

*Wit & Wisdom*<sup>®</sup>  
Preparation Protocols



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# Introduction

To make the most of *Wit & Wisdom*, teachers must internalize the curriculum before they implement it. *Wit & Wisdom*'s preparation protocols support this internalization, building a deep understanding of the curriculum's what and why. This understanding helps teachers think through lesson materials and logistics, as well as pace and scaffold instruction.

## What Protocols Does *Wit & Wisdom* Provide?

Each grade of *Wit & Wisdom* has four **modules**, or units, each designed around an Essential Question. A series of **Focusing Questions** channels student learning across arcs of lessons so students build the knowledge and skills to answer the **Essential Question**. The *Wit & Wisdom* protocols follow this module structure:

- The **Module Study Protocol** guides educators to examine a module's topic, texts, and skill focus and analyze the knowledge and skills students are expected to develop.
- The **Focusing Question Arc Study Protocol** guides educators to understand what knowledge and skills an arc of lessons, addressing a particular Focusing Question, will develop and how that arc fits in with the module as a whole.
- The **Lesson Study Protocol** supports educators in preparing to teach a lesson by understanding what happens in the lesson and why. This deep analysis helps educators pace instruction and make sound decisions, such as how long to discuss a question before moving on, as well as anticipate where students may struggle and plan how to support them with follow-up questions.

## When and How Do Teachers Use the Protocols?

Teachers use these protocols when they are new to the curriculum or the grade level. After Year 1, teachers can refer to the completed protocols, updating as needed. Teachers can complete the protocols individually or collaboratively.

## Why Does *Wit & Wisdom* Provide These Protocols?

*Wit & Wisdom* was created through backward design:

1. Content Topics and Grade-Level Outcomes: Great Minds started development by
  - mapping important topics and curating core text sets to build knowledge of each topic and
  - identifying skill outcomes for each grade.
2. Texts: *Wit & Wisdom* teacher-writers closely read each core text and determined what made each worthy of deep study.
3. Learning Goals: Teacher-writers then analyzed the grade-level content and skill outcomes and carefully matched each with the appropriate texts to determine module and lesson Learning Goals.
4. Assessments: Next, teacher-writers designed the End-of-Module (EOM) Task, the summative assessment of student learning for a module, to assess the Learning Goals.
5. Questions: Teacher-writers structured each module around a series of questions. The module's Essential Question leads students on a path of inquiry to the EOM Task performance. Lessons are organized as a series of learning arcs, each of which is directed by a Focusing Question and culminates in a formative assessment.
6. Lessons: Last, teacher-writers wrote the individual lessons.

With the protocols, *Wit & Wisdom* teachers can follow this backward design, recognize how the pieces of each module fit together, and thus prepare for successful implementation.



# Module Study Protocol

**Introduction:** Each *Wit & Wisdom* module is organized around a compelling topic, a curated set 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"> <li>• Module title</li> <li>• Essential Question</li> <li>• Module Summary</li> <li>• Suggested Student Understandings</li> <li>• Knowledge Goals</li> <li>• [For Modules 2–4, also read the Knowledge section of the Module in Context.]</li> </ul> <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 style="background-color: #e1f5fe; padding: 10px; border-radius: 10px; margin-top: 20px;"> <p><b>Planning Consideration</b></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"> <li>• Module Summary</li> <li>• Essential Question</li> <li>• Suggested Student Understandings</li> <li>• Knowledge Goals (in the Module Learning Goals section)</li> <li>• [Modules 2–4: Knowledge section of the Module in Context]</li> </ul>

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><b>Planning Consideration</b> How could you incorporate text covers or images into classroom displays?</p>	<p>Module Overview (TE)</p> <ul style="list-style-type: none"> <li>• Texts: Core texts</li> <li>• Module Map: Text(s) column, which indicates the order in which texts are read</li> </ul>
<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><b>Planning Consideration</b> How will students access the supplementary texts?</p>	<p>Module Overview (TE)</p> <ul style="list-style-type: none"> <li>• Texts: Supplementary texts</li> <li>• Module Map: Text(s) column, which indicates the order in which texts are read</li> </ul>
<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><b>Planning Consideration</b> 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"> <li>• Module Map: Focusing Questions, shaded in gray</li> </ul>



