

Module Study Protocol

Introduction: *Wit & Wisdom* modules are organized around a compelling topic, curated sets of texts, and a series of questions that build students' knowledge and skills and prepare students for the module's culminating performance—the End-of-Module (EOM) Task. The Module Study Protocol provides educators with a repeatable process to understand the module's focus, organization, and elements before teaching it.

Directions: Complete the protocol independently or with grade-level colleagues. Keep the completed protocol for reference.

Before you begin, gather or be sure you have access to these materials:

- The Teacher Edition (TE), print or digital
- The Student Edition (SE), print only; embedded as images in digital
- The Assessment Pack (AP), print only; embedded as PDFs in digital
- A copy of each core text
- A copy of or access to the supplementary texts
- A notepad and pen or computer (to record responses)
- Sticky notes (optional)

Step 1: Explore the Module's Content and Ideas	Resources
<p>A. Read the following:</p> <ul style="list-style-type: none"> • Module title • Essential Question • Module Summary • Suggested Student Understandings • Knowledge Goals • [For Modules 2–4, also read the Knowledge section of the Module in Context.] <p>Then answer this question: What key knowledge will students develop in this module? This key knowledge is also referred to as the module's Knowledge Puzzle.</p> <div data-bbox="147 1749 831 1969" style="background-color: #e0f2f7; border-radius: 10px; padding: 10px; margin-top: 20px;"> <p>Planning Consideration</p> <p>How and where will you display the module title and Essential Question in your classroom for the module's duration?</p> </div>	<p>Module Overview (TE)</p> <ul style="list-style-type: none"> • Module Summary • Essential Question • Suggested Student Understandings • Knowledge Goals (in the Module Learning Goals section) • [Modules 2–4: Knowledge section of the Module in Context]

Step 1: Explore the Module's Content and Ideas – continued	Resources
<p>B. Read the core text(s) in the order that students will experience them.</p> <p>Then answer this question: How does each text contribute to the module's Knowledge Puzzle?</p> <p>Planning Consideration How could you incorporate text covers or images into classroom displays?</p>	<p>Module Overview (TE)</p> <ul style="list-style-type: none"> • Texts: Core texts • Module Map: Text(s) column, which indicates the order in which texts are read
<p>C. Read, skim, or view the supplementary texts in the order students will experience them.</p> <p>Then answer this question: How do these texts contribute to the module's Knowledge Puzzle? For example, do they provide background or context for a topic, additional disciplinary knowledge, or a different perspective?</p> <p>Planning Consideration How will students access the supplementary texts?</p>	<p>Module Overview (TE)</p> <ul style="list-style-type: none"> • Texts: Supplementary texts • Module Map: Text(s) column, which indicates the order in which texts are read
<p>D. Read the Focusing Questions. A <i>Focusing Question</i> is a question directing students' reading, thinking, discussion, and writing tasks throughout an arc of lessons that builds sequential knowledge of texts to answer the Essential Question.</p> <p>Then answer this question: How will exploring each Focusing Question help students answer the Essential Question?</p> <p>Planning Consideration How and where will you display the Focusing Questions and their relationship to the Essential Question?</p>	<p>Module Overview (TE)</p> <ul style="list-style-type: none"> • Module Map: Focusing Questions, shaded in gray

Step 2: Identify the Module’s Learning Goals	Resources
<p>A. Read the Focus Standards.</p> <p>Then highlight key words or phrases in the standards that delineate the skills students learn during the module.</p>	<p>Module Overview (TE)</p> <ul style="list-style-type: none"> • Focus Standards
<p>B. Read the Module Learning Goals for Reading, Writing, Speaking and Listening, and Language.</p> <p>Then highlight key words or phrases in the goals that express the skills students are expected to develop in the module.</p> <p>For Modules 2–4, answer these additional questions: Which of these expectations are students likely to meet? Which might be more challenging?</p>	<p>Module Overview (TE)</p> <ul style="list-style-type: none"> • Module Learning Goals: Reading Goals, Writing Goals, Speaking and Listening Goals, Language Goals

