



WIT & WISDOM[®]

MORE MEANINGFUL ENGLISH

Alaska English/Language
Arts Standards
Correlation to *Wit & Wisdom*

GRADE 4

March 2020

ABOUT *WIT & WISDOM*

Wit & Wisdom® is a Kindergarten through Grade 8 English language arts (ELA) curriculum created by Great Minds®, a nonprofit 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.

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***
 - Implementation Guide
 - Module 0 (GK–2, G3–5, G6–8)
- Extending *Wit & Wisdom***
 - Family 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)

Alaska English/Language Arts Standards Correlation to *Wit & Wisdom*

GRADE 4 ENGLISH/LANGUAGE ARTS

The majority of the Grade 4 Alaska English/Language Arts Standards are fully covered by Grade 4 of the *Wit & Wisdom* curriculum. The areas where the Grade 4 Alaska English/Language Arts standards and Grade 4 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 Alaska standards while benefiting from the rich texts and knowledge building of *Wit & Wisdom*.

KEY

-  *Wit & Wisdom* fully addresses the Alaska standard.
-  *Wit & Wisdom* may not completely address the Alaska standard.
-  *Wit & Wisdom* does not address the Alaska standard.
-  *Wit & Wisdom* addresses the Alaska standard at a different grade level.

G = grade level

Examples:

M = module

G4 M1 L6 = Grade 4 Module 1 Lesson 6

L = lesson

G4 M1 L6DD = Grade 4 Module 1 Lesson 6 Deep Dive

DD = Deep Dive

Content	Strand	Standard	Aligned Components of <i>Wit & Wisdom</i>
Reading Standards for Literature	Key Ideas and Details	<p>RL.4.1</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>G4 M1 L19–20, L26, L30–32</p> <p>G4 M2 L1, L1DD, L2–10, L17–22, L24–30</p> <p>G4 M3 L5, L9, L11, L16–21, L23–24, L28–29, L31, L34–35</p> <p>G4 M4 L1–36</p>
		<p>RL.4.2</p> <p>Determine a theme or author’s message or purpose of a story, drama, or poem using details and evidence from the text as support; summarize main ideas or events, in correct sequence, including how conflicts are resolved.</p>	<p>G4 M1 L18–22, L24, L27–30</p> <p>G4 M2 L2, L5–9, L17–19, L22, L24–25, L27–32</p> <p>G4 M3 L10–12, L14, L19–20, L22, L26–30, L32–33</p> <p>G4 M4 L3–7, L9–13, L16–22, L24–31, L33, L36</p>
		<p>RL.4.3</p> <p>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<p>G4 M1 L22–30</p> <p>G4 M2 L2–3, L3DD, L4, L4DD, L5, L8–10, L19–32</p> <p>G4 M3 L10, L12, L14–15, L17–19, L22–25, L27–28, L30–31, L34–35</p> <p>G4 M4 L3, L12, L14, L16–22, L24–31, L36</p>
	Craft and Structure	<p>RL.4.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, similes).</p>	<p>G4 M1 L1, L20, L30</p> <p>G4 M2 L22, L24, L27</p> <p>G4 M3 L11, L21–22, L28</p> <p>G4 M4 L1, L1DD, L4–5, L7, L14, L18, L20, L22, L23DD, L24, L24DD, L25–26, L26DD, L27–30, L33DD, L34DD</p>

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		<p>RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse and rhythm) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p>G4 M1 L18, L20–24, L27, L30 G4 M4 L8–9, L14–15, L25</p>
		<p>RL.4.6 Compare and contrast the point of view from which different stories are narrated, including how the use of first or third person can change the way a reader might see characters or events described.</p>	<p>G4 M3 L9–12, L16, L18, L25, L27</p>
	<p>Integration of Knowledge and Ideas</p>	<p>RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p>G4 M2 L4–6 G4 M4 L10, L14, L24</p>
		<p>RL.4.9 Compare and contrast the treatment of similar themes and plots (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in literature.</p>	<p>G4 M2 L31 G4 M4 L6, L9–14, L20, L24–26, L29, L31–36</p>