<b>Step 2: Identify the Module’s Learning Goals</b>	<b>Resources</b>
<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"> <li>• Focus Standards</li> </ul>
<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"> <li>• Module Learning Goals: Reading Goals, Writing Goals, Speaking and Listening Goals, Language Goals</li> </ul>

**The Module Study Protocol continues on the next page.**

<p style="text-align: center;"><b>Step 3: Examine the Module’s Writing Tasks and Assessments</b></p>	<p style="text-align: center;"><b>Resources</b></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 795 1465"> <thead> <tr> <th data-bbox="151 1173 472 1213"> <p style="text-align: center;"><b>Knowledge</b></p> </th> <th data-bbox="472 1173 795 1213"> <p style="text-align: center;"><b>Skills</b></p> </th> </tr> </thead> <tbody> <tr> <td data-bbox="151 1213 472 1465"> <ul style="list-style-type: none"> <li>• How the heart functions</li> <li>• How to keep a heart healthy</li> <li>• How people show “great heart” through acts of generosity, kindness, and courage</li> </ul> </td> <td data-bbox="472 1213 795 1465"> <ul style="list-style-type: none"> <li>• Gathering relevant evidence</li> <li>• Writing an informative paragraph with a topic statement, evidence, elaboration, and a concluding sentence</li> </ul> </td> </tr> </tbody> </table>	<p style="text-align: center;"><b>Knowledge</b></p>	<p style="text-align: center;"><b>Skills</b></p>	<ul style="list-style-type: none"> <li>• How the heart functions</li> <li>• How to keep a heart healthy</li> <li>• How people show “great heart” through acts of generosity, kindness, and courage</li> </ul>	<ul style="list-style-type: none"> <li>• Gathering relevant evidence</li> <li>• Writing an informative paragraph with a topic statement, evidence, elaboration, and a concluding sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment sheet(s) (Assessment Pack for print users; link to PDF versions from Module Overview Major Assessments table for digital users)</li> </ul>
<p style="text-align: center;"><b>Knowledge</b></p>	<p style="text-align: center;"><b>Skills</b></p>				
<ul style="list-style-type: none"> <li>• How the heart functions</li> <li>• How to keep a heart healthy</li> <li>• How people show “great heart” through acts of generosity, kindness, and courage</li> </ul>	<ul style="list-style-type: none"> <li>• Gathering relevant evidence</li> <li>• Writing an informative paragraph with a topic statement, evidence, elaboration, and a concluding sentence</li> </ul>				

**The Module Study Protocol continues on the next page.**

<b>Step 3: Examine the Module's Writing Tasks and Assessments – continued</b>	<b>Resources</b>
<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"> <li>• Major Assessments</li> </ul>

<b>Step 4: Deepen Learning and Preparation</b>	<b>Resources</b>
<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"> <li>• Focusing Question Arc and Lesson Study Protocols</li> </ul>

**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 &amp; Wisdom</i> to deepen understanding of the learning design and to develop preparation and implementation strategies.</p> <p>Connect with other <i>Wit &amp; Wisdom</i> teachers on social media to brainstorm, problem solve, and share success stories and challenges.</p>	<ul style="list-style-type: none"> <li>• <i>Moving Forward with Wit &amp; Wisdom</i> in the <i>Wit &amp; Wisdom</i> Teacher Resource Pack, a free resource available at <a href="http://greatminds.org">greatminds.org</a></li> <li>• <i>Wit &amp; Wisdom</i> blog at <a href="http://greatminds.org">greatminds.org</a></li> <li>• Twitter: @WitWisdomELA</li> <li>• Facebook: Wit &amp; Wisdom English</li> <li>• Pinterest: Wit &amp; Wisdom English</li> </ul>
<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"> <li>• <i>Implementation Guide</i> → Setting Up a <i>Wit &amp; Wisdom</i> Classroom → Student Journals, pages 92-93</li> </ul>
<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"> <li>• Family Tip Sheets—available for free download in the <i>Wit &amp; Wisdom</i> shop</li> <li>• Appendix D (TE): Volume of Reading</li> </ul>

