Moving Forward with Wit & Wisdom
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1. INTRODUCING THIS RESOURCE

Moving Forward with Wit & Wisdom® is designed to address critical implementation needs of Wit & Wisdom users. Successful implementation of Wit & Wisdom requires a deep understanding of the curriculum and strategic preparation to teach it. To meet these needs, this resource offers the following:

- Methods for developing comprehensive knowledge of Wit & Wisdom’s learning design
- Repeatable protocols to complete the preparation essential to Wit & Wisdom success

QUESTIONS THIS RESOURCE ADDRESSES

How should I prepare to teach Wit & Wisdom?

- **Section 2: Knowing Your Program Components and Resources** includes an annotated Module Overview, a key planning tool.
- **Section 4: Studying the Implementation Guide** includes study questions and strategies focused on preparing instruction.
- **Section 6: Preparing to Teach the Curriculum** describes Wit & Wisdom’s preparation protocols—repeatable processes educators can use to prepare to teach at the module, Focusing Question Arc, and lesson level.

How can I deepen understanding of the learning design?

- **Section 4: Studying the Implementation Guide** includes study questions and strategies for understanding key aspects of the curriculum.
- **Section 5: Understanding the Content Stages and Content Framing Questions** offers actions educators can take to develop a deeper understanding of Wit & Wisdom’s process for reading complex texts.
- **Section 10: Using Wit & Wisdom Resources** lists resources for understanding the learning design.

What additional resources support teaching and learning?

- **Section 7: Teaching Module 0** provides guidance for how and why to teach Module 0, a six-lesson module that orients teachers and students to Wit & Wisdom and helps create a community of readers and writers.
- **Section 8: Understanding and Using Wit & Wisdom Question Sets** gives suggestions for the strategic use of these assessment tools for Grades 2–8.

How can I productively set goals for and reflect on my practice?

- **Section 3: Setting Implementation Goals** offers goal-setting guidance.
**Section 9: Engaging in Purposeful Reflection** provides a powerful process for reflecting on and moving forward with *Wit & Wisdom*.

**HOW TO USE THIS RESOURCE**

This is a flexible resource for various purposes, settings, and audiences. It is designed to help all educators, no matter their starting point, to move forward with their implementation of *Wit & Wisdom*.

For example, educators who have not attended in-person *Wit & Wisdom* professional development sessions can use these materials to develop their understanding of *Wit & Wisdom*, while those who have attended in-person *Wit & Wisdom* professional development sessions can use these materials to review and extend their learning.

Instructional coaches can facilitate group activities (additional ideas in next section), or classroom teachers can work independently. Though educators should use the entire resource, they can return to the sections that best suit their needs as they deepen their understanding of *Wit & Wisdom* and strategically prepare instruction.

**Ideas for Instructional Coaches**

The information and actions in this resource support the work of instructional leaders and coaches. They might use the information and actions to support work with

- the entire faculty,
- professional learning communities (PLCs),
- support staff,
- grade-level teams, and
- individual teachers.

For example, an instructional coach might use this resource in the following ways and settings:

- Leading a faculty meeting in which teachers deepen their understanding of *Wit & Wisdom*’s learning design by engaging in the Content Stages Analysis found in **Section 5: Understanding the Content Stages and Content Framing Questions**
- Facilitating PLC meetings in which grade-level teams internalize the content of an upcoming module using the Module Study Protocol, described in **Section 6: Preparing to Teach the Curriculum**
- Introducing support staff to the curriculum by facilitating an Implementation Guide study using the questions provided in **Section 4: Studying the Implementation Guide**
- Working with a grade-level team to strategically use **Section 8: Understanding and Using *Wit & Wisdom*’s Question Sets** in alignment with the school assessment plan
- Supporting an individual teacher’s development by jointly completing the lesson preparation described in **Section 6: Preparing to Teach the Curriculum**, and then observing and giving feedback on the lesson the teacher prepared
Ideas for Individual Teachers

Teachers may also use this resource independently. They can access the informational materials—such as the Navigating Wit & Wisdom's Digital Resources presentation or Section 7: Teaching Module 0—to learn about the curriculum. They can also independently complete the actions, such as the preparation protocols discussed in Session 6: Preparing to Teach the Curriculum.

Educators are encouraged to discuss their work and ideas with colleagues. For example, they might independently complete a task and then compare analyses and results.

HOW TO FIND INFORMATION ABOUT PROFESSIONAL DEVELOPMENT

Wit & Wisdom professional development supports educators’ effective implementation of the curriculum. All professional development sessions also deepen educators’ knowledge, skills, and understanding of the curriculum.

The teacher–writers who developed Wit & Wisdom designed the PD sequence; Wit & Wisdom Fellows lead each session. These Fellows are Wit & Wisdom educators who draw on their experience and expertise to facilitate deep learning about the curriculum and how best to implement it.

Wit & Wisdom PD sessions are designed for new and experienced classroom teachers, literacy coaches, and school leaders. Ideally grade-level teams and professional learning communities attend together so that they can continue learning together after each session. Art and history/social studies content-area teachers, teachers of English learners, and special ed teachers may also want to attend to support and align efforts.

To learn more about professional development sessions, go to https://www.greatminds.org/english/pd or contact pd@greatminds.org.

For other Wit & Wisdom inquiries, contact englishsupport@greatminds.org.
2. KNOWING YOUR PROGRAM COMPONENTS AND RESOURCES

HOW THIS SECTION SUPPORTS IMPLEMENTATION

This section details the program components and how to access them so users get the most out of each resource as they prepare for and implement Wit & Wisdom.

INTRODUCTION

Wit & Wisdom is a comprehensive curriculum that provides materials and resources for teachers and students. In this section, users learn what these components are and how to use them in preparation and implementation. This section provides the following:

- A comprehensive overview of the program components, how to access them, how they support implementation, and their key features
- A link to a slide presentation that demonstrates the special features of the digital Teacher Edition and how to navigate it
- An annotated version of the Module Overview section of the Teacher Edition, highlighting its many informative features

UNDERSTANDING THE PROGRAM COMPONENTS

Wit & Wisdom users can purchase the print version, digital version, or both versions of the curriculum. All users, both print and digital, have access to several free resources. The following table enumerates the different types of users and the specific components they can access.

<table>
<thead>
<tr>
<th>Print Users</th>
<th>Digital Users</th>
<th>All Users</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Edition—print book</td>
<td>The following resources are available to digital purchasers on the Great Minds website, <a href="http://greatminds.org">greatminds.org</a>, after creating a Great Minds account:</td>
<td></td>
</tr>
<tr>
<td>Assessment Pack—print set (30 copies of each assessment)</td>
<td>▪ Student Handouts—image pages in the Teacher Edition</td>
<td>⊂ Implementation Guide</td>
</tr>
<tr>
<td></td>
<td>▪ Assessment Sheets—hyperlinks in the Teacher Edition to PDFs</td>
<td>⊂ Moving Forward with Wit &amp; Wisdom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>⊂ Wit &amp; Wisdom Preparation Protocols</td>
</tr>
<tr>
<td></td>
<td></td>
<td>⊂ Navigating the Wit &amp; Wisdom Digital Resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>⊂ Module 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>⊂ Family Tip Sheets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>⊂ The Art of Wit &amp; Wisdom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ℹ️ Wit &amp; Wisdom Standards Trackers and Question Sets—assessment tools for Grades K–8</td>
</tr>
</tbody>
</table>
The following tables, organized by user type (i.e., all users, print users, digital users), explain specific components of the curriculum and how each supports implementation.

### Free Online Resources

#### Available to All Users, Print and/or Digital

<table>
<thead>
<tr>
<th>Component</th>
<th>Access</th>
<th>Implementation Support</th>
<th>Quick Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Implementation Guide</strong></td>
<td>Downloadable PDF:</td>
<td>Helps users understand what the program is, why it works, and how to use it</td>
<td>Designed to be used by leaders, coaches, and teachers</td>
</tr>
<tr>
<td></td>
<td>• <a href="http://witeng.link/IG">http://witeng.link/IG</a></td>
<td>The best starting place when questions arise about any part of the curriculum</td>
<td>Extensive table of contents allows for quick reference of needed material</td>
</tr>
<tr>
<td><strong>Module 0</strong></td>
<td>Downloadable PDFs:</td>
<td>Helps users prepare for teaching Wit &amp; Wisdom by introducing teachers and students to key lesson components and routines while building a community of readers and writers</td>
<td>Consists of six 50-minute lessons</td>
</tr>
<tr>
<td></td>
<td>• Grades K–2: <a href="http://witeng.link/M0-GK-G2">http://witeng.link/M0-GK-G2</a></td>
<td>Introduces the Content and Craft Stages, as well as the types of questions, practices, and instructional routines students encounter in Modules 1–4</td>
<td>Requires a single copy of the core text, which must be acquired separately for Grades K–2 and 3–5</td>
</tr>
<tr>
<td></td>
<td>• Grades 3–5: <a href="http://witeng.link/M0-G3-G5">http://witeng.link/M0-G3-G5</a></td>
<td></td>
<td>Focuses on building routines and creating a joyful, successful start to the school year</td>
</tr>
<tr>
<td></td>
<td>• Grades 6–8: <a href="http://witeng.link/M0-G6-G8">http://witeng.link/M0-G6-G8</a></td>
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</tr>
<tr>
<td></td>
<td>• Included in the <a href="http://witeng.link/M0-TRP">Wit &amp; Wisdom Teacher Resource Pack</a>, available with a Great Minds account from the Great Minds website</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Family Tip Sheets</strong></td>
<td>Downloadable PDFs:</td>
<td>Inform caregivers about what students are learning through Wit &amp; Wisdom</td>
<td>One per module</td>
</tr>
<tr>
<td></td>
<td>• One Tip Sheet per module for each grade level</td>
<td>Offers caregivers ideas for extending Wit &amp; Wisdom learning outside the classroom</td>
<td>Enhance the school–home connection</td>
</tr>
<tr>
<td></td>
<td>• Included in the <a href="http://witeng.link/M0-TRP">Wit &amp; Wisdom Teacher Resource Pack</a>, available with a Great Minds account from the Great Minds website</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Standards Trackers and Question Sets</strong></td>
<td>Downloadable PDFs:</td>
<td>Standards Trackers&lt;br&gt;Help teachers monitor and document progress on reading standards</td>
<td>Both&lt;br&gt;Contain a preface that describes the resource and tips for use</td>
</tr>
<tr>
<td>• Standards Trackers (Grades K–1, Modules 1–4)</td>
<td>• Available with a Great Minds account from the Great Minds website</td>
<td>Question Sets&lt;br&gt;Offer additional opportunities to assess reading and vocabulary standards</td>
<td>Question Sets&lt;br&gt;Contain ten sets of selected-response and multiple-choice questions per module and an answer key</td>
</tr>
<tr>
<td>• Question Sets (Grades 2–8, Modules 1–4)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Moving Forward with Wit &amp; Wisdom</strong></td>
<td>Downloadable PDF:</td>
<td>Offers informational resources for developing knowledge of Wit &amp; Wisdom’s learning design</td>
<td>Includes suggestions for independent or collaborative use of the resource</td>
</tr>
<tr>
<td></td>
<td>• Available with a Great Minds account from the Great Minds website</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Wit &amp; Wisdom Preparation Protocols</strong></td>
<td>Downloadable PDF:</td>
<td>Provides repeatable protocols for effective module preparation</td>
<td>Includes suggestions for independent or collaborative use</td>
</tr>
<tr>
<td></td>
<td>• Available with a Great Minds account from the Great Minds website</td>
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</tr>
</tbody>
</table>
## Print Resources

