

A *Wit & Wisdom*® pilot gives teachers and students the opportunity to experience Great Minds® rich, knowledge-building K–8 English language arts curriculum through an abbreviated implementation. To learn more, contact [info@greatminds.org](mailto:info@greatminds.org).

## TIMELINE

Partners pilot one module of their choosing.

Visit [gmgre.at/3lOxbpv](http://gmgre.at/3lOxbpv) to view the module topics and writing types.

## GOALS

### Participating teachers build understanding of the following:

- *Wit & Wisdom* program components
- *Wit & Wisdom*'s learning design, including
  - the five Content Stages students use to access, understand, and analyze complex texts;
  - the questioning structure that guides student learning;
  - the role of knowledge-building;
  - the four Craft Stages that guide students' writing and speaking;
  - performance-based assessments;
  - standards integration; and
  - the structure and components of modules and lessons.
- The curriculum's rigor and productive struggle it demands of students.

### Participating students

- build important content knowledge;
- learn a flexible and transferable process for accessing, understanding, and analyzing complex texts;
- read and analyze grade-level complex texts, building comprehension and textual analysis skills;
- learn writing skills to process and articulate module knowledge and apply those skills in formal and informal tasks;
- develop speaking and listening skills by discussing module topics and questions; and
- develop, analyze, and use content and academic vocabulary.

## MATERIALS

Each pilot classroom will need the following materials:

- *Wit & Wisdom* Teacher Edition (print or digital)
- Core texts for teachers and students
- Student Editions (print)

Each participating teacher should access the Implementation Guide and Modules 0–4 on the Great Minds digital platform.

## GREAT MINDS SUPPORT

Great Minds works closely with pilot sites to develop a comprehensive site plan for implementation.

**SIX TO EIGHT WEEKS BEFORE PILOT****Leaders**

- Select teachers to pilot *Wit & Wisdom*.
- Communicate goals for pilot to teachers.
- Schedule the Launch *Wit & Wisdom* professional development (PD) session.
- Assign teacher licenses in the digital platform to each pilot teacher.
- Determine start and end date of *Wit & Wisdom* pilot.
- Determine artifacts to analyze to evaluate pilot outcomes (e.g., student writing, tracking sheets from Socratic Seminars).
- Order pilot materials for each pilot classroom.

**FIVE WEEKS BEFORE PILOT****Leaders**

- Send instructions for accessing instructional resources on the Great Minds digital platform.
- Access and review the Implementation Guide and Preparation Protocols on the Great Minds digital platform.

**Teachers**

- Access the *Wit & Wisdom* instructional resources on the Great Minds digital platform.
- Access and review the Implementation Guide and Preparation Protocols on the Great Minds digital platform.

**FOUR WEEKS BEFORE PILOT****Leaders**

- Distribute pilot materials to each participating teacher.
- Participate in the Launch *Wit & Wisdom* PD session with teachers.
- Schedule professional learning community (PLC) time for teachers to complete preparation protocols in order to support module internalization and instructional planning.

**Teachers**

- Read core texts for the pilot module.
- Read the pilot module overview; skim lessons to gain familiarity with lesson structure and components.
- Participate in Launch *Wit & Wisdom* PD session.

**THREE WEEKS BEFORE PILOT****Leaders**

- Set aside time for teachers to complete the Module Study Protocol.
- Share with teachers the pilot and pacing expectations (e.g., that during initial implementation, each lesson may take more than 90 minutes).

**Teachers**

- Read all core and supplementary texts for the pilot module.
- Complete Module Study Protocol for the pilot module (independently or in grade-level or PLC teams).
- Clarify pilot and pacing expectations with leaders.

 **TWO WEEKS BEFORE PILOT****Leaders**

- Set aside time for teachers to complete the Focusing Question\* Arc Study Protocol for the selected module's Focusing Question 1.
- Finalize plans for teacher observations and criteria for evaluating pilot success.