# Focusing Question Arc Study Protocol

**Introduction:** Within each module, a series of Focusing Questions organize arcs of lessons that build sequential knowledge and skills toward students' being able to answer the Essential Question and complete the End-of-Module Task. Each Focusing Question arc ends in a Focusing Question Task that assesses students' development of knowledge and skills during the arc. The Focusing Question Arc Study Protocol provides educators a repeatable process to help them understand the arc's focus, organization, and elements before teaching it.

**Directions:** Complete the protocol independently or with grade-level colleagues.

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 read during the arc
- A copy of or access to the supplementary texts read during the arc
- A notepad and pen or computer (to record responses)
- Sticky notes (optional)

Step	Resources
1. Review the Focusing Question for the arc you are about to teach and your notes from the completed Module Study Protocol as to how it supports the Essential Question.	Module Overview (TE) <ul style="list-style-type: none"> <li>• Module Map</li> </ul>
2. Review the core and supplementary texts students read in this arc.  Then answer this question: How do the texts in this arc build knowledge needed to answer the Focusing Question?  <div style="background-color: #e0f2f7; border-radius: 10px; padding: 10px; margin-top: 10px;"> <p><b>Planning Consideration</b> How will students access texts?</p> </div>	Module Overview (TE) <ul style="list-style-type: none"> <li>• Texts</li> <li>• Module Map: Text(s) column, which indicates the order in which texts are read</li> </ul>

Step	Resources
<p>3. Read the progression of Content Stages and Craft Stages, as well as the lesson Learning Goals in this arc.</p> <p>Then annotate or highlight words or phrases that capture the key skills in reading, writing, speaking and listening, and language students develop in this arc.</p> <p><b>Planning Consideration</b> How will you display each day's Content Framing Questions and Craft Questions?</p>	<p>Module Overview (TE)</p> <ul style="list-style-type: none"> <li>Module Map: Content Framing Question, Craft Question, and Learning Goals columns</li> </ul>
<p>4. Note the major assessments (Focusing Question Tasks, Socratic Seminars, New-Read Assessments) and Vocabulary Assessments that students complete in this Focusing Question arc. Read the student-facing task sheet for each.</p> <p>Then highlight or annotate the Knowledge and Skills T-Chart you created during completion of the Module Study Protocol to indicate the key knowledge and skills on which students will be assessed during this arc.</p>	<p>Module Overview (TE)</p> <ul style="list-style-type: none"> <li>Major Assessments</li> </ul>
<p>5. Read the Prepare and Analyze sections for each lesson in the Focusing Question arc.</p> <p>Then answer these questions: What is the major learning in each lesson? How does each lesson build knowledge and skills?</p>	<p>Individual lessons (TE)</p>

# Lesson Study Protocol

**Introduction:** *Wit & Wisdom* lessons typically address one Content Stage and one Craft Stage and use a consistent sequence (Welcome, Launch, Learn, Land, Wrap) to structure the lesson's learning. The Lesson Study Protocol provides educators a repeatable process to understand the key student actions in a lesson and the ways those actions support student learning and growth in building the knowledge and skills needed to respond to the Focusing Question (FQ) and End-of-Module (EOM) Tasks.

**Directions:** Complete the protocol independently or with grade-level colleagues. Use the Lesson Study Protocol Guide to support your work.