### Available to Print Users

<table>
<thead>
<tr>
<th>Component</th>
<th>Access</th>
<th>Implementation Support</th>
<th>Quick Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Edition</td>
<td>Print, spiral-bound book, one per module for each grade level</td>
<td>- Provides preparation and teaching materials for the module</td>
<td>- Module Overview—introduces the module’s goals, assessments, and map of lessons</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Includes a Module Overview, daily lesson plans, and appendices</td>
<td>- Core Lessons</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Used daily as the primary teaching guide</td>
<td>- Detail the teacher and student actions for a 75-minute lesson</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Include informative notes for teachers and suggestions for Alternate Activities, such as Scaffolds and Extensions, for student learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Between 35 and 38 core lessons per module</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Deep Dives</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Detail the teacher and student actions for a 15-minute lesson on a vocabulary or style and conventions topic that aligns with the core lesson</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Included with most core lessons</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Appendices A–E—supply additional teacher resources to build knowledge of text complexity, vocabulary taught in the module, and assessments</td>
</tr>
<tr>
<td>Student Edition (referred to as</td>
<td>Print workbooks, one workbook per module for each grade level</td>
<td>- Includes handouts and graphic organizers where students can record their thinking and work</td>
<td>- Identified in the Teacher Edition in each lesson's Materials list and in the lesson's narrative with an image of the handout</td>
</tr>
<tr>
<td>Student Handouts for digital</td>
<td></td>
<td>- Allows students to keep key learning organized throughout a module</td>
<td>- Labeled with the word <em>Handout</em> followed by the lesson number in which the handout first appears and a letter denoting that handout's order within a lesson (e.g., Handout 2B is introduced in Lesson 2 and is the second handout introduced in that lesson)</td>
</tr>
<tr>
<td>users)</td>
<td></td>
<td></td>
<td>- Student Edition handouts not included in every lesson</td>
</tr>
</tbody>
</table>
### Component Access Implementation Support Quick Facts

**Assessment Pack (referred to as Assessment Sheets for digital users)**
- Print assessment materials (30 copies of each assessment per pack), one pack per module for each grade level
- A class set (30 copies) of the major assessments students complete during a module
- Provides students and teachers with student-facing guidelines and criteria for major written assessments in a module
- Includes student-facing assignments for the following assessments: Focusing Question Tasks (FQTs), New-Read Assessments, Vocabulary Assessments, and End-of-Module (EOM) Tasks
- Labeled with the word Assessment followed by the lesson number in which the assessment first appears (e.g., Assessment 17A is introduced in Lesson 17 and is the first assessment in that lesson)

### Digital Resources Available to Digital Users

<table>
<thead>
<tr>
<th>Component</th>
<th>Access</th>
<th>Implementation Support</th>
<th>Quick Facts</th>
</tr>
</thead>
</table>
| **Teacher Edition** | Digital platform | - Provides preparation and teaching materials for the module
- Includes a Module Overview, daily lesson plans, and appendices
- Used daily as the primary teaching guide
                                                                                                                                                                                                 | - Module Overview—introduces the module’s goals, assessments, and map of lessons
- Core Lessons
  - Detail the teacher and student actions for a 75-minute lesson
  - Include informative notes for teachers and suggestions for Alternate Activities, such as Scaffolds and Extensions, for student learning
  - Between 30 and 38 core lessons per module
- Deep Dives
  - Detail the teacher and student actions for a 15-minute lesson on a vocabulary or style and conventions topic aligned with the core lesson
  - Included with most core lessons
- Appendices A–E—supply additional teacher resources to build knowledge of text complexity, vocabulary taught in the module, and assessments |
### Component Access Implementation Support Quick Facts

<table>
<thead>
<tr>
<th>Component</th>
<th>Access</th>
<th>Implementation Support</th>
<th>Quick Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Handouts</strong></td>
<td>Links within the digital Teacher Edition to image pages for each student handout</td>
<td>▪ Include handouts and graphic organizers where students can record their thinking and work</td>
<td>▪ Linked in the Teacher Edition in each lesson’s Materials list and in the lesson’s narrative, Labeled with the word Handout followed by the lesson number in which the handout first appears and a letter denoting that handout’s order within a lesson (e.g., Handout 2B is introduced in Lesson 2 and is the second handout introduced in that lesson)</td>
</tr>
<tr>
<td><strong>Assessment Sheets</strong></td>
<td>Hyperlinks within the Teacher Edition to individual PDFs for each assessment</td>
<td>▪ Provide students and teachers with student-facing guidelines and criteria for major written assessments in a module</td>
<td>▪ Hyperlinked in the Major Assessments section of the Module Overview in the Teacher Edition, in the Materials list, and in the lesson’s narrative, Student-facing assignments for the following assessments: Focusing Question Tasks, New-Read Assessments, Vocabulary Assessments, and End-of-Module Tasks Labeled with the word Assessment followed by the lesson number in which the assessment first appears (e.g., Assessment 17A is introduced in Lesson 17 and is the first assessment in that lesson)</td>
</tr>
</tbody>
</table>

### NAVIGATING WIT & WISDOM’S DIGITAL RESOURCES

Wit & Wisdom offers several digital products and resources, such as the digital Teacher Edition, which enables users to easily access module and lesson components. [Navigating Wit & Wisdom’s Digital Resources](#) is a recorded presentation with guidance on how to access resources and navigate the digital Teacher Edition, helping users to understand its organization and features and make the most of this version of the curriculum.
MAKING THE MOST OF THE MODULE OVERVIEW

The Module Overview provides an important introduction to each Wit & Wisdom module as a backward-designed, coherent unit of study, rich in content and framed with an Essential Question. The Module Overview familiarizes teachers with the module’s Knowledge Puzzle: its body of knowledge, complex texts, and Learning Goals. The Module Overview has numerous features that teachers can use in preparing and teaching modules. The examples below highlight these features and their purpose.

Module Summary

“This was something Grandma Tilly couldn’t understand—how war promises a boy it can make a man out of him.”

— The River Between Us, Richard Peck

How does war impact people and forever change their lives? Students examine this question in Module 3 through the eyes of young soldiers who experienced the Civil War, and the perspective of a young woman who nearly loses her twin brother to the war. Richard Peck’s historical fiction novel The River Between Us tells the story of the Pruitt family, whose lives are irrevocably changed by the Civil War. Through the eyes of Tilly Pruitt and the firsthand accounts of boy soldiers documented in Jim Murphy’s book, The Boys’ War, students learn about this transformative period of American history.

This module 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 the experiences of slaves 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.

Students investigate the question of the Civil War’s impact on a variety of groups of people, including boy soldiers and a unique subset of free people of color in New Orleans. Students learn how a Northern victory meant freedom, dignity, and equality for many blacks in the North and South, but it also meant destruction of a way of life for free people of color in Louisiana. Students see how the war was for some a way to escape the tedium of farm life and find adventure, while others were called to defend their property and livelihood from Northern “aggressors.” Finally, through careful examination of The River Between Us, students argue whether war leads to mostly positive or mostly negative impacts on the people it touches.

The End-of-Module (EOM) Task directly addresses the module’s Essential Question—How did the Civil War impact people? Students write an opinion essay, expressing their opinion about the impact of the...
Module at a Glance

**ESSENTIAL QUESTION**
How does wind influence people?

**SUGGESTED STUDENT UNDERSTANDING**
- We have five senses: see, hear, smell, taste, and feel.
- Our senses can help us learn about the world and how we know things.
- Texts in literature, science, and art provide many interpretations for readers.
- Words and illustrations work together to tell a story and present information.

**Texts**

**CORE TEXTS**
- *Red Fire, Silver Sky* (see below)
- *Red Fire, Silver Sky* (see below)
- *Real Fire, Silver Fire* (see below)
- *Real Fire, Silver Fire* (see below)

**CORE TEXTS (Texts)**
- *Chicka Chicka Boom Boom* by Bill Martin Jr. and John Archambault (Illustrator: Lois Ehlert)
- *Last Stop on Market Street* by Matt de la Peña (Illustrator: Christian Robinson)

**SUPPLEMENTARY TEXTS**
- "Great Impressions: Childless Encyclopedias"
- "The Harpers' Renaissance" by Ryan Brown

**Module Learning Goals**

**Knowledge Goals**
- Wind force varies in intensity.
- People can experience a range of feelings, including joy, anger, fear, jealousy, guilt, loneliness, and sadness.
- Wind is a force of nature.