**Teachers**

- Complete the Focusing Question\* Arc Study Protocol for the selected module's Focusing Question 1 (independently or in grade-level or PLC teams).
- Meet with grade-level or PLC team to plan for classroom setup, including student journal structure, to support *Wit & Wisdom*. (See [Wit & Wisdom Classroom Setup Checklist](#).)

 **ONE WEEK BEFORE PILOT****Leaders**

- Set aside time for teachers to read the Module 0 text and lessons and complete the Lesson Study Protocol for the pilot module lessons in the first Focusing Question arc.
- Distribute the pilot module's Family Tip Sheets (located at the end of each print Student Edition or as downloadable PDFs on the [Instructional Resources page](#)) to families of participating students.
- Host an informational session for families and community members.
- Share with teachers expected outcomes, observation schedules, and plans for evaluating effectiveness of pilot.
- Make a plan with teachers for sharing and analyzing artifacts to evaluate pilot outcomes (e.g., student writing, tracking sheets from Socratic Seminars).

**Teachers**

- Read Module 0 text and study Module 0 lessons.
- Complete Lesson Study Protocols for the pilot module lessons in the first Focusing Question arc.
- Set up classroom (e.g., post module title and topic, Essential Question and Focusing Question 1, Content Stages).
- Gather materials needed for the pilot module lessons in the first Focusing Question arc.
- Clarify expected outcomes and observation plans with leaders.
- Make a plan with leaders for sharing and analyzing artifacts to evaluate pilot outcomes (e.g., student writing, tracking sheets from Socratic Seminars).

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\* Within each *Wit & Wisdom* module, a series of Focusing Questions organize arcs of lessons that build sequential knowledge and skills toward students' being able to answer the module's Essential Question and complete the End-of-Module Task.

 **DURING PILOT (WEEKLY/ONGOING)****Leaders**

- Schedule weekly grade-level or PLC time for teachers/teams to
  - complete Focusing Question Arc Study Protocols;
  - complete Lesson Study Protocols; and
  - collaborate on implementation (e.g., discussing pacing and instructional routines, analyzing student work, identifying trends in student outcomes, discussing implementation issues to determine priorities).
- Schedule and conduct classroom observations.
- Gather and analyze pilot artifacts.
- Maintain ongoing communication with teachers.

**Teachers**

- Complete Focusing Question Arc Study Protocol for Focusing Question 2 and beyond (before point of use).
- Complete Lesson Study Protocols for lessons in Focusing Question 2 arc and beyond (before point of use).
- Update classroom setup and organize materials.
- Collaborate on implementation with grade-level or PLC teams; discuss pacing and instructional routines, analyze student work, identify trends in student outcomes, and share implementation challenges.
- Participate in classroom observations and data collection (as determined in partnership with leaders).
- Maintain ongoing communication with leaders.

 **AFTER PILOT****Leaders**

- Gather teacher input on the pilot's impact.
- Determine next steps in a curriculum adoption.

**Teachers**

- Share feedback on the pilot's impact with the leadership team.

**CLASSROOM DISPLAYS**

- Display and update as needed the following module elements:
  - module, lesson arc, and lesson-level questions (i.e., Essential Question, Focusing Questions, Content Framing Questions, and Craft Questions)
  - the five Content Stages and corresponding Content Framing Questions
  - the writing models (e.g., ToSEEC, OREEO) for the module's writing type (i.e., opinion or argument, informative/explanatory, or narrative).
- Post relevant Anchor Charts created during lessons. (Display as needed; teachers should use professional judgment on which charts to post and for how long.)
- Post and update module vocabulary words.

**MATERIALS**

- Plan for student journals—Response Journal, Vocabulary Journal, and Knowledge Journal (e.g., separate notebooks, 3-ring binder).
- Gather needed materials. (See suggested Materials List for Modules 1 and 2 in the Implementation Guide and the Materials list in each lesson.)
- Store and manage student materials (e.g., texts, Student Editions, journals, sticky notes) in an efficient and organized way.

**CLASSROOM CONFIGURATION**

- Configure student desks to support collaboration (e.g., in pairs or small groups).
- For younger students, create a whole-group rug area, separate from student work spaces