATION

If videos are used in a classroom or during a synchronous online class meeting, the CT can pause the video at specific moments to invite student discussion. The CT can also provide opportunities for collaboration during in-person or synchronous online instruction. In Kindergarten through Grade 2, GMTs encourage students to share their thoughts with a learning partner.

The LAPs delineate a sequenced plan for coteaching that generally assumes students will independently watch the daily video. But on days CTs have students in-person, or in schools where students have access to technology that allows them to work together, students can work in small groups or pairs to complete tasks assigned in the daily videos.

## MEETING STUDENT NEEDS

The coteaching arrangement enables classroom teachers to focus on individual student needs during times of disruption. These resources provide additional support:

- **Vocabulary Videos** provide explicit, systematic, intensive vocabulary instruction on key content and academic words, which may be particularly supportive for English learners.
- GMT instructional videos with **closed captioning in English** and **audio in English and Spanish** support the needs of specific student populations.
- **Geodes® digital flipbooks** provide early readers the chance to practice applying emerging foundational reading skills while building content knowledge and vocabulary.



# Implementation

## GETTING READY

Regardless of the anticipated teaching-and-learning context, successful implementation of *Wit & Wisdom* requires classroom teachers and school leaders to plan together and develop a shared understanding of the curriculum and plan.

- 1. Prepare.** Read or reread the *Wit & Wisdom in Sync* core texts. Confirm access to *Wit & Wisdom* and *Wit & Wisdom in Sync*. In professional learning communities or grade-level teams, if possible, complete the *Wit & Wisdom* Preparation Protocols, which are available on the [greatminds.org](https://greatminds.org/dashboard) dashboard or via direct link ([witeng.link/prep-protocols](https://witeng.link/prep-protocols)).
- 2. Plan.** Review the *Wit & Wisdom in Sync* LAP alongside the *Wit & Wisdom* TE to
  - clarify the roles and actions of the GMT, CT, and students;
  - create a step-by-step plan for each lesson, including integration of video with CT instruction;
  - note when students complete a task or write a response so that you can direct students when, where, and how to submit their work;
  - plan for collaboration; and
  - structure a teaching-and-learning routine.
- 3. Communicate.** Download the relevant Family Tip Sheets, available in English ([witeng.link/wwtips](https://witeng.link/wwtips)) and Spanish ([witeng.link/wwsptips](https://witeng.link/wwsptips)). Share these with families, along with guidance on technology needs, communication plans, scheduling, and other expectations.
- 4. Preview.** Review the LAP and watch videos for the upcoming week or Focusing Question Arc. Familiarize yourself with the instructional sequence and submission timelines, and communicate any schedule guidelines to students and families.
- 5. Organize.** Assemble needed materials. Guide students on how and where to maintain their journals. As needed, make or distribute print copies. Assign digital activities and assessments for upcoming lessons.

## TECHNOLOGY AND MATERIALS

Teachers and students have **print or digital** options for the core *Wit & Wisdom* components and digital access to the *Wit & Wisdom in Sync* components. To be successful with *Wit & Wisdom in Sync*, all students also need copies of the **Wit & Wisdom in Sync core texts**.

Educators may also benefit from using **additional platforms and digital tools** to communicate with students and to assign, receive, and provide feedback for students on submitted assignments. Free technology options, such as the following, can support teaching and learning:

- Book Creator has drawing and voice recording options.
- Vocaroo, an online voice recording service, can capture student thinking by voice memo.
- Seesaw offers various creative tools for students to draw and record and to create collages and videos.

As a modification from *Wit & Wisdom*, in which students at most grade levels keep three journals (Response, Vocabulary, and Knowledge Journals), *Wit & Wisdom in Sync* students keep a single journal. When students must transition between online and in-person learning, a single journal helps keep them organized.

Kindergarten through Grade 2 students, at their teachers' discretion, may complete and submit assignments in different ways:

- Share responses in person
- Record responses and upload to a shared platform
- Write in journals

Finally, each daily plan of *Wit & Wisdom in Sync* indicates the **materials** students need for that lesson. Materials include basic classroom supplies, such as colored pens or pencils, unlined paper, scissors, and glue sticks.

## THE LEARN ANYWHERE PLAN (LAP)

The LAP provides key information about *Wit & Wisdom in Sync*'s organization and how the GMT and CT share instruction.

- The **Module LAP** shows how the full module has been streamlined and is organized by Focusing Question Arc.
- Each **Daily LAP** shows the sequence of instruction and how the GMT and the CT share instruction. To plan effectively, CTs should review the TE for greater lesson-level detail.