**Reading Goals**
- Identify basic similarities and differences between two texts on the same topic. (RL.1.5)
- Differentiate between information provided by pictures and information provided by words in a text. (RL.1.3)
- Explain major differences between books that tell stories and books that give information. (RL.1.5)
- Identify and interpret words and phrases that relate to senses and emotions. (RL.1.4)
- Ask and answer questions about the meaning of unknown words. (RL.1.4)

**Writing Goals**
- Write narrative pieces that recount two or more sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. (RL.1.3)
- Use details in writing that include sensory and feelings words, including adjectives in a narrative to describe wind and how characters feel. (RL.1.5, RL.1.6)
- Participate in shared research by collecting evidence about what the wind does in a hurricane for an informative paragraph (W.1.2, W.1.5).

**Speaking & Listening Goals**
- Ask questions to clear up any confusion about topics and texts under discussion. (SL.1.1c)
- Ask and answer questions about what a speaker says to clarify something or to gather more information. (SL.1.1c)
- Listen for a new idea.

**Language Goals**
- Use frequently occurring adjectives to provide detail. (L.1.1b)
- Use context clues, including word parts and images from the text, to determine the meaning of...
Module in Context

- **Knowledge:** This study builds on Modules 1 and 2 as students continue to explore different facets of human experience in societal contexts. In Module 1, students read stories of individuals developing their identities in the context of the rigidly hierarchical medieval society. In Module 2, students examined the experience of individuals in the context of World War II. In Module 3, the focus shifts from the individual experience to the idea of humanity in society and the power of words to influence our thoughts, feelings, and behavior.

- **Reading:** Students deepen their close and analytical reading skills they developed in prior modules by analyzing the techniques writers use, through their written words, as well as oral and video presentations, to inspire, uplift, persuade, manipulate, or control their audiences. This exploration encompasses a broad variety of texts, including poems, speeches, advertisements, and arguments. In studying the core text, George Orwell’s *Animal Farm*, students identify similar uses of language by the novel’s characters, and they analyze how Orwell develops the characters’ perspectives to identify the novel’s powerful themes about language, power, and the rise of dictatorships. Students also consider the novel’s allegorical meaning as they compare its plot developments with the real-life events that it is based on—the Soviet revolution and the rise of Stalinism.

- **Writing:** Students build on the descriptive and figurative writing they learned while practicing narrative writing in Module 1, and they continue experimenting with narrative writing techniques to inspire readers. The structures and techniques students developed with informative writing in Module 2 serve as foundational building blocks for writing effective arguments in Module 3.

- **Speaking and Listening:** Students extend their speaking and listening skills in three Socratic Seminars about *Animal Farm* and the supplementary texts by asking for elaboration on key points, listening for off-topic responses, and evaluating arguments.
### Standards

#### FOCUS STANDARDS

<table>
<thead>
<tr>
<th>Reading Literature</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.3.1</td>
<td>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
</tr>
<tr>
<td>RL.3.2</td>
<td>Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading Informational Text</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.3.1</td>
<td>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
</tr>
<tr>
<td>RI.3.2</td>
<td>Determine the main idea of a text; recount the key details and explain how they support the main idea.</td>
</tr>
</tbody>
</table>

#### CONTINUING STANDARDS

<table>
<thead>
<tr>
<th>Reading Literature</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.2.10</td>
<td>By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading Informational Text</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>RI.2.10</td>
<td>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>L.2.6</td>
<td>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</td>
</tr>
</tbody>
</table>

Lists the module’s Focus Standards. While the module’s lessons may include other standards, the Focus Standards are taught and practiced multiple times and assessed in at least one of the module’s major assessments. For more on Wit & Wisdom’s approach to standards selection, see pages 77 of the Implementation Guide.

Lists the module’s Continuing Standards, which represent broad end-of-year goals that cannot be assessed in a single task.
Describes each of the major assessments in the module: Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and End-of-Module Task. These multiple forms of assessment provide students with opportunities to demonstrate their learning throughout the module. For more on the types of assessments, see pages 50–53 of the Implementation Guide.

Specifies how each assessment contributes to the knowledge and skills that students will apply to the End-of-Module Task.

The digital Teacher Edition provides hyperlinks to student-facing descriptions of major assessments.

Describes the summative End-of-Module Task, in which students demonstrate their synthesis of knowledge and skills from the module.

The digital Teacher Edition provides hyperlinks to student-facing descriptions of major assessments.
Provides an overview of lesson-level and sequential learning for the entire module. This chart identifies the text(s), Content Framing Question, Craft Questions, and Learning Goals for each lesson.

Shows the Focusing Question for each arc, or group, of lessons that build toward the Focusing Question Task.

Indicates where major assessments occur in the module.

Lists the text(s) for each lesson.
3. SETTING IMPLEMENTATION GOALS

HOW THIS SECTION SUPPORTS IMPLEMENTATION

This section explains the purpose of setting annual implementation goals and offers guidance on how to do so.

INTRODUCTION

As with any curricular implementation, it is essential to set yearly goals for Wit & Wisdom and a strategy to meet those goals. Setting goals helps ensure the following:

- **Expectations for the implementation year are realistic and appropriate.** Many curricular initiatives fail and are abandoned because the district, school leaders, or classroom teachers have unrealistic expectations for implementation, particularly in the first year. Setting realistic goals ensures that stakeholders know what to expect and plan for each year.

- **Success can be appropriately assessed.** Measurable goals help schools and educators understand and evaluate their progress.

- **Professional development and planning time are used effectively.** Improvements in teaching and student learning are greatest when educators plan professional development, PLC meetings, grade-level meetings, or individual teacher work time with goals in mind.

- **Purposeful reflection determines next steps.** As described in Section 9 of this resource, regular reflection is an important part of an implementation cycle. Tying reflection to implementation goals allows educators to purposefully determine next steps.

Setting goals is key to implementing a rigorous, high-quality curriculum such as Wit & Wisdom, which has a complex, integrated learning design and high expectations for teachers and students. Because of the curriculum's complexity, successful implementation takes approximately three years.

Before this three-year mark, implementation—especially in the first year—can be challenging as educators learn the following:

- Wit & Wisdom's framework and approaches to reading, writing, speaking and listening, and knowledge building—approaches that may be markedly different from those they have used in the past

- How to use Wit & Wisdom's backward-design approach to support student success on performance-based assessments

- How to prepare to teach modules, Focusing Question arcs, and lessons, which requires a great deal of teacher knowledge and decision-making for success

- How to pace lessons

- How to support students who are new to grade-level complex texts and rigorous academic work
However, when supported with careful implementation goals and strategies, the initial struggle educators experience is a productive one. Teachers and leaders learn much about strategic planning and decision-making, ways to support and challenge all learners, and the capabilities of their students. Many teachers have reported that their first year with Wit & Wisdom, although challenging, helped them reimagine themselves as educators, embrace the joy of rigor, and ultimately become more accomplished and effective.

**SETTING GOALS IN THE FIRST YEAR**

In the first year, it is most productive to focus implementation goals on two key areas: understanding the curriculum components and learning to prepare instruction strategically. In fact, meeting these goals should be the priority throughout implementation, regardless of the year. Consider the following when setting your goals:

- Understanding the curriculum components
  - Content Stages and Content Framing Questions
  - Craft Stages and Craft Questions
  - Knowledge building
  - Reading
  - Writing
  - Speaking and listening
  - Fluency
  - Vocabulary
  - Style and Conventions
  - Visual art
  - Standards alignment
  - Core Practices
  - Assessment

- Preparing strategically
  - Analyzing a module’s backward design using the Module Study Protocol
  - Orienting teachers and students to the instructional design and key routines by teaching Module 0, an abbreviated set of lessons to teach at the beginning of the school year
  - Analyzing the knowledge and skills taught throughout an arc of lessons by engaging with the Focusing Question Arc Study Protocol
  - Examining the role of each lesson element through lesson analysis
  - Leveraging resources such as the Module Overview, the module’s appendices, and the Implementation Guide
  - Pacing
  - Analyzing student progress and performance
  - Collaborating with grade-level teams to prepare instruction
  - Collaborating with a broader Wit & Wisdom network, for example, through social media
In setting goals, it may also be helpful to reflect on the experiences of educators who have completed their first year of implementation. These educators consistently report the following results:

- **Stronger academic discourse**—Educators express amazement at the rich academic conversations in Wit & Wisdom classrooms. Many are impressed by vocabulary development as well as the transformative experience of Socratic Seminars, student-led discussions of thought-provoking questions.

- **Heightened use of evidence**—Students regularly support their written and spoken ideas with textual evidence, both spontaneously and when prompted.

- **Growth in student knowledge**—Students are building deep knowledge of and interest in module topics. Many feel inspired to continue learning in other academic settings and even after a module ends.

- **High levels of student engagement**—Learners at all levels are markedly more excited about English Language Arts and look forward to their work.

- **Growth by students with Individualized Educational Plans (IEPs)**—With Wit & Wisdom, all students—regardless of their learning challenges—read the same texts and learn the same rich content. Additionally, they have a variety of written and oral opportunities to express the knowledge they have built. Accordingly, it is not surprising that many schools report that students with IEPs have made especially great strides.

- **Improved ability to compare texts**—Studying a curated collection of literary and informational texts provides authentic opportunities to compare perspectives, the basis of CCSS R.9. Wit & Wisdom students often surprise their teachers with unprompted insights, meeting the true intent of the standard.

- **Wonder Stage transfer**—Across disciplines, students initiate their work with complex texts by noticing and wondering about their content and form. As they become increasingly familiar with this practice, students apply previous knowledge, independently identify text features, and develop important questions based on their observations.

Setting goals can and should occur at many levels: at the district, school, grade, and classroom levels; among administrators; in grade-level teams; and by individual teachers.
4. STUDYING THE IMPLEMENTATION GUIDE

HOW THIS SECTION SUPPORTS IMPLEMENTATION

This section helps educators conduct a targeted study of the Implementation Guide, a key resource in understanding the learning design of the curriculum. This section identifies discrete segments of the guide to read, aligning the segments with topics critical to implementation success and providing study questions and actions that support understanding and application of the reading.