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	Range of Reading and Level of Complexity	RL.4.10 By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.	G4 M1–4 <i>Wit & Wisdom</i> 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 for Informational Text	Key Ideas and Details	RI.4.1 Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.	G4 M1 L5, L7–8, L10, L13, L16, L31 G4 M2 L11–16 G4 M3 L1–2, L4, L6–8, L10, L12–13, L21, L23–24, L26, L34–35 G4 M4 L1–4, L7–8, L32–35
		RI.4.2 Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures, including correct sequence when appropriate.	G4 M1 L1, L3–6, L8–17 G4 M2 L13–16 G4 M3 L2–3, L7–8, L14 G4 M4 L1–3, L7, L33
		RI.4.3 Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	G4 M1 L3, L11–12, L14, L17, L31–32 G4 M2 L12 G4 M3 L1–4, L6–8, L12–13, L23–24, L30, L34–35 G4 M4 L36

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	Craft and Structure	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	G4 M1 L1–2, L6, L9DD, L11–13, L16DD G4 M3 L1, L3, L12, L30 G4 M4 L2
		RI.4.5 Describe the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	G4 M1 L8 G4 M2 L11–16 G4 M3 L3
		RI.4.6 Determine author’s purpose; compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Supplemental material is necessary to address determining author’s purpose. The following lessons address comparing first- and secondhand accounts and describing the differences. G4 M3 L3–4, L6–8, L13, L17
	Integration of Knowledge and Ideas	RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	G4 M1 L8, L11, L13, L16, L16DD G4 M2 L12–14 G4 M3 L2–4, L6, L25 G4 M4 L1–2

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		<p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>G4 M1 L5, L9, L16–17 G4 M3 L1, L3–4, L7, L13</p>
		<p>RI.4.9 Integrate information from two texts on the same topic or related topics in order to write or speak about the subject knowledgeably.</p>	<p>G4 M1 L31 G4 M3 L6–8, L15, L22, L26, L34 G4 M4 L6, L33–36</p>
	<p>Range of Reading and Level of Text Complexity</p>	<p>RI.4.10 By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 4 (from upper grade 3 to grade 5), with scaffolding as needed at the high end of the range.</p>	<p>G4 M1–4 <i>Wit & Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p>
<p>Reading Standards: Foundational Skills</p>	<p>Phonics and Word Recognition</p>	<p>RF.4.3 ▪ Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
		<p>◇ Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p><i>Wit & Wisdom</i> does not address foundational skills.</p>

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	Fluency	<p>RF.4.4</p> <ul style="list-style-type: none"> ▪ Read with sufficient accuracy and fluency to support comprehension. 	
		<ul style="list-style-type: none"> ◇ Read on-level text with purpose and understanding. 	<p>G4 M1 L13–14, L20–21</p> <p>G4 M2 L7, L19, L26</p> <p>G4 M3 L1, L22, L26</p> <p>G4 M4 L14, L17–18</p>
		<ul style="list-style-type: none"> ◇ Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 	<p>G4 M1 L2, L12, L18, L23</p> <p>G4 M2 L1, L7, L18, L25</p> <p>G4 M3 L16, L21, L26</p> <p>G4 M4 L15, L19, L23, L28</p>
		<ul style="list-style-type: none"> ◇ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p><i>Wit & Wisdom</i> does not address foundational skills.</p>
Writing Standards	Text Types and Purposes	<p>W.4.1</p> <p>Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information (e.g., The character ____ was brave because she ____).</p>	
		<p>W.4.1a</p> <p>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p>	<p>G4 M3 L9, L11, L13, L25, L30–31, L35</p>

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		<p>W.4.1b Provide reasons that are supported by facts and details.</p>	G4 M3 L11–12, L25, L30, L35
		<p>W.4.1c Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p>	G4 M3 L14, L35
		<p>W.4.1d Provide a concluding statement or section that reinforces or restates the opinion presented.</p>	G4 M3 L15, L31, L35
		<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	
		<p>W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), labeled or captioned visuals/diagrams, and multimedia when useful to aiding comprehension.</p>	<p>G4 M1 L24, L32 G4 M2 L15 G4 M3 L8, L20 G4 M4 L3, L6, L8, L11–13, L34</p>
		<p>W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information/explanations and examples that support the focus.</p>	<p>G4 M3 L2, L4, L6–7, L19 G4 M4 L2, L6, L13</p>

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		<p>W.4.2c Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p>	<p>G4 M3 L7 G4 M4 L15–16, L19</p>
		<p>W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>G4 M2 L14 G4 M3 L7 G4 M4 L17</p>
		<p>W.4.2e Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.</p>	<p>G4 M1 L24, L32 G4 M3 L8, L20 G4 M4 L13, L23–25, L29–30</p>
		<p>W.4.3 Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).</p>	
		<p>W.4.3a Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>G4 M2 L10, L18</p>