Gather or be sure you have access to these materials:

- The Teacher Edition (TE), print or digital
- Lesson texts, print or digital
- Any handouts or assessments listed in the lesson's Materials section
- A notepad and pen or computer (to record responses)
- Sticky notes (optional)

Step
<p>1. Read the lesson's Prepare section, taking note of the lesson's Focusing Question, Content Stage, Content Framing Question, Craft Stage, and Craft Question.</p> <p>Note the lesson's Learning Goals and Checks for Understanding (CFUs). Read the lesson and lesson texts. Scan any handouts or assessments listed in the lesson's Materials section. Read the lesson's Analyze section.</p>
<p>2. Annotate the lesson as to</p> <ol style="list-style-type: none"> <li>a. <b>what</b> students do (i.e., the key student actions, thoughts, discussions, or products) in each section of the lesson (Welcome, Launch, Learn, Land, and Wrap)*; and</li> <li>b. <b>why</b> students take each action (i.e., the action's role in helping students meet the lesson Learning Goals, answer the lesson's Content and Craft Stage questions, or develop knowledge and skills needed for the Focusing Question or EOM Tasks).</li> </ol> <p>Alternatively, complete a two-column chart with these headers: What Do Students Do? and Why?</p> <p>Use the Lesson Study Protocol Guide to support your what/why analysis.</p> <p><small>*Plan to devote most of your analysis time to the Learn section as it is where students' key learning occurs.</small></p>

## Lesson Study Protocol Guide

Lesson Section	What Do Students Do? (Key Actions or Products)	Why?  (How does this help students meet Learning Goals, answer Content or Craft Stage questions, or prepare for FQ or EOM Tasks?)
<b>Welcome</b>	Note key student actions.	Annotate as to any that describe the Welcome activity’s purpose. <ul style="list-style-type: none"> <li>• Activates prior knowledge</li> <li>• Engages students</li> <li>• Previews vocabulary</li> <li>• Provides a chance for review</li> <li>• Other:</li> </ul>
<b>Launch</b>	Note key student actions.	Annotate as to any that describe the Launch activity’s purpose. <ul style="list-style-type: none"> <li>• Sets a purpose for learning</li> <li>• Establishes the Learning Goals</li> <li>• Previews vocabulary</li> <li>• Previews the lesson</li> <li>• Other:</li> </ul>
<b>Learn</b>	<p><b>Content Stage/Reading</b></p> <ul style="list-style-type: none"> <li>• Note the lesson’s Content Stage.</li> <li>• Annotate for the kinds of thinking students do about texts.</li> </ul> <p><b>Craft Stages/Writing and Speaking</b></p> <ul style="list-style-type: none"> <li>• Note the lesson’s Craft Stage.</li> <li>• Annotate the craft skill students are learning and how they learn it.</li> <li>• Note any speaking instruction or practice.</li> </ul> <p><b>CFUs</b></p> <ul style="list-style-type: none"> <li>• Note what CFUs students complete.</li> </ul>	Annotate the lesson sections and CFUs that help students meet Learning Goals.  Reflect on the knowledge and skills focus of the Focusing Question arc. Annotate the Learn activities that build this knowledge and skills.  Reflect on the knowledge and skills students need to complete the EOM Task. Annotate the Learn activities that build this knowledge and skills.



## Lesson Study Protocol Guide – continued

<b>Lesson Section</b>	<b>What Do Students Do?</b> (Key Actions or Products)	<b>Why?</b> (How does this help students meet Learning Goals, answer Content or Craft Stage questions, or prepare for FQ or EOM Tasks?)
<b>Land</b>	Note what students do.	Annotate as to any that describe the Land activity’s purpose. <ul style="list-style-type: none"> <li>• Solidifies learning</li> <li>• Answers the Content Framing Question</li> <li>• Other:</li> </ul>
<b>Wrap</b>	Note what students do.	Annotate as to any that describe the Wrap activity’s purpose. <ul style="list-style-type: none"> <li>• Builds fluency</li> <li>• Offers a chance to read/reread lesson text</li> <li>• Other:</li> </ul>
<b>Lesson Assessment Opportunities</b> (Refer to the Analyze section as needed.)	<p>Star instances (particularly in the Learn and Land sections and CFUs) when you can gain assessment information about students’ knowledge and skills. (You may want to note <i>K</i> for knowledge and <i>S</i> for skills or create another key that works for you to highlight specific skills in writing, vocabulary, and so on.)</p> <p>Take notes about the expected level of performance.</p>	