INTRODUCTION

The Wit & Wisdom Implementation Guide is a comprehensive resource that explains what the curriculum is, why it works, and how to implement it. It provides information to help Wit & Wisdom users understand the curriculum’s approach and learn key strategies for preparation and implementation.

Like many comprehensive resources, the Implementation Guide can be overwhelming if read all at once rather than in strategically selected sections. The following action table offers ideas for how to align study of the Implementation Guide with specific implementation needs or goals.

IMPLEMENTATION GUIDE STUDY QUESTIONS AND ACTIONS

Purpose

The purpose of this section is to analyze

▪ Wit & Wisdom’s learning design, rationale, and impact;
▪ specific instructional approaches; and
▪ classroom applications.

Materials

▪ Implementation Guide
▪ Other materials as indicated in the chart beginning on page 24
Steps

- Using the first column of the chart beginning on page 24, choose an implementation need or topic of interest. For example, choose one aligned to an implementation goal.
  - Each topic helps educators understand or prepare for modules or lessons. You may study all the topics in the order listed, or you might choose to focus on a single topic. Each topic and its related questions and actions can stand on their own.
  - It helps to repeat many of the questions and actions. For example, you might want to complete the Meeting Student Needs study questions and actions several times over the course of the year.

- Read and analyze the applicable sections of the Implementation Guide, using annotation, notes, or a graphic organizer.

- Apply the suggested study questions or actions from the last column.

- Decide on a format for study. The Implementation Guide study questions are designed to be used in a variety of settings, from teachers working independently to collaboration.
  - If you use the questions in a collaborative setting, such as a faculty or PLC meeting, consider using one or more of the following structures:
    - **Assign pre-reading.** Before the meeting, have teachers read relevant sections of the Implementation Guide.
    - **Celebrate successes and reflect on challenges.** Open the meeting by having teachers share their successes and challenges since the last Wit & Wisdom meeting. Note the challenges and, before concluding the meeting, brainstorm ways that studying the Implementation Guide might address those challenges. In future meetings, track progress in addressing them.
    - **Explore the Implementation Guide.** Using the guidance in the chart below, have teachers share their reflections on the sections of the guide they read before the meeting.
    - **Apply the Implementation Guide.** Using the guidance in the chart, have teachers apply their learning to some aspect of their practice with Wit & Wisdom.
    - **Reflect.** End with teachers reflecting on their learning or sharing their ideas from their application.

The following table enumerates topics critical to implementation success. It is not meant to be comprehensive. Other essential aspects of the curriculum are addressed extensively in other sections of this resource. For example, Section 5: Understanding the Content Stages and Content Framing Questions addresses reading. Users might collaborate to design additional study questions and actions.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Relevant Implementation Guide Sections and Other Materials Needed</th>
<th>Suggested Study Questions and Actions</th>
</tr>
</thead>
</table>
| **Learning Design**   | ▪ Getting Started with Wit & Wisdom  
|                       |   ▪ Learning Design (16–29)  
|                       |   ▪ Module Design (29)  
|                       |   ▪ Module Topics and EOM Task Writing Types (30)  
|                       | ▪ Using evidence from your reading, brainstorm ways to leverage elements of Wit & Wisdom’s design to provide additional support for your students. For example, consider spending more time at the Organize Stage before moving on to Reveal work. Or, to support English learners, consider adding the Deep Dive words to a Word Wall with images.  
|                       | ▪ Consider how an element of Wit & Wisdom’s learning design has supported one or more students in your classroom. How might you adjust your lesson preparation or teaching to maximize the support this element provides?  |
| **Lesson Design**     | ▪ Getting Started with Wit & Wisdom  
|                       |   ▪ Lesson Design (31–32)  
|                       |   ▪ Lesson Features (33–36)  
|                       |   ▪ Lesson Preparation (36–37)  
|                       | ▪ What new insights do you have about lessons and lesson preparation after reading this section?  
|                       | ▪ How might you adjust your lesson preparation or teaching in response to those insights?  |
| **Writing**           | ▪ Going Deeper with Wit & Wisdom  
|                       |   ▪ Writing (57–60)  
|                       | ▪ Resources  
|                       |   ▪ Writing Models (114–119)  
|                       |   ▪ Writing Rubrics (120–146)  
|                       | Bring the following materials:  
|                       |   ▪ Teacher Edition  
|                       |   ▪ Low, medium, and high student responses to an informal writing task  
|                       | ▪ Based on your reading of Writing (57–60), consider this question: What is Wit & Wisdom’s approach to writing?  
|                       | ▪ Consider how you have been using or could use the Analyze lesson sections and Appendix C to assess writing and plan instruction.  
|                       | ▪ Evaluate the sample student responses using information from the lesson’s Analyze section and/or the appropriate writing rubric, focusing on both strengths and areas for growth.  
|                       | ▪ Plan instruction based on your evaluation of the student writing samples. Look at upcoming lessons to determine where you can add this instruction.  
<p>|                       | ▪ For school-wide groups, look at the writing models and rubrics across the grades included in Resources (114–146). What do you notice about the progression? Why is this significant?  |</p>
<table>
<thead>
<tr>
<th>Topic</th>
<th>Relevant Implementation Guide Sections and Other Materials Needed</th>
<th>Suggested Study Questions and Actions</th>
</tr>
</thead>
</table>
| Assessment | • Getting Started with Wit & Wisdom  
  ▪ Assessment (28–29)  
  • Going Deeper with Wit & Wisdom  
  ▪ Assessment (50–53)  
  Bring the following materials:  
  ▪ Teacher Edition  
  ▪ Low, medium, and high student responses to a formal assessment | • What assessments have your students completed so far? What has gone well? What has been challenging?  
 • Read the two Assessment sections, highlighting or annotating information that explains successes or that could help with challenges.  
 • Consider how you have been using or could use the lessons’ informal assessments—Checks for Understanding (CFUs)—to assess student progress and make instructional decisions.  
 • Evaluate one of your student responses to a formal assessment using resources included in your module, such as the Assessment Sheet, the assessment checklist, or the Appendix C sample response. If working with a group, compare evaluations to work toward a common understanding of expectations.  
 • Plan instruction based on your evaluation. Look at upcoming lessons to determine where you can add this instruction.  
 • As time permits, evaluate additional examples of student assessment responses and plan instruction accordingly.  
 • Reflect on how this work aligns with the assessment principles from the Implementation Guide (50). |
### Knowledge Building

<table>
<thead>
<tr>
<th>Relevant Implementation Guide Sections and Other Materials Needed</th>
<th>Suggested Study Questions and Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Introduction&lt;br&gt;▪ Research in Action (10–11)</td>
<td>▪ Read Building Knowledge through Complex Texts (19–23), highlighting or annotating information that helps you understand Wit &amp; Wisdom’s approach to knowledge building in the modules.</td>
</tr>
<tr>
<td>▪ Getting Started with Wit &amp; Wisdom&lt;br&gt;▪ Building Knowledge through Complex Texts (19–23)&lt;br&gt;▪ Knowledge Journal (44)</td>
<td>▪ Think of your students’ needs when accessing complex texts. Then, read Research in Action (10–11), highlighting or annotating information that relates to the student needs you identified.</td>
</tr>
<tr>
<td>Bring the following materials:</td>
<td>▪ Based on your reading, consider this question: How does building knowledge on a topic throughout a module support your students’ needs?</td>
</tr>
<tr>
<td>▪ Teacher Edition—current or upcoming module</td>
<td>▪ Read the Suggested Student Understandings and Knowledge sections from the Module in Context in the Module Overview of a current or upcoming module. Consider these questions:</td>
</tr>
<tr>
<td></td>
<td>▪ Why does the knowledge in this module matter?</td>
</tr>
<tr>
<td></td>
<td>▪ What will resonate with your students, and why?</td>
</tr>
<tr>
<td></td>
<td>▪ How might you highlight the knowledge in this module?</td>
</tr>
<tr>
<td></td>
<td>▪ Read the Knowledge Journal (44) section of the Implementation Guide. Then, review a Know lesson from your module (located by using the Module Map in the Module Overview). Consider these questions:</td>
</tr>
<tr>
<td></td>
<td>▪ How do the activities in this Know lesson help students build knowledge?</td>
</tr>
<tr>
<td></td>
<td>▪ Why is the learning in this lesson important for the module, as well as beyond the module?</td>
</tr>
<tr>
<td>Topic</td>
<td>Relevant Implementation Guide Sections and Other Materials Needed</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Visual Art    | ▪ Going Deeper with Wit & Wisdom  
  ▪ Visual Art (69–71)  
  Bring the following materials:  
  ▪ Teacher Edition—current and upcoming modules | ▪ Reflect on the visual art lesson(s) you have taught so far.  
  ▪ What might explain some of the successes you’ve had with visual art lessons?  
  ▪ What might explain some of the challenges?  
  ▪ If you haven’t yet taught any visual art lessons, what makes you excited about teaching them? What concerns do you have?  
  ▪ Read Visual Art (69–71), highlighting or annotating information that explains the knowledge and skill building that occurs through the study of visual art.  
  ▪ How will the study of visual art contribute to your students’ learning and growth in the ELA classroom? In the world?  
  ▪ What information might extend your understanding of successes and challenges thus far?  
  ▪ If you haven’t yet taught a visual art lesson, how does the information affect your reflection of doing so?  
  ▪ Review a lesson from your module that uses a visual artwork that you have not yet taught. (Locate a lesson by using the Texts column in the Module Map of the Module Overview.) How does the lesson embody the guidance in the Visual Art section of the Implementation Guide? For example, consider these questions:  
  • How are the Content Stages used to guide students in viewing this visual artwork?  
  • How does viewing this visual artwork enhance students’ knowledge in this module?  
  • Why will studying this and other visual artworks benefit your students?  
  • What art vocabulary will students develop during the lesson?  
  • How can you encourage students to turn to the visual artwork as evidence when discussing or writing about the art? |
<table>
<thead>
<tr>
<th>Topic</th>
<th>Relevant Implementation Guide Sections and Other Materials Needed</th>
<th>Suggested Study Questions and Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting Student Needs</td>
<td>- Going Deeper with <em>Wit &amp; Wisdom</em> (47–69)</td>
<td>- Think of two students or types of learners in your class you particularly want to reach this year with <em>Wit &amp; Wisdom</em>. For each student, briefly list some of his or her needs.</td>
</tr>
<tr>
<td></td>
<td>- Getting Started with <em>Wit &amp; Wisdom</em></td>
<td>- Examine Going Deeper (47–69) and identify one element of <em>Wit &amp; Wisdom</em> that you believe will be especially instrumental in meeting these students’ needs. Take notes on evidence that supports your selection, referring to the student characteristics. Consider what changes, if any, you need to make to your teaching practice to enhance this element.</td>
</tr>
<tr>
<td></td>
<td>- Meeting Student Needs (23–28)</td>
<td>- Read Meeting Student Needs (23–38) with those students in mind, highlighting or annotating curricular elements or strategies that might provide the needed support.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Analyze your upcoming lessons for times when you could emphasize a certain aspect of a lesson, provide a scaffold, or differentiate for such students.</td>
</tr>
<tr>
<td>Logistics</td>
<td>- Getting Started with <em>Wit &amp; Wisdom</em></td>
<td>- Read Setting up a <em>Wit &amp; Wisdom</em> Classroom (43–45). Consider these questions:</td>
</tr>
<tr>
<td></td>
<td>- Setting up a <em>Wit &amp; Wisdom</em> Classroom (43–45)</td>
<td>- What does the journal system look like in your classroom? How is this system currently working for you and your students?</td>
</tr>
<tr>
<td></td>
<td>- Sharing <em>Wit &amp; Wisdom</em> with Families (45–46)</td>
<td>- Based on your reading and reflections, how might you adjust your journal system to solve any logistical or organizational challenges you might be facing?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Consider streamlining journal work so that journals are a useful tool for recording thinking but do not require a significant amount of time for upkeep or recording information. For example, instead of having students copy vocabulary definitions, consider providing typed definitions for students to place into their journals.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Read Sharing <em>Wit &amp; Wisdom</em> with Families (45–46). How can you apply these ideas to involve families in their students’ learning?</td>
</tr>
<tr>
<td>Resources</td>
<td>- Resources</td>
<td>For each area of focus—Volume of Reading, Socratic Seminar, and instructional routines—consider these questions:</td>
</tr>
<tr>
<td></td>
<td>- Volume of Reading Guidance (89)</td>
<td>- What successes and challenges have you experienced in this area?</td>
</tr>
<tr>
<td></td>
<td>- Socratic Seminar Guidance (89–95)</td>
<td>- How can information from the relevant Implementation Guide section support your instruction?</td>
</tr>
<tr>
<td></td>
<td>- Instructional Routines (96–109)</td>
<td>For example, if focusing on instructional routines, you might decide that you could use a Mix and Mingle instead of a Think–Pair–Share if students need to move and there is time in a lesson. Or, if focusing on Socratic Seminar, you might consider distributing recommended questions to scaffold participation.</td>
</tr>
</tbody>
</table>
5. UNDERSTANDING THE CONTENT STAGES AND CONTENT FRAMING QUESTIONS

