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# GUIDANCE DOCUMENT FOR TEACHING READING

Using HQIM: *Wit & Wisdom with Foundations*  
Grades Kindergarten through 3<sup>rd</sup>  
Literacy Block Components and Resources



**Mississippi Department of Education**  
OFFICE OF ELEMENTARY EDUCATION AND READING

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## ***Wit & Wisdom with Foundations Curriculum Overview: Kindergarten & 1<sup>st</sup> Grade***

Each *Wit & Wisdom* lesson organizes student learning into sections using the following structure: *Welcome, Launch, Learn, Land, Wrap, Deep Dive*

Each section covers a different component of reading. **The times listed in this document are recommendations. All *Wit & Wisdom* lessons are 90 minutes (75 min core lesson, 15 min Deep Dive).** The work that students do in each lesson varies as standards are addressed in an integrated manner.

To successfully implement a *Wit & Wisdom* lesson, teachers take part in a familiar, four-part preparation process. ***Prepare, Teach, Assess, Analyze***. To find out more information on this process, please refer to the [Implementation Guide](#) on pages 36 and 37.

**Welcome (5 min.)** - Students independently engage in a task that prepares them for the lesson's learning.

- Vocabulary Activities- Welcome portion of *Wit & Wisdom* Lesson

**Launch (3 min.)** - The teacher introduces the lesson's Content Framing Question, and students interact with it in a meaningful way by unpacking terminology or making connections to the Focusing Question, Essential Question, and/or text.

**Learn (60 min.)** - Through a variety of instructional routines and tasks, teachers support students as they engage in productive struggle, both independently and with peers, and as they develop skills and knowledge needed to answer the lesson's Content Framing Question to achieve a better understanding of the lesson's Learning Goals.

**Land (5 min.)** - The teacher facilitates student reflections on how they met lesson goals and answered the Content Framing Question.

**Wrap (2 min.)** - The teacher directs closing activities, such as assigning homework.

**Deep Dive (15 min.)** - The teacher supports students' learning of vocabulary or style and conventions. The Deep Dive also includes its own *Launch, Learn, and Land* sections.

***Wit & Wisdom Major Assessments:* \***

- End of Module Tasks (1 per module)
- Socratic Seminar (2+ per module)
- New-Read Assessments (2-3 per module)
- Focusing Question Tasks (3-6 per module)
- Checks for Understanding (1+ per lesson)

*\*Note: Assessment descriptions can be found on page 55 of the [Implementation Guide](#).*

# Literacy Block Components: Kindergarten & 1<sup>st</sup> Grade

## WHOLE GROUP INSTRUCTION (90-120 minutes)

*\*Build fluency throughout lesson*

### Fluency ([page 75 in Implementation Guide](#))

- Homework passages
- Handouts from consumable workbook
- Welcome portion of *Wit & Wisdom* lesson

## PHONICS: Wilson *Foundations* (K-2) (30 minutes)

- Wilson *Foundations* Teacher's Manual - View the "Student Learning Plan" for each unit when planning for the unit.
- 4 learning activities should be taught daily as outlined in the "Student Learning Plan" and teacher's manual.

### Learning Activities consist of a combination of the following activities, depending on the level, lesson, and unit (see model lessons):

- **Drill Sounds/Warm-Up:** Each lesson within the curriculum begins with this activity. Teachers will utilize their large sound cards daily where scholars will say the letter, keyword, and sound. This activity ensures scholars master the alphabetic principle (letter-sound association).
- **Echo/Find Letters:** Teachers guide scholars to match letters to sounds to help ensure mastery of sound-symbol correspondence. Magnetic boards with magnetic letter tiles are often utilized in this activity.
- **Echo/Letter Formation:** Teachers ensure correct fine motor skills, focusing on pencil grip to ensure scholars master the correct formation of letters learned. Sound-symbol correspondence is reviewed.
- **Letter-Keyword-Sound:** Teachers utilize this activity to ensure that scholars are fluent with letter/sound recognition using a keyword picture.
- **Make It Fun:** Scholars participate in fun activities, such as games to review previously taught or unit skills.
- **Sky-Write/Letter Formation:** This is a multi-sensory activity where scholars hear the sound (auditory representation), identify the visual representation of the sound, and utilize their memory to write the letter representation for the sound they hear using kinesthetic learning.
- **Storytime:** Scholars practice phonics skills learned within the unit in context. Fluency is practiced through scooping phrases within the text.
- **Student Notebook:** Students utilize their notebooks to reinforce skills taught within the lessons.
- **Word Play:** This activity allows teachers to lead scholars in ensuring mastery of beginning decoding and spelling skills. Sentence structure is also a focus.