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<p style="text-align: center;">Step 3: Examine the Module’s Writing Tasks and Assessments</p>	<p style="text-align: center;">Resources</p>				
<p>A. Read the student-facing End-of-Module Task sheet. The EOM Task is the assessment at the end of a module through which students demonstrate understanding of the module’s content and ability to use the craft skills taught in the module.</p> <p>Then create a T-chart with two columns: Knowledge and Skills. In the first column, list the knowledge and understandings your students will need to complete the EOM Task. In the second column, list the skills the task requires.</p> <p>Refer to any notes, annotations, or highlighting made in response to the Step 1 and 2 questions about the module’s Knowledge Puzzle, Focus Standards, and Learning Goals as needed.</p> <p>Example of a partially completed chart for Grade 4 Module 1:</p> <table border="1" data-bbox="151 1173 797 1465"> <thead> <tr> <th data-bbox="151 1173 472 1213"> <p style="text-align: center;">Knowledge</p> </th> <th data-bbox="472 1173 797 1213"> <p style="text-align: center;">Skills</p> </th> </tr> </thead> <tbody> <tr> <td data-bbox="151 1213 472 1465"> <ul style="list-style-type: none"> • How the heart functions • How to keep a heart healthy • How people show “great heart” through acts of generosity, kindness, and courage </td> <td data-bbox="472 1213 797 1465"> <ul style="list-style-type: none"> • Gathering relevant evidence • Writing an informative paragraph with a topic statement, evidence, elaboration, and a concluding sentence </td> </tr> </tbody> </table>	<p style="text-align: center;">Knowledge</p>	<p style="text-align: center;">Skills</p>	<ul style="list-style-type: none"> • How the heart functions • How to keep a heart healthy • How people show “great heart” through acts of generosity, kindness, and courage 	<ul style="list-style-type: none"> • Gathering relevant evidence • Writing an informative paragraph with a topic statement, evidence, elaboration, and a concluding sentence 	<ul style="list-style-type: none"> • Assessment sheets(s) (Assessment Pack for print users; link to PDF versions from Module Overview Major Assessments table for digital users)
<p style="text-align: center;">Knowledge</p>	<p style="text-align: center;">Skills</p>				
<ul style="list-style-type: none"> • How the heart functions • How to keep a heart healthy • How people show “great heart” through acts of generosity, kindness, and courage 	<ul style="list-style-type: none"> • Gathering relevant evidence • Writing an informative paragraph with a topic statement, evidence, elaboration, and a concluding sentence 				

The Module Study Protocol continues on the next page.

Step 3: Examine the Module's Writing Tasks and Assessments – continued	Resources
<p>B. Test-drive the EOM Task by drafting a full response or writing an outline and partial response to longer tasks. Refer to the module texts as needed.</p> <p>Then add any additional knowledge and skills your test drive revealed to your Knowledge and Skills T-Chart.</p>	
<p>C. Read the Major Assessments table in the Module Overview.</p> <p>Then note any questions that come to mind.</p> <p>You will review these assessments in greater depth when you complete the Focusing Question Arc Study Protocol for each Focusing Question arc.</p>	<p>Module Overview (Teacher Edition)</p> <ul style="list-style-type: none"> • Major Assessments

Step 4: Deepen Learning and Preparation	Resources
<p>A. Use additional protocols to prepare to teach Focusing Question arcs and lessons.</p> <p>For each Focusing Question arc, complete the Focusing Question Arc Study Protocol.</p> <p>Use the Lesson Study Protocol to prepare to teach lessons.</p>	<ul style="list-style-type: none"> • Focusing Question Arc and Lesson Study Protocols

The Module Study Protocol continues on the next page.

Step 4: Deepen Learning and Preparation – continued	Resources
<p>B. Extend your understanding of the learning design.</p> <p>Use the resources and tools in <i>Moving Forward with Wit & Wisdom</i> to deepen understanding of the learning design and to develop preparation and implementation strategies.</p> <p>Connect with other <i>Wit & Wisdom</i> teachers on social media to brainstorm, problem solve, and share success stories and challenges.</p>	<ul style="list-style-type: none"> • <i>Moving Forward with Wit & Wisdom</i> in the <i>Wit & Wisdom</i> Teacher Resource Pack, a free resource available at greatminds.org • <i>Wit & Wisdom</i> blog at greatminds.org • Twitter: @WitWisdomELA • Facebook: Wit & Wisdom English • Pinterest: Wit & Wisdom English
<p>C. Prepare materials.</p> <p>For each module, determine how students will set up and keep the requisite journals (Vocabulary Journal, Response Journal, and Knowledge Journal, depending on the grade level).</p> <p>Work with your grade-level colleagues on other needed supports. Consider whether you want to create presentation slides to deliver module lessons or vocabulary handouts to distribute to students. Plan ahead with your team to divide the tasks.</p>	<ul style="list-style-type: none"> • <i>Implementation Guide</i> → Setting Up a <i>Wit & Wisdom</i> Classroom → Student Journals, pages 92-93
<p>D. Extend learning outside of school.</p> <p>Plan to share with families and caregivers the Family Tip Sheets written to inform them about and involve them in the student learning.</p> <p>Share with students or families the Volume of Reading (VOR) lists of texts that can be used for independent reading related to the module topic.</p>	<ul style="list-style-type: none"> • Family Tip Sheets—available for free download in the <i>Wit & Wisdom</i> shop • Appendix D (TE): Volume of Reading