HOW THIS SECTION SUPPORTS IMPLEMENTATION

This section helps educators develop a deep understanding of a fundamental aspect of Wit & Wisdom’s learning design—its unique process for reading complex texts. It provides two activities to help educators understand the process, its alignment to standards, and its execution in actual lessons.

INTRODUCTION

Wit & Wisdom’s process for reading complex texts uses a sequence of five Content Stages, which provide students with a flexible yet predictable process for accessing, understanding, and analyzing complex texts. Each of the five Content Stages—Wonder, Organize, Reveal, Distill, and Know—sets a distinct purpose for students’ reading.

Each Content Stage has an accompanying Content Framing Question that shapes each lesson and focuses students’ exploration of a text. Through repeated application of the stages and questions, students develop habits of mind they can use to access and deeply understand texts in multiple academic contexts.

In the lessons, students access, understand, and analyze complex texts at each Content Stage through a variety of instructional routines, classroom procedures that provide students with a structured approach to thinking about a topic, question, or idea. (For more on instructional routines, see page 96 of the Implementation Guide.)

The following actions are designed to foster a deeper understanding of the Content Stages and Content Framing Questions:

- Analyzing the Content Stages
- Examining the Content Stage Progression

ANALYZING THE CONTENT STAGES

Purpose

- To deepen understanding of the Content Stages
- To discern how the Content Stages connect to the standards
Materials

- Reading Scope and Sequence section of the Implementation Guide (78)
- Text of the CCSS for appropriate grade level(s)

Steps

- Read the chart below. It identifies each Content Stage, a typical version of its associated Content Framing Question, the type of thinking and action each stage requires of readers, and examples of instructional routines and Core Practices that a lesson might use at each stage.

- After reading the information in the first four columns, highlight or underline key words and phrases that capture the essence of each stage.

- Using information from the Reading CCSS Scope and Sequence section of the Implementation Guide, and your grade-level standards, think through how each Content Stage focuses on the thinking and learning required by specific standards. Record observations in the last column.

<table>
<thead>
<tr>
<th>Content Stage</th>
<th>Content Framing Question</th>
<th>Description of Thinking and Actions</th>
<th>Instructional Routines and Core Practices</th>
<th>Standards Alignment and Specific Skills Instruction</th>
</tr>
</thead>
</table>
| Wonder        | What do I notice and wonder about this text? | Read the text with curiosity and attention, and ask key questions about what is read. | ▪ Complete a Notice and Wonder T-Chart.  
▪ Annotate the text with observations and questions.  
▪ Write a series of statements using the following sentence frame: I noticed _____, and that makes me wonder _____.
|               |                          |                                    |                                          |                                                   |
| Organize      | What is happening in this text? | Organize thinking on what the text is about to demonstrate literal comprehension of a text. | ▪ Literary Text  
□ Create a story map by charting the characters, setting, problem, attempts to solve the problem, and solution.  
□ Complete Literary Dominos by recording (in words or visuals) important events in a specific order.  
□ Sketch images that convey ideas.  


▪ Informational Text  
□ Write a brief summary of the text.  
□ Complete a Boxes and Bullets graphic organizer by stating key details in bullet-point form under a main idea written in a box.  
□ Make a timeline of major events.  
<p>|</p>
<table>
<thead>
<tr>
<th>Content Stage</th>
<th>Content Framing Question</th>
<th>Description of Thinking and Actions</th>
<th>Instructional Routines and Core Practices</th>
<th>Standards Alignment and Specific Skills Instruction</th>
</tr>
</thead>
</table>
| Reveal        | What does a deeper exploration of [textual element] reveal in this text? | Go deeper into the text to explore an element of the author’s craft, analyze the text's structure and its implicit meaning, or attend to another unique feature of the text. | ▪ Analyze the element by annotating and interpreting the significance of the element.  
▪ Write a paragraph analyzing the significance of the element, including evidence to support that analysis.  
▪ Make a table or graphic organizer to document the effects the element has on the text’s meaning, including evidence to support each effect listed in the table. | |
| Distill       | What is the essential meaning of this text? | Synthesize an understanding of a text's elements to discern the full impact of the elements studied, be it in an essential meaning, a central idea, a central message, or a theme. Seek to understand the text as a sum of its parts, with the goal of achieving a profound understanding of the whole work. | ▪ Complete a Quick Write that explains the essential meaning(s) of the text and provides details that support the choice.  
▪ Jot a list of significant details (e.g., problem and solution, changes in character, language patterns) and posit the essential meaning(s) that unifies most of these details. | |
| Know          | How does this text(s) build my knowledge of [topic]? | Consider the text or texts in the context of previous knowledge and new learning. Examine the impact of the text on knowledge, and articulate the transferable knowledge and skills acquired while studying a text. | ▪ Complete a Quick Write that explains what the text teaches you about the world, how your understanding of specific ideas (e.g., justice, persistence) has grown, and/or what skills you used to understand the text.  
▪ Compare and contrast what you learned from the text with another text on a related topic. | |
EXAMINING THE CONTENT STAGE PROGRESSION

Purpose

- To deepen understanding of how the Content Stages support authentic reading and understanding
- To analyze how the Content Stages organize reading and learning within each module

Materials

- Content Stage Progression tables (on page 33)
- Current grade-level module(s)

Steps

- Review the tables on page 33. Each table shows a sequence of five lessons from a specific module, the text(s) that are the focus of that lesson, the Content Stage, and the Content Framing Question. The tables are ordered from Kindergarten through Grade 8. As the tables show, even though the Content Stages are frequently experienced in a certain order—Wonder, Organize, Reveal, Distill, Know—by intentional design, lessons do not always take students through the stages in this exact order for each text.

- For each grade, pay attention to the text or the section read, the Content Stage and Content Framing Question for that lesson, and the progression across the five lessons.

- Determine what might account for the progression. Consider the following:
  - The types of support readers at a specific grade level might need. For example, why might lessons in the early grades often take students through all five stages with each text while those in the upper grades may use a different pattern?
  - The nature of the text, including its length, genre, and complexity, and how that might affect the application and sequencing of Content Stages. For example, what might it signal about a text if there are two consecutive Organize lessons?
  - Whether the text is core or supplementary and why various texts are used in the broader context of the module. For example, does the text seem to be used to explore the Essential Question or to build background knowledge for understanding other texts?

- Choose a module from your grade level.
  - Using the Module Map, select a five-lesson sequence in the module.
  - Analyze the Content Stage progression across these five lessons, considering the nature of the text(s) involved and the needs of readers at that grade level. Note the rationale for the progression.

- Select another five-lesson sequence from the same module, and analyze another Content Stage progression. Record the rationale for the progression. Repeat this action as needed throughout the remaining lessons in the module to develop a deeper understanding of the Content Stages.

