WIT & WISDOM®

MORE MEANINGFUL ENGLISH

Alabama Course of Study:
English Language Arts
Correlation to *Wit & Wisdom*

GRADE 1

February 2019

WIT & WISDOM®

GREAT MINDS™

ABOUT *WIT & WISDOM*

Wit & Wisdom® is a Kindergarten through Grade 8 English language arts (ELA) curriculum created by Great Minds®, an organization that brings together teachers and experts who believe all students deserve access to rich, rigorous content. With *Wit & Wisdom*, every text a student explores is authentic and of the highest quality. Students use these texts at every turn—to learn, and eventually master, essential reading, writing, speaking, listening, grammar, and vocabulary skills. Instead of basals, students read books they love to build knowledge of important topics and to develop and refine literacy skills. All students read and discuss grade-level texts, and the curriculum includes suggestions for supporting this learning at key moments in the lessons.

Wit & Wisdom is composed of four modules per grade level. Each artfully explores a specific topic to develop depth of understanding and inspire curiosity. The core of each module is a selection of literary works, informational texts, and visual art. Modules are made up of approximately 30 lessons that are covered in six to eight weeks. All modules integrate reading, writing, speaking, listening, and language instruction.

Wit & Wisdom integrates ELA strands so that students read to learn; the curriculum does not systematically teach the youngest students to learn to read. For structured foundational skills instruction, *Wit & Wisdom* teacher–writers recommend that early elementary educators use *Wit & Wisdom* alongside a proven, research-based foundational skills program.

HIGH RATINGS

The independent, nonprofit reviewer EdReports.org gives *Wit & Wisdom* top ratings for text quality, building knowledge, and usability. *Wit & Wisdom* is the only ELA resource to receive a Tier 1 designation for all grades, Kindergarten through Grade 8, from the Louisiana Department of Education.

PROVEN RESULTS

Schools and districts nationwide are experiencing increased student engagement and growth with *Wit & Wisdom*. See their stories and data at greatminds.org/english.

ONGOING SUPPORT

To support and sustain successful implementation, *Wit & Wisdom*'s team offers customizable professional development—online or on-site. *Wit & Wisdom* also includes support resources available only from Great Minds:

Introducing *Wit & Wisdom*	▪ Core text list
	▪ Implementation Guide
	▪ Module 0 (GK–2, G3–5, G6–8)
Extending *Wit & Wisdom*	▪ Parent Tip Sheets
	▪ Volume of Reading text list
	▪ *Wit & Wisdom* assessment resources (Standards Trackers and Question Sets)
	▪ The Art of *Wit & Wisdom* (lessons and vocabulary relating to the curriculum's rich artwork)

Alabama Course of Study: English Language Arts Correlation to *Wit & Wisdom*

GRADE 1 ENGLISH LANGUAGE ARTS

The majority of the standards for the Grade 1 Alabama Course of Study: English Language Arts are fully covered by Grade 1 of the *Wit & Wisdom* curriculum. The areas where the Grade 1 Alabama standards and Grade 1 of the *Wit & Wisdom* curriculum do not align will require supplemental materials. A detailed analysis of alignment is provided in the table below. With strategic placement of supplemental materials, students can be successful in achieving the proficiencies of the Alabama standards while benefiting from the rich texts and knowledge building of *Wit & Wisdom*.

KEY

■ *Wit & Wisdom* fully addresses the Alabama standard.

■ *Wit & Wisdom* may not completely address the Alabama standard.

■ *Wit & Wisdom* does not address the Alabama standard.

■ *Wit & Wisdom* addresses the Alabama standard at a different grade level.

G = grade level   Examples:

M = module   G1 M1 L6 = Grade 1 Module 1 Lesson 6

L = lesson   G1 M1 L6DD = Grade 1 Module 1 Lesson 6 Deep Dive

DD = Deep Dive

Strand	Subcategory	Content Standard		Aligned Components of *Wit & Wisdom*
Reading Standards for Literature	**Key Ideas and Details**	**R.L.1.1** Ask and answer questions about key details in a text.		G1 M1 L1–12, L17–24, L27 G1 M2 L1–7 G1 M3 L2–3, L5, L13, L15–17, L21,L23–26, L32–35 G1 M4 L1–36
		R.L.1.1a Make predictions from text clues.		G1 M3 L1, L7, L12, L20, L25, L31 G1 M4 L27
		R.L.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.		G1 M1 L2–5, L7–11, L18, L21–24, L26–27, L29–31 G1 M2 L2, L4, L6–9 G1 M3 L14, L16, L18–19, L24, L27, L30 G1 M4 L3, L6–7, L10, L13, L15, L18, L20, L23, L26
		R.L.1.3 Describe characters, settings, and major events in a story, using key details.		G1 M1 L2–12, L17–26, L28–29, L31 G1 M2 L2–3, L6–7, L25 G1 M3 L14, L16–25, L27, L30 G1 M4 L3–11, L13–14, L16, L18–19, L21–24, L27–29
	Craft and Structure	**R.L.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.		G1 M3 L15, L19, L22–25, L27–29, L31 G1 M4 L20, L25
		R.L.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.		G1 M3 L1, L7, L12–13, L20, L25, L31