### Note:

- Activity Cue Cards: Available for daily activity steps to ensure strategic, explicit instructional routines- also located in the teacher's manual
- Wilson "[FunHub](#)"- Resource to support display of manipulatives through technology during instruction (i.e. interactive blending board).

The following resources can be accessed under *Foundations InterActivities*:

**Level K:**

- Large Sound Cards
- Standard Sound Cards
- Make Words for Decoding
- Letter Formation Grids
- Sentence & Syllable Frames
- Trick Words Flashcards
- Reference Posters

**Level 1:**

- Large Sound Cards
- Standard Sound Cards
- Make Words for Decoding
- Letter Formation Grids
- Sentence & Syllable Frames
- Trick Words Flashcards
- Story Time
- Reference Posters

## VOCABULARY

*Page 69 in the [Implementation Guide](#)*

Teacher's Edition Appendix B - Recommended site for suggested word meanings: [wordsmyth.net](http://wordsmyth.net)

**Note: Teachers should ensure the correct definition is chosen by examining the word and how it is used in context within the complex text.**

- Vocabulary Journals - Launch Portion of *Wit & Wisdom* Lesson
- Vocabulary Activities - Welcome Portion of *Wit & Wisdom* Lesson
- Vocabulary Assessments
- Deep Dive

During the core lesson, instructional strategies are explicitly introduced and practiced during vocabulary instruction and applied during a reading of the complex text.

## COMPREHENSION

There are multiple opportunities for students to reflect on and discuss texts individually, with a partner or small group, and during whole group instruction.

- Content Framing Questions identify the stage of reading and the text focus for the lesson: (pg. 34 of [Implementation Guide](#))
  - Wonder - Students generate their own observations and questions, forming an initial impression of the text.
  - Organization - Students get the gist of the text to set the stage for deeper interpretation and analysis.
  - Reveal - Students focus on certain literary devices or structures in the text.
  - Distill - Students express central ideas or themes and determine how key aspects support the ideas or themes.
  - Know - Students connect text to other texts and discuss how this expands their knowledge.
- Focusing Question Tasks - Assess module learning goals for knowledge, reading, writing, speaking, and/or language
- Knowledge Journals - Used in the *Know* section of lessons, students reflect and extend their knowledge over a span of time Grades K-1<sup>st</sup> Knowledge Journals include two sections: Knowledge of the World (What I know) and Knowledge of Skills (What I can do).
- Socratic Seminars - Assess module learning goals for knowledge, speaking, and language.
- Think-Pair-Share - Collaborative opportunities for students to share in pairs.
- Checks for Understanding - Lesson assessments including a variety of forms including exit tickets, written responses, graphic organizers, or videotaped presentations

## SMALL GROUP INSTRUCTION (30 minutes)

*Independent centers should focus on previously taught skills.*

**SMALL GROUP INSTRUCTION** *Please Note: This section of the document supports small group instruction using Geodes available in the Wit & Wisdom curriculum.*


**Teacher-led small group instruction accompanied by independent centers using the following resource:** Geodes: Texts designed to follow the scope and sequence of Wilson Foundations to build foundational skills and *Wit & Wisdom* aligning to module topics to build content knowledge.

## WRITING (Embedded within Core instruction minutes)

## WRITING INSTRUCTION

**Page 57 in the [Implementation Guide](#)**

- Craft Stages and Questions (*page 35 of [Implementation Guide](#)*)
  - Examine - Why is [specific skill] important?
  - Experiment - How does [specific skill] work?
  - Execute - How do I use [specific skill] in [specific task]?
  - Excel - How do I improve my use of [specific skill]?

- 
- Response Journals
  - Quick Writes
  - End of Module Tasks

\*Note: Lessons should be scaffolded. Teachers can reteach and review skills taught during the Craft Stage within the lesson. At this time, teachers may work with scholars on areas of writing that are deficit skills that will benefit the scholars' overall success and achievement with encoding. Teacher-led small group writing conferences may be held as needed based on data and student products.