- Reflect on your learning: What new insights do you have about the Content Stages? How might this learning be applied to your preparation or teaching of lessons?
### Kindergarten Module 3 Lessons 22–26

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text(s)</th>
<th>Content Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td><em>Now &amp; Ben</em></td>
<td>Wonder: What do I notice and wonder about <em>Now &amp; Ben</em>?</td>
</tr>
<tr>
<td>23</td>
<td><em>Now &amp; Ben</em></td>
<td>Organize: What is happening in <em>Now &amp; Ben</em>?</td>
</tr>
<tr>
<td>24</td>
<td><em>Now &amp; Ben</em></td>
<td>Reveal: What does a deeper exploration of the words and illustrations reveal in <em>Now &amp; Ben</em>?</td>
</tr>
<tr>
<td>25</td>
<td><em>Now &amp; Ben</em></td>
<td>Distill: What is the essential meaning of <em>Now &amp; Ben</em>?</td>
</tr>
<tr>
<td>26</td>
<td><em>Now &amp; Ben</em></td>
<td>Know: How does <em>Now &amp; Ben</em> build my knowledge?</td>
</tr>
</tbody>
</table>

### Grade 1 Module 4 Lessons 1–5

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text(s)</th>
<th>Content Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td><em>Cinderella</em></td>
<td>Wonder: What do I notice and wonder about <em>Cinderella:</em></td>
</tr>
<tr>
<td>3</td>
<td><em>Cinderella</em></td>
<td>Organize: What is happening in <em>Cinderella:</em></td>
</tr>
<tr>
<td>4</td>
<td><em>Cinderella</em></td>
<td>Organize: What is happening in <em>Cinderella:</em></td>
</tr>
<tr>
<td>5</td>
<td><em>Cinderella</em></td>
<td>Reveal: What does a deeper exploration of the characters reveal in <em>Cinderella:</em></td>
</tr>
</tbody>
</table>

### Grade 2 Module 2 Lessons 26–30

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text(s)</th>
<th>Content Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td><em>John Henry</em></td>
<td>Organize: What’s happening in <em>John Henry</em> by Lester?</td>
</tr>
<tr>
<td>30</td>
<td><em>John Henry</em></td>
<td>Reveal: What does a deeper exploration of a comparison between the two versions reveal in the <em>John Henry</em> texts?</td>
</tr>
</tbody>
</table>

### Grade 3 Module 3 Lessons 1–5

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text(s)</th>
<th>Content Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><em>Grandfather’s Journey</em></td>
<td>Wonder: What do I notice and wonder about <em>Grandfather’s Journey</em>:</td>
</tr>
<tr>
<td>2</td>
<td><em>Grandfather’s Journey</em></td>
<td>Organize: What’s happening in <em>Grandfather’s Journey</em>:</td>
</tr>
<tr>
<td>3</td>
<td><em>Grandfather’s Journey</em></td>
<td>Reveal: What does a deeper exploration of <em>Grandfather’s Journey</em> reveal in <em>Grandfather’s Journey</em>:</td>
</tr>
<tr>
<td>4</td>
<td><em>Grandfather’s Journey</em></td>
<td>Reveal: What does a deeper exploration of point of view reveal in <em>Grandfather’s Journey</em>:</td>
</tr>
<tr>
<td>5</td>
<td><em>Grandfather’s Journey</em></td>
<td>Reveal: What does a deeper exploration of word choices reveal about *Grandfather’s character in <em>Grandfather’s Journey</em>:</td>
</tr>
<tr>
<td>Grade 4 Module 3 Lessons 1–5</td>
<td>Lesson</td>
<td>Text(s)</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>George vs. George: The American Revolution as Seen from Both Sides</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>George vs. George: The American Revolution as Seen from Both Sides</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>George vs. George: The American Revolution as Seen from Both Sides</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>“Massacre in King Street” (a supplemental text about the Boston Massacre)</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>The Boston Massacre</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 5 Module 3 Lessons 17–21</th>
<th>Lesson</th>
<th>Text(s)</th>
<th>Content Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>17</td>
<td>The River Between Us, chapters 1–2</td>
<td>Organize: What’s happening in chapters 1 and 2 of The River Between Us?</td>
</tr>
<tr>
<td>18</td>
<td>18</td>
<td>The River Between Us, chapter 3</td>
<td>Reveal: What does a deeper exploration of point of view reveal in chapter 3 of The River Between Us?</td>
</tr>
<tr>
<td>19</td>
<td>19</td>
<td>The River Between Us, chapter 4</td>
<td>Reveal: What does a deeper exploration of Delphine and Calinda reveal in chapter 4 of The River Between Us?</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>The River Between Us, chapter 5</td>
<td>Reveal: What does a deeper exploration of Tilly’s point of view reveal in chapter 5 of The River Between Us?</td>
</tr>
<tr>
<td>21</td>
<td>21</td>
<td>The River Between Us, chapter 6</td>
<td>Reveal: What does a deeper exploration of metaphors in chapter 6 of The River Between Us reveal about characters and events?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 6 Module 3 Lessons 1–5</th>
<th>Lesson</th>
<th>Text(s)</th>
<th>Content Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Blood on the River, chapter 1</td>
<td>Wonder: What do I notice and wonder about Blood on the River?</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Blood on the River, chapters 1–3</td>
<td>Organize: What’s happening in chapters 1–3 of Blood on the River?</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>Blood on the River, chapters 4–6</td>
<td>Organize: What’s happening in chapters 4–6 of Blood on the River?</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>Blood on the River, chapters 7–8</td>
<td>Reveal: What does a deeper exploration of characterization reveal in Blood on the River?</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>Blood on the River, chapters 9–10</td>
<td>Distill: What are the emerging big ideas in chapters 9–10 of Blood on the River?</td>
</tr>
</tbody>
</table>
### Grade 7 Module 4 Lessons 1–5

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text(s)</th>
<th>Content Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fever 1793, chapters 1–2</td>
<td>Wonder: What do I notice and wonder about <em>Fever 1793</em>?</td>
</tr>
<tr>
<td>2</td>
<td>Fever 1793, chapters 3–4</td>
<td>Organize: What is happening in <em>Fever 1793</em>?</td>
</tr>
</tbody>
</table>
| 3      | An American Plague, chapter 1  
Fever 1793, chapters 1–4 | Organize: What is happening in *An American Plague* and *Fever 1793*? |
| 4      | An American Plague, chapter 2  
Fever 1793, chapter 5 | Organize: What is happening in *An American Plague* and *Fever 1793*? |
| 5      | An American Plague, chapters 1–2  
Fever 1793, chapters 1–6 | Reveal: What does a deeper exploration of character reveal about society and social class in *Fever 1793*? |

### Grade 8 Module 2 Lessons 1–5

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Text(s)</th>
<th>Content Stage</th>
</tr>
</thead>
</table>
| 1      | “The War to End All Wars”  
“The Peace President Goes to War” | Wonder: What do I notice and wonder about “The War to End All Wars” and “The Peace President Goes to War”? |
| 2      | “The War to End All Wars”  
“The Peace President Goes to War” | Organize: What is happening in the two articles about World War I? |
| 3      | “The Teenage Soldiers of World War One” | Reveal: What does a deeper exploration of the experiences of British teenage soldiers reveal? |
| 5      | “The War to End All Wars”  
“The Peace President Goes to War”  
“The Teenage Soldiers of World War One”  
“Your Country Needs You: Why Did So Many Volunteer in 1914?” | Know: How do informational texts about the war build my knowledge of reasons for joining World War I? |
For more on the Content Stages and Content Framing Questions, consider reading the following five-part series from the Wit & Wisdom blog. Emily Gula, a Wit & Wisdom teacher–writer, connects with educators across the country, examining the Content Stages to explain how teachers and students have experienced them and to elaborate on how each stage benefits students.

Instructional leaders or coaches might consider using this series for collaborative work. For example, they could design study questions for each blog post.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wonder</td>
<td>“What a Wonderful World”</td>
</tr>
<tr>
<td>Organize</td>
<td>“Get Organized”</td>
</tr>
<tr>
<td>Reveal</td>
<td>“Read, Repeat, Reveal”</td>
</tr>
<tr>
<td>Distill</td>
<td>“Distilling the Essence”</td>
</tr>
<tr>
<td>Know</td>
<td>“The Knowledge Story”</td>
</tr>
</tbody>
</table>
6. PREPARING TO TEACH THE CURRICULUM

HOW THIS SECTION SUPPORTS IMPLEMENTATION

To make the most of Wit & Wisdom, teachers must internalize the curriculum before implementation. Wit & Wisdom’s preparation protocols support this internalization, building a deep understanding of the curriculum’s what and why. This understanding helps teachers effectively use lesson materials and plan logistics, as well as pace and scaffold instruction.

INTRODUCTION

Wit & Wisdom’s preparation protocols follow the curriculum’s backward design so educators understand how the pieces of each module fit together and can therefore prepare for successful implementation.

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.

The protocols are available to Wit & Wisdom users as free downloadable PDFs.

COMPLETING THE PREPARATION PROTOCOLS

Teachers new to the curriculum or a grade level prepare to teach the curriculum by following these steps:

1. Complete the Module Study Protocol to understand the big picture—the module’s topics, texts, knowledge goals, and skills focus.
2. Complete the Focusing Question Arc Study Protocol for the first arc, or series of lessons in the module, to understand the knowledge and skills the lessons in that arc develop and how that arc fits into the module.
3. Complete the Lesson Study Protocol for each lesson in the first Focusing Question Arc.

As teachers near the end of a Focusing Question Arc, they complete the Focusing Question Arc Study Protocol for the next arc and the Lesson Study Protocol for lessons within that arc, continuing until they complete the module.

After Year 1, teachers refer to the completed protocols, updating and supplementing them as needed. Teachers complete the protocols individually or collaboratively.

The Preparation Protocols are available as a downloadable resource at greatminds.org and witeng.link/prep-protocols.
7. TEACHING MODULE 0

HOW THIS SECTION SUPPORTS IMPLEMENTATION

This section provides guidance for how and why to teach Module 0, a six-lesson module that orients teachers and students to Wit & Wisdom and helps create a community of readers and writers.