## THE MODULE LAP

The Module LAP shows how each day of the *Wit & Wisdom in Sync* plan aligns with *Wit & Wisdom* lessons.

### Wit & Wisdom in Sync™ Learn Anywhere Plan

Modified *Wit & Wisdom*® content: Focusing Question Arcs 3 and 4 are not included in the *Wit & Wisdom in Sync* Learn Anywhere Plan. Teachers can teach these arcs at any point in the academic year as separate stand-alone mini units on oral expression and storytelling. Focusing Question Arc 3 focuses on poetic performances and the impact of oral expression, and it culminates with student performances. In Focusing Question Arc 4, students explore how stories help us make sense of ourselves and the world; two informational articles examine the neurobiological and psychological impacts of storytelling, and an essay and speech elucidate the power of narrative.

#### Essential Question

What is the power of storytelling?

#### Focusing Question 1: What shapes Josh Bell's sense of himself and his world?

[Day 1](#)

Lesson 1

[Day 2](#)

Lesson 2

[Day 3](#)

Lesson 3

[Day 4](#)

Lesson 4

✓ New-Read  
Assessment 1

[Day 5](#)

Lesson 5

[Day 6](#)

Lesson 6

[Day 7](#)

Lesson 7

✓ Focusing  
Question Task 1

The Module LAP shows the *Wit & Wisdom* major assessments on the day that they are assigned.

#### Focusing Question 2: How does form shape a story's meaning?

[Day 8](#)

Lesson 8

[Day 9](#)

Lesson 9

[Day 10](#)

Lesson 10

[Day 11](#)

Lesson 11

[Day 12](#)

Lesson 21

[Day 13](#)

Lesson 12

[Day 14](#)

Lesson 13

[Day 15](#)

Lesson 14

[Day 16](#)

Lesson 15  
✓ Socratic  
Seminar

[Day 17](#)

Lesson 16  
✓ Focusing  
Question Task 2

[Day 18](#)

Lesson 17

#### Focusing Question 5: What does it mean to be a storyteller?

[Day 19](#)

Lesson 29  
End-of-Module  
Task

[Day 20](#)

Lesson 30–33

## THE DAILY LAP

**Wit & Wisdom in Sync™ Learn Anywhere Plan**  
Grade 8 Module 1: *The Poetics and Power of Storytelling*  
Day 4 | Lesson 4

**Student Materials**

- [Daily Video](#)
- Handout 1A: Fluency Homework
- Assessment 4: New-Read Assessment 1 —“Slam, Dunk, & Hook”
- Wit & Wisdom in Sync Journal
- Pencil or pen

**Text(s)**

- The Crossover, pages 1–62
- [“Slam, Dunk, & Hook”](#)

**Vocabulary in Sync Words**

- [Focusing Question 1 Video](#)
- sense of self

**Essential Question**  
What is the power of storytelling?

**Focusing Question**  
What shapes Josh Bell’s sense of himself and his world?

**Content Framing Question**  
**Reveal:** What does a deeper exploration of figurative language reveal in “Slam, Dunk, & Hook”?

**Learning Goal**

- Apply an understanding of language and content to a new text through independent reading and analysis. (RL.8.1, RL.8.2, RL.8.4, W.8.2, L.8.5)
- ✓ Complete New-Read Assessment 1.

	Great Minds® Teacher	Classroom Teacher
<b>Launch</b>	<p>1</p> <ul style="list-style-type: none"> <li>Introduces the lesson</li> </ul>	
<b>Learn</b>	<p>2</p> <p><b>Interpret Metaphors</b></p> <ul style="list-style-type: none"> <li>Defines <i>metaphor</i></li> <li>Guides students to reread “JB and I” and explain what is compared, what the metaphor means, and why it is effective</li> <li>Repeats with “Basketball Rule #1”</li> </ul>	<p>3</p> <p><b>Complete New-Read Assessment</b></p> <ul style="list-style-type: none"> <li>✓ Instructs students to complete Assessment 4</li> </ul>
		<p>4</p> <p><b>Compare and Contrast</b></p> <ul style="list-style-type: none"> <li>Prompts student use of metaphor the novel and basketball with</li> </ul>
<b>Land</b>	<p>5</p> <ul style="list-style-type: none"> <li>Guides students to choose an image from one of the poems to represent visually</li> </ul>	<p>6</p> <ul style="list-style-type: none"> <li>Assigns <i>The Crossover</i> instructs student examples of d language</li> <li>Assigns Handout students to flu Rule #1”</li> </ul>

**Follow-Up**

- Assess responses to the New-Read Assessment by using the answer key in

**Additional Instruction**

- Vocabulary Deep Dive—Explore Academic Vocabulary Using Knowledge of the Suffix *-al*