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		R.L.1.6 Identify who is telling the story at various points in a text.	G1 M1 L25 G1 M4 L4–5, L8, L14, L17
	Integration of Knowledge and Ideas	**R.L.1.7** Use illustrations and details in a story to describe its characters, setting, or events.	G1 M1 L1–6, L8–12, L18–25, L28, L31 G1 M2 L2–3, L6–7 G1 M3 L9, L17–19, L21, L23, L25, L27–28 G1 M4 L1, L3–11, L13–14, L16, L18–19, L21–25, L27, L29, L33
		R.L.1.8 Compare and contrast the adventures and experiences of characters in stories.	G1 M1 L11 G1 M2 L7 G1 M3 L20 G1 M4 L9, L16, L21, L33–34
	Range of Reading and Level of Text Complexity	**R.L.1.9** With prompting and support, read prose and poetry of appropriate complexity for Grade 1.	G1 M1–4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.

Strand	Subcategory	Content Standard	Aligned Components of *Wit & Wisdom*
Reading Standards for Informational Text	**Key Ideas and Details**	**RI.1.10** Ask and answer questions about key details in a text.	G1 M1 L1–4, L6–8, L12–18, L21, L28 G1 M2 L10–12, L14–16, L18, L20–21, L26–28, L30–31, L33–36 G1 M3 L1–6, L8–10, L17, L26, L28–29, L35 G1 M4 L30, L36
		RI.1.11 Identify the main topic and retell key details of a text.	G1 M1 L2–4, L8, L15–16, L21, L28 G1 M2 L11, L13–14, L16–17, L21–22, L26, L31 G1 M3 L3–4, L6, L11, L30
		RI.1.12 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	G1 M1 L3–4, L6, L8, L12, L21, L30 G1 M2 L11, L14, L16, L19, L23–24, L26, L30 G1 M3 L7, L29–30
	Craft and Structure	**RI.1.13** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	G1 M1 L14, L24DD G1 M2 L10–11, L16, L27, L29 G1 M3 L2, L5, L8, L17, L26–28
		RI.1.14 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	G1 M1 L14–16, L28 G1 M2 L12, L14, L18–19, L21, L23, L29 G1 M3 L10 G1 M4 L8
		RI.1.15 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	G1 M3 L5, L8–10, L17, L27–28 G1 M4 L25, L29

Strand	Subcategory	Content Standard	Aligned Components of *Wit & Wisdom*
	Integration of Knowledge and Ideas	**RI.1.16** Use the illustrations and details in a text to describe its key ideas.	G1 M1 L1–4, L7–8, L12–13, L15–17, L23, L28 G1 M2 L10–12, L14, L17, L21–26, L30–31, L33, L35 G1 M3 L3, L5–6, L8–11, L27–28
		RI.1.17 Identify the reasons an author gives to support points in a text (e.g., eating a balanced meal, obeying safety rules, engaging in recycling projects).	G1 M2 L26, L28–30, L32 G1 M3 L9
		RI.1.18 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	G1 M1 L6, L21 G1 M2 L20, L26, L30 G1 M3 L3–6, L31 G1 M4 L27
	Range of Reading and Level of Text Complexity	**RI.1.19** With prompting and support, read informational texts appropriately complex for Grade 1.	G1 M1–4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.
Reading Standards: Foundational Skills	**Print Concepts**	**RF.1.20** Demonstrate understanding of the organization and basic features of print.	
		RF.1.20a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Supplemental material is necessary to address this standard thoroughly. G1 M1 L25DD G1 M2 L4DD, L6DD, L7DD

Strand	Subcategory	Content Standard	Aligned Components of *Wit & Wisdom*
	Phonological Awareness	**RF.1.21** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
		RF.1.21a Distinguish long from short vowel sounds in spoken single-syllable words.	*Wit & Wisdom* does not address foundational skills.
		RF.1.21b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	*Wit & Wisdom* does not address foundational skills.
		RF.1.21c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	*Wit & Wisdom* does not address foundational skills.
		RF.1.21d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	*Wit & Wisdom* does not address foundational skills.
	Phonics and Word Recognition	**RF.1.22** Know and apply grade-level phonics and word analysis skills in decoding words.	
		RF.1.22a Know the spelling-sound correspondences for common consonant digraphs.	*Wit & Wisdom* does not address foundational skills.
		RF.1.22b Decode regularly spelled one-syllable words.	*Wit & Wisdom* does not address foundational skills.
		RF.1.22c Know final -e and common vowel team conventions for representing long vowel sounds.	*Wit & Wisdom* does not address foundational skills.