INTRODUCTION

Module 0 consists of six 50-minute lessons to be taught at the start of the school year. It introduces students and teachers to Wit & Wisdom’s key components and features:

- The Content Framing Questions, the hallmark of the Wit & Wisdom learning design
- Craft Questions that introduce Wit & Wisdom’s approach to writing and speaking
- The Core Practices—questioning, annotating, summarizing, and collecting evidence—that students use throughout the modules
- Instructional routines that are used frequently in modules
- The organization and features of a Wit & Wisdom lesson
- The experience of studying a visual text

The Wit & Wisdom design fosters a classroom culture that instills a love of reading, builds the stamina for close and careful analysis of texts, and nurtures academic discourse that values inquiry and reasoning. The work in Module 0 begins to establish this culture.

To prepare for teaching Module 0, read its Module Overview and the following guidance. As you prepare to teach the lessons, consider using the preparation protocols outlined in Section 6 of this resource.

DESIGN OF MODULE 0

Module 0 is available for three grade bands: K–2, 3–5, and 6–8. Each version of Module 0 includes developmentally appropriate actions for a specific grade band. In addition, all grade bands are vertically aligned to ensure a consistent introduction to Wit & Wisdom and to provide instructional leaders with a basic framework for implementation support.

Module 0 is vertically aligned in the following ways:

- Essential Questions are aligned and increase in complexity in each grade band.
- Lessons share commonalities across grade bands. Each grade band follows the same sequence of Content Framing Questions and Craft Questions. Each also introduces students to certain key materials and instructional elements in a specific order, as the following chart shows:
Each grade band introduces students to instructional routines that are developmentally appropriate for that grade band. See the At a Glance page for each lesson for a list of the specific instructional routines used. This work within lessons follows the predictable structure of introducing, practicing, and reflecting on the routine.

### TEXT SELECTION FOR MODULE 0

Each grade band’s set of Module 0 lessons uses a text aligned to the module’s Essential Question:

- **GK–2**: *Wild About Books* by Judy Sierra
- **G3–5**: *Thank You, Mr. Falker* by Patricia Polacco
- **G6–8**: “A Poem for My Librarian, Mrs. Long (You never know what troubled little girl needs a book)” by Nikki Giovanni

The lessons are written so that only one classroom copy of a text is needed. Module 0 for Grades 6–8 links to a PDF of the poem, available online. Many schools will have the Grades K–2 and Grades 3–5 texts in their libraries; but if not, educators will need to obtain the text in some other way.

### TEACHING MODULE 0 AFTER YEAR 1

Teaching Module 0 at the beginning of each school year introduces new students to Wit & Wisdom’s learning design, serves as a refresher for returning students, and helps to establish a new community of readers and writers.

If educators have students who were taught the Module 0 text in a prior year, such as Grade 1 or Grade 2 in the K–2 grade band, they can adapt Module 0 to be taught with a different text. Appendix A in each Module 0 provides suggestions for these alternate texts. Teachers are not limited to this list. However, if they opt for a text not on the list, they should choose one with a theme that is relevant to building a community of inquisitive readers and writers.

Note that alternate texts are not provided for Kindergarten, Grade 3, and Grade 6, as these are the beginning grades for a grade band. Students in these grades are reading the Module 0 text for that grade band for the first time.
8. UNDERSTANDING AND USING WIT & WISDOM QUESTION SETS

HOW THIS SECTION SUPPORTS IMPLEMENTATION

This section explains how to strategically use the Wit & Wisdom Question Sets, a valuable implementation tool.

INTRODUCTION

Wit & Wisdom offers optional assessment resources for each grade-level module to support instruction and implementation. The Standards Trackers (Grades K–1) are an easy-to-use instrument to monitor and document progress on the reading standards for literary and informational texts. The trackers use the formative assessment opportunities currently included in the lessons.

The Wit & Wisdom Question Sets (Grades 2–8) offer additional opportunities for teachers to assess reading and vocabulary standards from current and prior modules through selected-response and multiple-choice items.

The resources are available to Wit & Wisdom users as free downloadable PDFs or through a digital platform. Each grade-level assessment resource consists of the following sections:

- A preface with:
  - Introduction and Purpose
  - Description
  - Tips for Use
  - Standards Trackers only—Overview
  - Question Sets only—Tips for Increasing Student Engagement
- Module-specific Standards Trackers or Question Sets
- Question Sets only—Answer Key that includes a Purpose Statement for each Question Set, which can support usage planning

The following information can be used in combination with the preface information to understand and strategically use the Question Sets.

QUESTION SETS DESIGN AND USE

Passage Selection

Each passage represents a meaningful, content-rich excerpt from a module's core or supplemental text.
Question Sequence Approaches

Question Sets generally follow one of the following sequence approaches:

<table>
<thead>
<tr>
<th>Sequence 1</th>
<th>Item 1</th>
<th>Item 2</th>
<th>Item 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Frequent in Lower Grades)</td>
<td>Vocabulary item</td>
<td>Item focusing on an important detail</td>
<td>Item focusing on the bigger picture (central message, theme)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sequence 2</th>
<th>Item 1</th>
<th>Item 2</th>
<th>Item 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary item</td>
<td>Item focusing on comprehension of a main idea</td>
<td>Item focusing on textual analysis</td>
<td></td>
</tr>
</tbody>
</table>

Standards Assessed in Each Question Set

Question Sets address standards in the following ways:

- At least one of each module’s Question Sets provides an opportunity to assess a reading Focus Standard for that module. There may be an exception when a Focus Standard cannot be easily assessed with an item set (e.g., comparing point of view from two texts, comparing a text to its film adaptation).
- After Module 1, Question Sets in subsequent modules assess Focus Standards from previous modules. Returning to previously taught and assessed standards ensures students have ongoing practice with reading skills.
- RI.4 and RL.4 are often not identified as reading Focus Standards until Module 3. However, Modules 1 and 2 include substantive vocabulary work, and Question Sets assess those standards before they are identified as a module’s Focus Standards.

Administering the Question Sets

The Question Sets can be administered flexibly. The following are recommendations for teachers and/or instructional leaders:

- Determine an implementation strategy that works best with the assessment plan. Each Question Set is aligned with a specific lesson. Consider administering the Question Set with that lesson, administering one or more sets at the end of the week, or administering several sets on a given day.
- Consider the importance of timing. Because the Question Sets are designed for students to answer them by reading the included passage (i.e., no background knowledge required), consider whether to assign a time limit to align with testing timing.
- Review each Question Set to determine how to leverage it in relationship to the lesson's learning. Either individually or in grade-level teams, decide whether each set should supplement a given lesson's activities or possibly substitute for a lesson activity. For example, when appropriate, consider whether to administer the Question Set as a substitute for one or more text-dependent questions (TDQs).
Using Question Sets to Differentiate

The Question Sets are a valuable tool for differentiation. Teachers and/or instructional leaders can use the sets to achieve the following differentiation needs:

- **Addressing student gaps.** The question sequence is designed for teachers to gain insights into where gaps in student understanding occur and then modify instruction as needed. For instance, if a teacher’s analysis shows that students were not able to comprehend the main idea, instructional review of what the text says would help to ensure that students would be ready to move on to a deeper analysis of the text’s meaning or features.

- **Implementing reading intervention.** Like Wit & Wisdom’s fluency passages, these passages are content-rich. Studied independently or in small groups, they can reinforce key learning about a text’s central idea, message, or features. These passages can also model a process of close reading: first, determine the meaning of unknown words; then comprehend key details or ideas; then analyze significant features of a complex text (e.g., perspective, conflict, theme).

- **Providing writing support.** Because the passages are content-rich, they provide opportunities for subsequent evidence-gathering. As appropriate, teachers can scaffold formal assessments by having students select evidence from these passages rather than search an entire text for evidence.

- **Encouraging independent mastery.** After completing a set of questions, students can work independently or in small groups to reflect on and justify answers. Students can annotate the text for evidence that supports their responses, debate the answers in small groups, and develop a consensus response and rationale that they share with the whole group.
9. ENGAGING IN PURPOSEFUL REFLECTION

HOW THIS SECTION SUPPORTS IMPLEMENTATION

This section offers practical strategies for reflection, helping individuals and teams move forward with Wit & Wisdom by engaging in a process of continuous improvement.

INTRODUCTION

Purposeful reflection drives implementation success. Intentionally incorporating formal reflection helps educators celebrate and build on successful practices and progress, while also considering what has not worked, what needs improvement, and what still needs to be accomplished. This reflection can spark new goals along with immediate next steps and longer-range plans for improvement.

REFLECTION QUESTIONS

Reflection need not be complex or burdensome. Often a few key questions can uncover successes, challenges, and productive next steps. Consider using the following questions to guide reflection:

- What was your implementation goal?
- What worked?
- What did not work?
- What will you do differently next time? What are your next steps?

REFLECTION EVIDENCE AND NEXT STEPS

Base reflections on evidence. Often, student work or observations of daily performance serve as effective evidence. In addition, evidence might include changes a teacher made in preparation over the course of a module. It might be a combination of a teacher’s anecdotal notes and a coach’s feedback on progress toward an implementation goal.

In planning what to do differently, consider whether any of the following resources would support individual or collective development of the knowledge and skills needed to execute next steps:

- Information or actions from this resource
- Specific sections of the Implementation Guide
- Module and lesson components, such as the Module Overview, Teacher Notes or Alternate Activities within lessons, or appendices
- On-site Wit & Wisdom professional development
- Wit & Wisdom’s online communities
REFLECTION FORMATS

This reflection can occur in a variety of formats:

- Teachers can independently work through the questions.
- Grade-level teams can reflect both on individual performance and on team collaboration during preparation and teaching.
- Instructional coaches might lead reflections for professional learning communities.

Reflection benefits implementation at any time, but it can be particularly effective between modules.

