

PART ONE: MODULE PLANNING

Review the Module Overview at the front of your Teacher Edition and read through these sections in order. No lesson stands alone. Everything is connected.

	<p>Essential Question The question that drives everything.</p>	<p>This is the question students are pondering in every text, every lesson, and every discussion.</p>
	<p>Module Summary The whole module in one place</p>	<p>This is the big picture: what students will learn, what they'll write, and how each text fits into the module.</p>
	<p>Focusing Questions The arcs that build toward the Essential Question</p>	<p>Each Focusing Question organizes a set of lessons around a specific line of inquiry. Together they scaffold students toward the Essential Question. Note how many arcs are in this module.</p>
	<p>Texts The foundation of every lesson</p>	<p>Read the core texts before you start teaching. Also review the supplementary texts—these add background knowledge and context to the module's central topic. .</p>
	<p>Knowledge Goals What students will know by the end</p>	<p>These summarize the knowledge students are building across the module and show how each text contributes.</p>
	<p>Module Map Your map for the whole module</p>	<p>See all lessons-at-a-glance, grouped by Focusing Question arc. Each arc moves through the Content Stages (Wonder →Organize → Reveal →Distill →Know) before the next arc begins.</p>
	<p>Major Assessments Where every lesson is headed</p>	<p>Read the End-of-Module (EOM) Task and picture what a strong student response looks like. Also note the Focusing Question Tasks—one at the end of each arc. This is what every lesson is building toward.</p>

Before moving on, ask yourself:

What is this module about and what will students learn?

What do students need to know and produce by the end of the module?

How do the module's lessons connect to get them there?

PART TWO: PLANNING A LESSON

Wit & Wisdom lessons are rich and detailed by design—every note, every think-aloud, every differentiation suggestion is there to support you and your students. Find the goal of each section before you read the steps. Your preparation will become faster and more intentional.

Use the **Focusing Question Arc Protocol** to get familiar with the arc before planning individual lessons.

Planning Step	Key Information	Before You Teach
Read the Lesson-at-a-Glance	<p>Read this page first—before anything else:</p> <p>Agenda: sections, activities, and timing for the lesson</p> <p>Standards Addressed: Reading, Writing, Speaking & Listening, and Language standards for today</p> <p>Materials: handouts and items to gather before class</p> <p>Learning Goals: what students will know and do by the end—CFUs are marked with a checkmark (✓)</p>	<p>Ask Yourself:</p> <ul style="list-style-type: none"> • What materials do I need to gather? • Which Learning Goals are the CFUs?
Read, Prepare, then Analyze	<p>Focusing Question: the arc this lesson is part of</p> <p>Content Stage: the kind of thinking students do today (Wonder, Organize, Reveal, Distill, or Know)</p> <p>Craft Stage: the writing stage for today (Examine, Experiment, Execute, or Excel)</p> <p>Learning Goals: what students will know and do by the end of the lesson</p> <p>Checks for Understanding (CFUs): the moments where you check if students comprehend</p> <p>Analyze: read immediately after Prepare—tells you what to look for at each CFU and how to respond</p>	<p>Ask Yourself:</p> <ul style="list-style-type: none"> • What is the goal of this lesson? • What is the Content Stage? • Where are the CFUs? • What does the Analyze section tell me to look for?
Know the Goal for Each Lesson Section	<p>Welcome: activates prior knowledge or previews vocabulary</p> <p>Launch: sets the purpose for learning and introduces the Content Framing Question</p> <p>Learn: the heart of the lesson—reading, discussion, and writing through the Content and Craft Stages</p> <p>Land: students synthesize learning and answer the Content Framing Question</p> <p>Wrap: fluency practice through reading aloud from the lesson text</p>	<p>Ask Yourself:</p> <ul style="list-style-type: none"> • What is the goal of each section? • What does the Learn section ask students to do?

Planning Step	Key Information	Before You Teach
Find the Checks for Understanding	Locate each CFU in the Learn or Land sections. Know what to look for before you get there.	Ask Yourself: <ul style="list-style-type: none"> • What should I look for in student work? • What do I do in-the-moment if students are stuck?
Read and Annotate the Lesson	Read and mark up the lesson as you go. What you've marked IS your lesson—everything else is there if you need it.	Ask Yourself: <ul style="list-style-type: none"> • Star (★) each CFU. • Circle the Content Framing Question. • Flag Differentiation Support and Challenge notes for your students.

With your Teacher's Edition in-hand, work through the **Planning Steps** and complete the prompts in the **Before You Teach** section, and you'll be ready to teach with confidence!

The goal of preparation is not to memorize the lesson. It is to know the path well enough to guide students along the way.

PART THREE: PREPARING FOR A LESSON

Before students walk in:

- Slides open and cued up
- Content Framing Question posted
- Texts and materials ready (including any handouts from the Materials section)
- Furniture arranged for today's grouping
- Vocabulary Journal, Response Journal, and/or Knowledge Journal set up and ready

PART FOUR: TROUBLESHOOTING A LESSON

IF...	THEN...
The lesson is running long	Preserve the ★ CFUs and Land—these don't get cut. If something has to go, shorten the discussion first. Never cut the formative assessment.
Students need more time in Respond	Open the Analyze section right there in the lesson. Your next move is written there.
You're not sure what to say next	Say the Content Framing Question out loud. It reorients you and your students at the same time.
A routine falls apart	Stop, explain it in one sentence, and try again. Routines require repetition that's normal.
Students finish early	The Differentiation Challenge note was written for exactly this moment. Use it.
Land gets cut for time	Just ask: "What did you learn today?" Add one idea to the Knowledge Chart. That's enough.
You're not sure if students understand	Check their ★ CFU work. The Analyze section tells you what to look for.
Some students are struggling with a complex text	Some struggle is productive—don't rescue too quickly. Use the text-dependent questions in the lesson to guide students back into the text rather than explaining it for them.