**Callouts:**

- The plan shows the texts students read.
- The Great Minds Teacher column lists lesson elements delivered via video.
- Some lesson sections are reordered to facilitate coteaching transitions. The numbers indicate the recommended order of instruction.
- Follow-Up indicates the actions CTs take after students engage with the video and classroom instruction. Additional Instruction lists *Wit & Wisdom* lesson elements not included in the LAP.
- Wit & Wisdom in Sync is organized by days. Each day corresponds to one or more *Wit & Wisdom* lessons.
- The Classroom Teacher column lists elements delivered by the classroom teacher.
- When student work is assigned, the CT provides
  - directions regarding completion and submission procedures and deadlines, and
  - feedback on performance.

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## TIPS FOR USING THE LAP

- **Sequencing Instruction** CTs using the *Wit & Wisdom in Sync* videos synchronously or in-person with students may want to pause and discuss after each Learn lesson section before moving to the next section. Alternatively, students can watch the videos and then meet with CTs and classmates at a predetermined time to follow up on video instruction. In any context, CTs should prioritize peer-to-peer collaboration and discourse as much as possible, whether in-person or online.
- **Classroom Setup** If students will meet in-person, CTs may want to recreate any module Anchor Charts from the instructional videos to post for reference. If the class will meet online, teachers may want to post the charts in a shared online space.
- **Follow-Up** The Daily LAPs include suggestions for follow-up, and the digital Teacher Edition Analyze sections offer useful recommendations for evaluating student work and determining next steps. Experts suggest that feedback is particularly important during periods of crisis or transition because it provides needed information on performance and maintains the open lines of communication essential for community building. When possible, Great Minds recommends that CTs incorporate a one-on-one, discussion-based element to assessments and follow-up.

## STARTING THE SCHOOL YEAR

*Wit & Wisdom in Sync* begins at Module 1, but CTs with students new to *Wit & Wisdom* may want to develop norms and practice the routines and processes of the curriculum by beginning the year with Module 0:

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>)

Through Module 0, teachers and students gain familiarity with key elements such as the following:

- The Content–Craft–Create framework
- Text sets and various text types, including art
- The Content Stages (Wonder, Organize, Reveal, Distill, Know)
- Writing-to-learn routines (e.g., annotating, summarizing, using evidence organizers, responding to text-dependent questions)
- The Craft Stages (Examine, Experiment, Execute, Excel)

## Additional Resources

*Wit & Wisdom in Sync* also includes the following resources:

- digital Student Edition (SE; includes handouts and fluency activities)
- *Affirm* (digital assessments)
- Vocabulary Videos (with audio in English and Spanish)
- *Geodes*® digital flipbooks (Kindergarten through Grade 2)
- Projected Slides (slide presentations of lesson content)

Virtual coaching for *Wit & Wisdom in Sync* is also available.

### DIGITAL STUDENT EDITION (SE)

In *Wit & Wisdom in Sync*, students have digital access to SE pages as fillable PDFs.

### AFFIRM

All users who purchase *Wit & Wisdom in Sync* have access to *Affirm*, which includes major module assessments in one place for access in or out of school. CTs assign digital assessments to students; students complete and submit their work online; CTs can then auto score, rubric score, or provide written feedback before returning the assessment to students and generating data reports. In addition to *Affirm*, PDFs are available as a paper-and-pencil backup.

*Affirm* includes these assessments:

- Focusing Question Tasks (organizing, writing, presenting information)
- New-Read Assessments (multiple choice and constructed response)
- End-of-Module Tasks (essay, presentation, and constructed response)
- Vocabulary (selected response and short answer)
- Question Sets (multiple choice; available for Grades 2 through 8)

*Affirm* does not include Checks for Understanding, Exit Tickets, or Socratic Seminars. These are in the TE.

## VOCABULARY VIDEOS

Vocabulary Videos align with the start of each Focusing Question Arc in the LAP. These five- to eight-minute videos preview highly portable content-area and academic words from each arc of lessons in the LAP. These videos include Spanish translation of the words and definitions, and can serve as an additional resource for multilingual students. CTs and students can revisit these videos as needed. The videos are not intended to serve as core instruction for multilingual students.

## GEODES DIGITAL FLIPBOOKS

*Geodes* are early literacy texts that unite phonics with the content of the *Wit & Wisdom* modules so that students build both foundational reading skills and knowledge. For *Geodes* customers, *Wit & Wisdom in Sync* includes 30 digital flipbooks and read-aloud videos for Kindergarten, Grade 1, and Grade 2. *Geodes* print books must be purchased separately.