EXAMPLE OF REFLECTION PROCESS IN ACTION

<table>
<thead>
<tr>
<th>Setting</th>
<th>Grade-level team led by coach who has observed members teaching and worked with team on preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timing</td>
<td>End of Module 1</td>
</tr>
<tr>
<td>Reflection</td>
<td></td>
</tr>
<tr>
<td>1. What was your implementation goal?</td>
<td>Increasing understanding of the Content Stages and how to use that knowledge to improve lesson-level teaching</td>
</tr>
</tbody>
</table>
| 2. What worked? | - After we did the Content Stages Analysis and Examining Content Stage Progression, we started paying closer attention during lesson preparation to a lesson’s Content Stage and Content Framing Question and how those indicated the lesson’s major learning.  
  - Wonder and Organize lessons: These seemed to be especially purposeful and successful. Wonder lessons prompted all students to engage, and we guided them to deeper observations and related questions. We were intentional about ensuring students’ literal comprehension in these lessons, which set students up for success with Reveal.  
  - Reveal lessons: We were surprised and impressed by students’ willingness to reread texts, their ability to find evidence, and their insights. |
| 3. What did not work? | - Reveal Stage: These lessons often took two, sometimes three, days to complete.  
  - Distill Stage: We struggled with how to help students distill instead of us doing it for them.  
  - Know Stage: Students struggled to articulate everything they learned and how they learned it.  
  - Launch: This lesson section often seemed less purposeful than the rest. How can we use it to be more transparent with students about the lesson’s purpose?  
  - Land: We often ran out of time and skipped this section. As a result, students often did not synthesize the learning for the lesson’s Content Framing Question or internalize the learning for that stage. |
| 4. What will you do differently next time? What are your next steps? | - Complete Distill lessons as written, waiting to implement scaffolds until we see if students need them. Students have surprised us with their abilities during Reveal lessons. Maybe they are better able to determine essential meaning than we think.  
  - Annotate and discuss the Building Knowledge through Complex Texts section of the Implementation Guide and the Know section of the Content Stages Analysis chart; then discuss implications for Know Stage lessons. Refer to the Instructional Routines section of the Implementation Guide to find a routine to help students express the scope of their learning. Have students use a Graffiti Wall to express the module’s Knowledge Puzzle: the body of knowledge, complex texts, and Learning Goals.  
  - Complete a few lesson analyses with a focus on understanding the “why” of Launch and Land.  
  - Plan Launch as a team, making sure that both teachers and students understand its purpose for each lesson.  
  - Use timers (not with students, but for ourselves) to pace lessons, closely mirroring the Teacher Edition agenda. Strive, at first, to include Land at least every four out of five lessons. |
10. USING WIT & WISDOM RESOURCES

HOW THIS SECTION SUPPORTS IMPLEMENTATION

This section highlights resources available to Wit & Wisdom users that support understanding, preparation, and implementation of the curriculum.

INTRODUCTION

This section begins with a chart detailing where to find resources addressed in Moving Forward with Wit & Wisdom. It also offers a list of resources available to support users.

The section ends with a chart showing the topic, Essential Question, and writing type for each module in Grades K–8.

LOCATION OF RESOURCES REFERENCED IN MOVING FORWARD WITH WIT & WISDOM

<table>
<thead>
<tr>
<th>Wit &amp; Wisdom Resource</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wit &amp; Wisdom Preparation Protocols</td>
<td>Downloadable PDFs, including in the Wit &amp; Wisdom Teacher Resource Pack, available with a Great Minds account from the Great Minds website</td>
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<tr>
<td>Module 0</td>
<td>Downloadable PDFs:</td>
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<td></td>
<td>▪ Grades K-2</td>
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<tr>
<td></td>
<td>▪ Grades 3–5</td>
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<td>▪ Grades 6–8</td>
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<td>Included in the Wit &amp; Wisdom Teacher Resource Pack, available with a Great Minds account from the Great Minds website</td>
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<tr>
<td>Standards Trackers and Question Sets</td>
<td>Available with a Great Minds account from the Great Minds website</td>
</tr>
<tr>
<td>Navigating Wit &amp; Wisdom's Digital Resources</td>
<td><a href="http://witeng.link/079Q">http://witeng.link/079Q</a></td>
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</tbody>
</table>

OTHER RESOURCES SUPPORTING IMPLEMENTATION

Webinars

A series of recorded webinars available on the Great Minds website explores innovative aspects of Wit & Wisdom’s curriculum.
Articles and Other Publications

Wit & Wisdom writers have published numerous articles about the curriculum's content-rich, text-based instruction on outside websites, such as that for the Association for Supervision and Curriculum Development (ASCD), an educational leadership organization. If using these resources collaboratively, instructional leaders or coaches might want to create discussion questions or other mechanisms for reading and deepening understanding of them.

Wit & Wisdom Blog Posts

Written from a variety of perspectives—including those of Wit & Wisdom teacher–writers, Wit & Wisdom school leaders and educators, and authors of Wit & Wisdom texts—the blog entries address a range of topics, from the curriculum’s learning design to implementation strategies.

Wit & Wisdom’s Online Communities

Wit & Wisdom users can connect with other Wit & Wisdom educators to request, share, and explore ideas to support implementation via several social media platforms.

Facebook

Wit & Wisdom’s Facebook page offers general information and updates about Wit & Wisdom resources, upcoming events, and posts from Wit & Wisdom classrooms. Grade-band Facebook pages allow educators to connect with other Wit & Wisdom educators at their grade levels:

Grades K–2
Grades 3–5
Grades 6–8

Twitter

The Wit & Wisdom Twitter feed, at @WitWisdomELA, includes instructional strategies, best practices, resources, and updates from other Wit & Wisdom classrooms across the nation.

In addition, Wit & Wisdom hosts a monthly Twitter chat on specific areas of the curriculum or implementation needs. Follow the chat using the hashtag #WitWisdom. (Note: While educators can follow the chat without signing up for a Twitter account, an account is required to participate directly.)

Pinterest

The Wit & Wisdom Pinterest page is home to an extensive library of Wit & Wisdom resources, such as photos of how Wit & Wisdom teachers have set up their classrooms, links to author interviews, texts, and more. Boards are arranged by grade level and topic, with new content added frequently.
## K–8 MODULES AT A GLANCE

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Module 2</th>
<th>Module 3</th>
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<tbody>
<tr>
<td><strong>K</strong></td>
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<tr>
<td>The Five Senses</td>
<td>Once Upon a Farm</td>
<td>America, Then and Now</td>
<td>The Continents</td>
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<tr>
<td>How do our senses help us learn?</td>
<td>What makes a good story?</td>
<td>How has life in America changed over time?</td>
<td>What makes the world fascinating?</td>
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<tr>
<td>Informative Writing</td>
<td>Narrative Writing</td>
<td>Informative Writing (Research)</td>
<td>Opinion Writing</td>
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<tr>
<td><strong>1</strong></td>
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<tr>
<td>A World of Books</td>
<td>Creature Features</td>
<td>Powerful Forces</td>
<td>Cinderella Stories</td>
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<tr>
<td>How do books change lives around the world?</td>
<td>What can we discover about animals’ unique features?</td>
<td>How do people respond to the powerful force of the wind?</td>
<td>Why do people around the world admire Cinderella?</td>
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<tr>
<td>Narrative Writing</td>
<td>Informative Writing (Research)</td>
<td>Narrative Writing</td>
<td>Opinion Writing</td>
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<tr>
<td>A Season of Change</td>
<td>The American West</td>
<td>Civil Rights Heroes</td>
<td>Good Eating</td>
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<tr>
<td>How does change impact people and nature?</td>
<td>What was life like in the West for early Americans?</td>
<td>How can people respond to injustice?</td>
<td>How does food nourish us?</td>
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<td>Informative Writing</td>
<td>Informative Writing</td>
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<td>Opinion Writing (Research)</td>
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<tr>
<td>The Sea</td>
<td>Outer Space</td>
<td>A New Home</td>
<td>Artists Make Art</td>
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<tr>
<td>Why do people explore the sea?</td>
<td>How do people learn about space?</td>
<td>How do stories help us understand immigrants’ experiences?</td>
<td>What is an artist?</td>
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<tr>
<td>Informative Writing</td>
<td>Opinion Writing</td>
<td>Narrative Writing</td>
<td>Informative Writing (Research)</td>
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<tr>
<td>A Great Heart</td>
<td>Extreme Settings</td>
<td>The Redcoats Are Coming!</td>
<td>Myth Making</td>
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<tr>
<td>What does it mean to have a great heart, literally and figuratively?</td>
<td>How does a challenging setting or physical environment change a person?</td>
<td>Why is it important to understand all sides of a story?</td>
<td>What can we learn from myths and stories?</td>
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<tr>
<td>Informative Writing</td>
<td>Narrative Writing</td>
<td>Opinion Writing (Research)</td>
<td>Informative Writing</td>
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<tr>
<td>Cultures in Conflict</td>
<td>Word Play</td>
<td>A War Between Us</td>
<td>Breaking Barriers</td>
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<tr>
<td>How do cultural beliefs and values guide people?</td>
<td>How and why do writers play with words?</td>
<td>How did the Civil War impact people?</td>
<td>How can sports influence individuals and societies?</td>
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<tr>
<td>Informative Writing</td>
<td>Narrative Writing</td>
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<td>Resilience in the Great Depression</td>
<td>A Hero’s Journey</td>
<td>Narrating the Unknown</td>
<td>Courage in Crisis</td>
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<tr>
<td>How can enduring tremendous hardship contribute to personal transformation?</td>
<td>What is the significance and power of the hero’s journey?</td>
<td>How did the social and environmental factors in the unknown world of Jamestown shape its development and decline?</td>
<td>How can the challenges of a hostile environment inspire heroism?</td>
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<tr>
<td>Informative Writing</td>
<td>Narrative Writing</td>
<td>Argument Writing</td>
<td>Informative Writing (Research)</td>
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<tr>
<td>Identity in the Middle Ages</td>
<td>Americans All</td>
<td>Language and Power</td>
<td>Fever</td>
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<tr>
<td>How does society both support and limit the development of identity?</td>
<td>How did World War II affect individuals?</td>
<td>What is the power of language?</td>
<td>How can times of crisis affect citizens and society?</td>
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<td><strong>8</strong></td>
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<td>The Poetics and Power of Storytelling</td>
<td>The Great War</td>
<td>What Is Love?</td>
<td>Teens as Change Agents</td>
</tr>
<tr>
<td>What is the power of storytelling?</td>
<td>How do literature and art illuminate the effects of World War I?</td>
<td>What is love?</td>
<td>How do people effect social change?</td>
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