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		RF.1.22d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	*Wit & Wisdom* does not address foundational skills.
		RF.1.22e Decode two-syllable words following basic patterns by breaking the words into syllables.	*Wit & Wisdom* does not address foundational skills.
		RF.1.22f Read words with inflectional endings.	Supplemental material is necessary to address this standard thoroughly. G1 M1 L10DD, L12DD
		RF.1.22g Recognize and read grade-appropriate irregularly spelled words.	*Wit & Wisdom* does not address foundational skills.
	Fluency	**RF.1.23** Read with sufficient accuracy and fluency to support comprehension.	
		RF.1.23a Read on-level text with purpose and understanding.	Supplemental material is necessary to address this standard thoroughly. G1 M1 L23–27
		RF.1.23b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Supplemental material is necessary to address this standard thoroughly. G1 M1 L7, L9–12, L31 G1 M2 L4, L8–9, L17, L20, L24–25, L30–32 G1 M3 L4, L6, L11, L20, L24, L32, L35 G1 M4 L23, L35

Strand	Subcategory	Content Standard	Aligned Components of *Wit & Wisdom*
		RF.1.23c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	*Wit & Wisdom* does not address foundational skills.
Writing Standards	**Text Types and Purposes**	**W.1.24** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	G1 M2 L26 G1 M4 L4–16, L18–21, L23–27, L29–32
		W.1.24a Write simple poems addressing a topic.	*Wit & Wisdom* does not address writing simple poems addressing a topic in the lower elementary grades. *Wit & Wisdom* addresses this standard in the upper elementary and middle grades.
		W.1.25 Write informative or explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	G1 M1 L3, L16 G1 M2 L2–6, L8–14, L16–19, L22–24, L28–36 G1 M3 L6–7
		W.1.26 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	G1 M1 L4–5, L11–12, L21–22, L25–26, L26DD, L27, L27DD, L28–30, L30DD, L31–32 G1 M3 L9–12, L14–16, L18–19, L24–25, L28–29, L32–35

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	Production and Distribution of Writing	**W.1.27** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	G1 M1 L6, L28–29, L29DD, L30, L30DD, L31, L31DD G1 M2 L14, L32, L34DD, L35 G1 M3 L33DD, L34 G1 M4 L33
		W.1.28 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	G1 M2 L24–25
	Research to Build and Present Knowledge	**W.1.29** Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	G1 M2 L26, L33–35 G1 M3 L3–7, L30
		W.1.30 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	G1 M1 L3–5, L10–11, L16, L21, L23, L26, L28–31 G1 M2 L8–9, L12–13, L18–19, L23–24, L26, L30, L33–35 G1 M3 L3–9, L15–16, L24–26, L29–32

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Speaking and Listening Standards	**Comprehension and Collaboration**	**SL.1.31** Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.	
		SL.1.31a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	G1 M1 L1–32 G1 M2 L1–32, L34, L36 G1 M3 L1, L5–6, L14, L17, L21, L34–35
		SL.1.31b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	G1 M1 L18–19, L21–27, L31–32 G1 M2 L9, L20, L36 G1 M4 L34
		SL.1.31c Ask questions to clear up any confusion about the topics and texts under discussion.	G1 M3 L2, L7–8, L13, L29, L35
		SL.1.32 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	G1 M1 L1–4, L7–12, L14–18, L20 G1 M2 L1–2, L5–6, L10–16, L21, L26–28 G1 M3 L2–6, L8–17, L19, L21–23, L27, L29, L35 G1 M4 L1–2, L4, L7, L10, L12, L17–18, L20, L22–23, L25, L27–28, L34
		SL.1.33 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	G1 M3 L8, L13, L20, L26, L29, L35

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	Presentation of Knowledge and Ideas	**SL.1.34** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.		G1 M4 L17–18, L22, L28, L34
		SL.1.35 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		G1 M2 L17–19, L22–25, L30, L34–35
		SL.1.36 Produce complete sentences when appropriate to task and situation.		G1 M1 L2, L6, L9, L28–29 G1 M2 L7, L9, L14, L20, L22–23, L36 G1 M3 L1, L24–25, L28–30, L33, L35 G1 M4 L1DD, L8–9, L15–16, L26, L28, L31, L34–36
Language Standards	Conventions of Standard English	**L.1.37** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.		
		L.1.37a Print all uppercase and lowercase letters.		G1 M4 L30DD, L31, L31DD, L32, L32DD
		L.1.37b Use common, proper, and possessive nouns.		G1 M1 L1DD, L3DD, L4DD, L14–16, L21, L23, L28–29, L29DD, L30–31 G1 M4 L13DD
		L.1.37c Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*).		G1 M3 L4DD, L5DD, L6DD, L7, L7DD