## PROJECTED SLIDES

The Projected Slides are slide presentations for each *Wit & Wisdom* lesson. In Grades 3 through 8, presentations follow the full *Wit & Wisdom* lessons and begin in Module 1. In Grades Kindergarten through Grade 2, these presentations will be added starting with Module 2. CTs can use these presentations for in-person or online instruction.

## COACHING

To support teachers in implementing the *Wit & Wisdom in Sync* Learn Anywhere Plan, we offer a one-and-a-half-hour coaching session, Learn Anywhere with *Wit & Wisdom in Sync*. This virtual session guides school and district leaders through how to support continuous learning using the Learn Anywhere Plans and how to toggle between in-person and virtual instruction.

Success with *Wit & Wisdom in Sync* requires a deep understanding of the curriculum, so we recommend teachers new to it begin with Launch *Wit & Wisdom*, the introductory professional development session. For more information on this offering, and the full suite of professional learning opportunities, go to <https://greatminds.org/english/pd> or email [PD@greatminds.org](mailto:PD@greatminds.org).



## Return to Instruction

A review of available research and resources from key partners (see below for selected references) suggests that successful return to instruction after times of unexpected academic disruption requires educators to **make grade-level content and knowledge building the academic priority**. Experts caution against starting with slowed-down, leveled, or remedial instruction. Although well intentioned, lowering instructional standards and expectations for content learning can hold students back from making the grade-level gains needed for postsecondary and workplace success. Accordingly, and always, our key recommendation is to engage **all** students with rigorous, grade-level content, providing targeted scaffolds and differentiated instruction as needed—not preemptively.

APPROPRIATE SCAFFOLDS TO SUPPORT STUDENTS	
<b>Adjust how students access content.</b>	<ul style="list-style-type: none"> <li>• Preteach new ideas and vocabulary through direct instruction.</li> <li>• Provide audio recordings of texts for students to listen to as they read.</li> <li>• Turn on closed captions with videos so that content can be accessed via auditory and visual pathways.</li> </ul>
<b>Adjust how students interact with content.</b>	<ul style="list-style-type: none"> <li>• Provide sentence frames for written responses.</li> <li>• Build in additional opportunities for collaborative conversations.</li> </ul>
<b>Adjust expectations for student products.</b>	<ul style="list-style-type: none"> <li>• Ask students to submit a sentence or paragraph instead of a paragraph or complete essay in response to a prompt.</li> </ul>



**Prioritize critical skills and knowledge.** *Wit & Wisdom in Sync* focuses student learning on what is essential, both for grade-level and future success. GMTs' video lessons focus on key content that can be taught in a distance learning context.

**Monitor student progress through formal and informal assessments.** In the earliest grades, teachers may need to do purposeful diagnostic assessments to identify students' foundational reading skills, but for all other grades, a combination of ongoing formal and informal assessments provide teachers ample information to monitor student progress—and then provide targeted, scaffolded instruction as needed.

**Integrate social-emotional learning within the academic program.** At all grades, *Wit & Wisdom* texts and read-alouds offer a chance to explore the human experience and address universal themes and emotions. Storytelling is a natural bridge between academic and social-emotional competencies. Collaborative learning opportunities with CTs create opportunities for students to build relationships and develop communication and listening skills. Knowledge-based discussions provide opportunities for reflecting upon and honing academic expertise and social-emotional skills. The *Wit & Wisdom in Sync* coteaching structure means that the GMT can provide direct instruction in content while the CT can devote time to responding to students and fostering a collaborative classroom community—whether in-person or online.

## KINDERGARTEN THROUGH GRADE 2 RECOMMENDATIONS

Kindergarten through Grade 2 may present specific instances related to foundational reading skills in which continuing ahead with grade-level instruction will not be as effective as providing direct instruction to meet students' needs.

1. Use your district's beginning-of-year assessments (e.g., DIBELS, Istation) to evaluate students' foundational skills and needs for instruction or review.
2. Follow the guidance of your foundational skills program to determine where to begin instruction.
3. Ensure that students have the phonemic awareness and phonetic knowledge to read *Geodes*. Avoid the temptation to teach the *Geodes* texts in conjunction with *Wit & Wisdom* modules. Aligning *Geodes* to phonics skills will give students the most benefit from the reading.

To best meet the needs of students in Kindergarten through Grade 2, schools may consider adopting staffing models that ensure these students are taught by teachers with deep understanding, experience, and training in teaching reading foundations. Other educators can provide academic and social-emotional support.