## ***Wit & Wisdom with Foundations Curriculum Overview: 2<sup>nd</sup> & 3<sup>rd</sup> Grade***

Each *Wit & Wisdom* lesson organizes student learning into sections using the following structure: *Welcome, Launch, Learn, Land, Wrap, Deep Dive*.

Each section covers a different component of reading. **The times listed in this document are recommendations. All *Wit & Wisdom* lessons are 90 minutes long (75 min core lesson, 15 min Deep Dive).** The work that students do in each lesson varies as standards are addressed in an integrated manner.

To successfully implement a *Wit & Wisdom* lesson, teachers take part in a familiar, four-part preparation process. ***Prepare, Teach, Assess, Analyze***. To find out more information on this process, please refer to the [\*Implementation Guide\*](#) on pages 36 and 37.

**Welcome (5 min.)** - Students independently engage in a task that prepares them for the lesson's learning.

Vocabulary Activities - Welcome portion of *Wit & Wisdom* Lesson

**Launch (3 min.)** - The teacher introduces the lesson's Content Framing Question, and students interact with it in a meaningful way by unpacking terminology, or making connections to the Focusing Question, Essential Question, and/or text.

**Learn (60 min.)** - Through a variety of instructional routines and tasks, teachers support students as they engage in productive struggle, both independently and with peers, and as they develop skills and knowledge needed to answer the lesson's Content Framing Question. understanding of the lesson's Learning Goals.

**Land (5 min.)** - The teacher facilitates student reflections on how they met lesson goals and answered the Content Framing Question.

**Wrap (2 min.)** - The teacher directs closing activities, such as assigning homework.

**Deep Dive (15 min.)** - The teacher supports students' learning of vocabulary or style and conventions. The Deep Dive is also organized into Launch, Learn, and Land sections.

### ***Wit & Wisdom Major Assessments:\****

- End of Module Tasks (1 per module)
- Socratic Seminar (2+ per module)
- New-Read Assessments (2-3 per module)
- Focusing Question Tasks (3-6 per module)
- Checks for Understanding (1+ per lesson)

*\*Note: Assessment descriptions can be found on page 55 of the [\*Implementation Guide\*](#).*



# Literacy Block Components: 2<sup>nd</sup> & 3<sup>rd</sup> Grade

## WHOLE GROUP INSTRUCTION (90-120 minutes)

*Build fluency throughout lesson*

Fluency (page 67 in [Implementation Guide](#))

- Homework passages
- Handouts from consumable workbook
- Welcome portion of *Wit & Wisdom* lesson

## PHONICS

### **Wilson Foundations (2<sup>nd</sup> grade)**

*(30 minutes)*

- *Wilson Foundations* Teacher's Manual - View the "Student Learning Plan" for each unit when planning
- 4 learning activities taught daily as outlined in the "Student Learning Plan" and teacher's manual

**Learning Activities will consist of a combination of the following activities, depending on the level, lesson, and unit:**

- **Drill Sounds/Warm-Up:** Each lesson within the curriculum begins with this activity. Teachers will utilize their large sound cards daily where scholars will say the letter, keyword, and sound. This activity ensures scholars master the alphabetic principle (letter-sound association).
- **Echo/Find Letters:** Teachers guide scholars to match letters to sounds to help ensure mastery of sound-symbol correspondence. Magnetic boards with magnetic letter tiles are often utilized in this activity.
- **Echo/Letter Formation:** Teachers ensure correct fine motor skills, focusing on pencil grip to ensure scholars master the correct formation of letters learned. Sound-symbol correspondence is reviewed.
- **Letter-Keyword-Sound:** Teachers utilize this activity to ensure that scholars are fluent with letter/sound recognition using a keyword picture.
- **Make It Fun:** Scholars participate in fun activities, such as games to review previously taught or unit skills.
- **Sky-Write/Letter Formation:** This is a multi-sensory activity where scholars hear the sound (auditory representation), identify the visual representation of the sound, and utilize their memory to write the letter representation for the sound they hear using kinesthetic learning.
- **Storytime:** Scholars practice phonics skills learned within the unit in context. Fluency is practiced through scooping phrases within the text.
- **Student Notebook:** Students utilize their notebooks to reinforce skills taught within the lessons.
- **Word Play:** This activity allows teachers to lead scholars in ensuring mastery of beginning decoding and spelling skills. Sentence structure is also a focus.