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		L.1.37d Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).	G1 M4 L12DD, L13DD, L15DD, L16DD, L18DD, L19DD, L24–26, L33
		L.1.37e Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).	G1 M1 L7DD, L9DD, L12DD, L15DD, L17DD, L18–19, L19DD, L20DD, L24–25
		L.1.37f Use frequently occurring adjectives.	G1 M1 L17DD, L19, L20DD, L21–22, L22DD, L23, L28 G1 M3 L8DD, L10DD, L11DD, L23–25, L25DD, L27–34, L34DD, L35
		L.1.37g Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).	G1 M4 L2DD, L3DD, L4DD, L6DD, L9DD, L11DD, L15–16
		L.1.37h Use determiners (e.g., articles, demonstratives).	G1 M2 L10DD, L13DD, L14DD, L15DD, L17DD, L19, L19DD, L30, L34, L34DD
		L.1.37i Use frequently occurring prepositions (e.g., *during, beyond, toward*).	G1 M1 L26DD, L27DD G1 M2 L21DD, L23DD, L25DD, L29DD, L31, L31DD, L34
		L.1.37j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	G1 M1 L2, L7, L10–13, L13DD, L16, L21, L23, L23DD, L25DD, L28–29, L29DD, L30, L30DD, L31, L31DD G1 M2 L5, L7DD, L9, L12–14, L19, L22–25, L30–32, L34, L34DD, L35, L35DD G1 M3 L30, L33, L33DD, L34 G1 M4 L6DD, L7DD, L9DD, L11DD, L17, L31

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		L.1.38 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	
		L.1.38a Capitalize dates and names of people.	G1 M1 L4DD, L14, L16, L21, L28–29, L29DD, L30–31 G1 M4 L20DD, L21DD, L31–33
		L.1.38b Use end punctuation for sentences.	G1 M1 L4–5, L7, L10–13, L16, L21, L23, L25DD, L28–29, L29DD, L30–31, L31DD G1 M2 L4DD, L6DD, L7DD, L9, L9DD, L12–14, L19, L22–25, L30–32, L34–35, L35DD
		L.1.38c Use commas in dates and to separate single words in a series.	G1 M4 L6DD, L7DD, L9DD, L11DD, L17, L33
		L.1.38d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	G1 M4 L23DD, L24DD, L27DD, L29, L31–32, L33DD
		L.1.38e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	G1 M2 L9, L13, L19, L23, L32

Strand	Subcategory	Content Standard	Aligned Components of *Wit & Wisdom*
	Vocabulary Acquisition and Use	**L.1.39** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.	
		L.1.39a Use sentence-level context as a clue to the meaning of a word or phrase.	G1 M1 L2DD, L8DD, L14, L18DD, L21DD, L24DD G1 M2 L10–11, L14, L16, L27, L29, L30DD G1 M3 L5, L13, L14DD, L17, L21, L26, L27DD, L28, L29DD G1 M4 L3, L5DD, L8, L10DD, L11, L13, L18, L22, L33
		L.1.39b Use frequently occurring affixes as a clue to the meaning of a word.	G1 M1 L10DD, L12DD G1 M2 L27 G1 M3 L21, L26, L26DD, L27DD, L28DD, L31 G1 M4 L3, L26DD
		L.1.39c Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).	G1 M1 L10DD, L12DD G1 M3 L18DD, L22DD, L24DD, L31
		L.1.39d Apply alphabetical order to the first letter of words to access information.	*Wit & Wisdom* does not address applying alphabetical order to the first letter of words to access information.

Strand	Subcategory	Content Standard	Aligned Components of *Wit & Wisdom*
		L.1.40 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	
		L.1.40a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	G1 M2 L1DD, L8DD, L16DD, L18DD, L22DD, L24DD, L26DD, L27DD, L28DD G1 M3 L3DD G1 M4 L14DD, L17DD, L25DD, L28DD, L29DD, L33
		L.1.40b Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).	G1 M2 L1DD, L16DD, L18DD, L22DD, L24DD, L26DD, L27DD, L28DD, L32 G1 M3 L3DD
		L.1.40c Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).	G1 M3 L2DD, L3DD, L9DD, L13DD, L17, L30DD G1 M4 L1DD
		L.1.40d Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings.	G1 M2 L2DD, L3DD, L5DD, L11DD, L12DD, L21, L30DD, L32, L32DD G1 M3 L1DD, L12DD, L16DD, L23DD, L31 G1 M4 L8DD
		L.1.41 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).	G1 M1–4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.