## RECOMMENDED RESOURCES

Allensworth, Elaine M., et al. *Supporting Social, Emotional, and Academic Development: Research Implications for Educators*. UChicago Consortium on School Research, Oct. 2018. <https://consortium.uchicago.edu/sites/default/files/2019-01/Supporting%20Social%20Emotional-Oct2018-Consortium.pdf>. Accessed 7 July 2020.

CASEL.org. *An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community*. CASEL, 2020. [https://casel.org/wp-content/uploads/2020/05/CASEL\\_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf](https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf). Accessed 7 July 2020.

Chiefs for Change and Johns Hopkins School of Education. *The Return: How Should Education Leaders Prepare for Reentry and Beyond?* Chiefs for Change, May 2020. [https://chiefsforchange.org/wp-content/uploads/2020/05/CFC-TheReturn\\_5-13-20.pdf](https://chiefsforchange.org/wp-content/uploads/2020/05/CFC-TheReturn_5-13-20.pdf). Accessed 7 July 2020.

Student Achievement Partners. *2020–2021 Priority Instructional Content in English Language Arts/Literacy and Mathematics*. Achieve the Core, 2020. <https://achievethecore.org/page/3267/2020-21-priority-instructional-content-in-english-language-arts-literacy-and-mathematics>. Accessed 7 July 2020.

TNTP. *Learning Acceleration Guide: Planning for Acceleration in the 2020–2021 School Year*. TNTP, April 2020. [https://tntp.org/assets/set-resources/TNTP\\_Learning\\_Acceleration\\_Guide\\_Final.pdf](https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf). Accessed 7 July 2020.

## Appendix A: Terms and Acronyms

**asynchronous** instruction delivered via technology; not concurrent in time

**Check for Understanding (CFU)** a lesson-level assessment included in each *Wit & Wisdom* lesson; each lesson includes one or more CFUs

**classroom teacher (CT)** the school-based teacher students interact with through varied means of in-person or distance learning

**Content Framing Question (CFQ)** the question that represents one of the five *Wit & Wisdom* Content Stages and drives lesson-level instruction

**Craft Question** the question that represents one of the four *Wit & Wisdom* Craft Stages and drives lesson-level instruction

**day** in *Wit & Wisdom in Sync*, the lesson-level organizing unit of the Learn Anywhere Plan

**Deep Dive (DD)** a fifteen-minute lesson designed to teach vocabulary or style and conventions

**distance learning** learning outside the four classroom walls; can be facilitated by the Great Minds or classroom teacher

**End-of-Module (EOM) Task** the assessment at the end of the module through which students demonstrate understanding of the module's content and their ability to use the craft skills taught in the module

**Essential Question (EQ)** the thought-provoking, transferable question that guides students' thinking, reading, writing, and discussion throughout a module

**Focusing Question (FQ)** the question that directs students' thinking, reading, writing, and discussion through an arc of lessons

**Focusing Question Arc** the group of lessons organized by a Focusing Question

**Focusing Question Task (FQT)** the assessment at the end of each Focusing Question Arc

**Follow-Up** the section of the Learn Anywhere Plan LAP that lists classroom teacher actions to complete after each day of *Wit & Wisdom in Sync* instruction

**Great Minds teacher (GMT)** teachers from around the country who have had experience and success teaching *Wit & Wisdom* in the classroom who provide knowledge-focused, daily instruction through the video lessons for *Wit & Wisdom in Sync*

**Learn Anywhere Plan (LAP)** a plan for flexible teaching and learning across varied in-person and online contexts

- The **Module LAP** shows the full plan in brief and how *Wit & Wisdom in Sync* streamlines and prioritizes module content.
- The **Daily LAP** provide details of how the Great Minds and classroom teachers share instruction each day of *Wit & Wisdom in Sync*.

**lesson (L)** instruction in *Wit & Wisdom* is organized by lesson, represented by the letter *L*; *Wit & Wisdom in Sync* instruction is organized by days, each of which shows the correspondence to one or more *Wit & Wisdom* lessons.

**synchronous** instruction delivered in-person or online to students who engage with the learning concurrently, at the same time it is provided

**Teacher Edition (TE)** the core instructional component of *Wit & Wisdom* and the foundational document for *Wit & Wisdom in Sync*; provided in print or digital format

**text-dependent question (TDQ)** a question that focuses on key aspects of a text and that students can only answer by referring to textual evidence

### QUESTIONS?

The Customer Success Team is available to answer general, technical, and content questions 8 a.m. to 8 p.m. Eastern, Monday through Friday.

**Email:** [info@greatminds.org](mailto:info@greatminds.org)

**Phone:** 202-223-1854



**in sync™**

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