Note:

- Activity Cue Cards: Available for daily activity steps to ensure strategic, explicit instructional routines - also located in the teacher's manual
- Wilson ["FunHub"](#): Resource to support display of manipulatives through technology during instruction (i.e. interactive blending board).

The following resources can be accessed under *Foundations* InterActivities:

**Level 2:**

- Large Sound Cards
- Standard Sound Cards
- Trick Words Flashcards
- Suffix Frames
- Build Words
- Storytime
- Reference Posters

**Level 3:**

- Large Sound Cards
- Standard Sound Cards
- Sound Alike Flash Cards
- Build Words
- Cursive Letter Formation
- Reference Posters

**Advanced Phonics (3rd Grade)** *Please Note: This this is a supplemental resource not included in Wilson Foundations.*

- [Advanced Word Study Document](#)
- [Advanced Word Study Model Lesson](#)

## VOCABULARY

*Page 69 in the [Implementation Guide](#)*

Teacher's Edition Appendix B- Recommended site for suggested word meanings: [wordsmyth.net](http://wordsmyth.net)

**Note: Teachers should ensure the correct definition is chosen by examining the word and how it is used in context within the complex text**

- Vocabulary Journals (*Page 44 of [Implementation Guide](#)*)
- Vocabulary Activities (Found within each lesson)
- Vocabulary Assessments (Found within each lesson)
- Deep Dive (Found within each lesson)

## COMPREHENSION

There are multiple opportunities for students to reflect on and discuss texts individually, with a partner or small group, and during whole group instruction.

- Content Framing Questions identify the stage of reading and the text focus for the lesson: (pg. 34 of Implementation Guide)
  - Wonder - Students generate their own observations and questions, forming an initial impression of the text.
  - Organization - Students get the gist of the text to set the stage for deeper interpretation and analysis.
  - Reveal - Students focus on certain literary devices or structures in the text.
  - Distill - Students express central ideas or themes and determine how key aspects support the ideas or themes.
  - Know - Students connect text to other texts and discuss how this expands their knowledge.
- Focusing Question Task - Assesses module learning goals for knowledge, reading, writing, speaking, and/or language
- Knowledge Journals - These journals are used in the *Know* section of lessons, students reflect and extend their knowledge over a span of time. 2<sup>nd</sup> grade Knowledge Journals include two sections: Knowledge of the World (What I know) and Knowledge of Skills (What I can do). 3<sup>rd</sup> grade Knowledge Journals include four sections: Knowledge of the World, Knowledge of Ideas, Knowledge of Skills, and Reflections.
- Question Sets - 10 sets accompany each module and include three items per set (30 total items per module) and are aligned to a particular lesson and text.
- Socratic Seminars - Assesses module learning goals for knowledge, speaking, and language.
- Think-Pair-Share - Collaborative opportunities for students to share in pairs.
- Checks for Understanding - Lesson assessments including a variety of forms including exit tickets, written responses, graphic organizers, or videotaped presentations.

## SMALL GROUP INSTRUCTION

**Teacher-led Small Group Instruction accompanied with independent centers**

Geodes: Texts designed to follow the scope and sequence of Wilson Foundations to build foundational skills and *Wit & Wisdom* aligning to module topics to build content knowledge.

**SMALL GROUP  
INSTRUCTION  
(30-40 minutes)**

*Independent centers  
should focus on  
previously taught skills.*

**WRITING**  
(Embedded within  
Core instruction  
minutes)

## WRITING INSTRUCTION

### Page 57 in the *Implementation Guide*

- Craft Stages and Questions (page 35 of *Implementation Guide*)
  - Examine - Why is [specific skill] important?
  - Experiment - How does [specific skill] work?
  - Execute - How do I use [specific skill] in [specific task]?
  - Excel - How do I improve my use of [specific skill]?
- Response Journals
- Quick Writes
- End of Module Tasks

Note: Lessons should be scaffolded. Teachers can reteach and review skills taught during the Craft Stage within the lesson. At this time, teachers may work with scholars on areas of writing that are deficit skills that will benefit the scholars' overall success and achievement with encoding. Teacher-led small group writing conferences may be held as needed based on data and student products.