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		<p>W.4.3b Use narrative techniques, such as dialogue, description, and elaboration, and concrete and sensory details to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts.</p>	G4 M2 L3–4, L6, L8–10, L10DD, L20–29
		<p>W.4.3c Use a variety of transitional words and phrases to develop the sequence of events.</p>	G4 M2 L4, L10
		<p>W.4.3d Use concrete words and phrases and sensory details, and elaboration to convey experiences and events precisely.</p>	G4 M2 L1–4, L10, L10DD
		<p>W.4.3e Provide a conclusion that follows from the narrated experiences or events.</p>	G4 M2 L10, L30
	<p>Production and Distribution of Writing</p>	<p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>G4 M1 L1, L18, L32 G4 M2 L27 G4 M3 L8, L15, L29 G4 M4 L6–7, L9–10, L13, L19, L21, L29–30, L34–35</p>

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		<p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>G4 M1 L28, L31DD, L32</p> <p>G4 M2 L6, L7DD, L15, L19–20, L23, L23DD, L24–31</p> <p>G4 M3 L8, L13DD, L14–16, L19–20, L25, L31–33, L33DD, L34, L34DD, L35, L35DD</p> <p>G4 M4 L7, L7DD, L14, L22, L25, L31, L34–35</p>
		<p>W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others and to locate information about topics; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>G4 M2 L27, L31</p> <p>G4 M3 L20, L33</p>
	<p>Research to Build and Present Knowledge</p>	<p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>G4 M3 L4–8, L17–20, L23, L27, L30</p>
		<p>W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>G4 M1 L1, L3–4, L6, L8–13, L15, L17, L19, L21–22, L24–27, L29–32</p> <p>G4 M3 L4–7, L17–18, L23, L26–27, L30, L33–34</p> <p>G4 M4 L3–4, L6, L10–12, L16–21, L26–33</p>

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		<p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
		<p>W.4.9a Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p>	G4 M4 L13
		<p>W.4.9b Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”).</p>	G4 M1 L5, L17 G4 M3 L35
		<p>W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	G4 M3 L1, L18, L21–22 G4 M4 L8–10, L14, L18–19, L22, L26, L32, L36
	Range of Writing		

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Speaking and Listening Standards	Comprehension and Collaboration	SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	
		SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	G4 M2 L30 G4 M3 L1, L3, L5, L8–9, L20–21, L27–29, L34
		SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.	G4 M2 L27, L30, L32 G4 M3 L2, L5–6, L9–10, L15, L19
		SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	G4 M2 L30 G4 M3 L1–3, L5–11, L19–21, L24, L26, L29, L34 G4 M4 L15, L23
		SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	G4 M1 L6 G4 M3 L29, L34 G4 M4 L6, L10, L17–18, L20–21, L30, L33
		SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	G4 M1 L6–8, L15, L19 G4 M2 L11–12, L17, L31–32 G4 M3 L34

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		<p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points (e.g., using a graphic organizer to show connections between reasons given and support provided).</p>	<p>G4 M1 L16, L24, L26 G4 M2 L5 G4 M3 L8–9, L15, L22, L25, L29, L32, L34 G4 M4 L6, L36</p>
	<p>Presentation of Knowledge</p>	<p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>G4 M1 L16, L28 G4 M2 L10, L16, L18–19, L23, L26, L28, L31–34 G4 M3 L29, L32, L34 G4 M4 L5</p>
<p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully.</p>		<p>G4 M2 L7–8, L12–16, L23 G4 M4 L5, L36</p>	
<p>SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>		<p>G4 M1 L31 G4 M2 L5, L9, L16, L23 G4 M3 L12DD, L15DD G4 M4 L21, L30, L33, L36</p>	

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Language Standards	Conventions of Standard English	<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
		<p>L.4.1a Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns (<i>who, whose, whom, which, that</i>), and relative adverbs (<i>where, when, why</i>) appropriate to function and purpose in order to apply the conventions of English.</p>	<p>Supplemental material may be necessary to ensure that each component of this standard is met in Grade 4.</p> <p>The following lessons address using relative pronouns and relative adverbs.</p> <p>G4 M2 L21DD, L22DD, L23DD, L27DD, L28DD</p> <p>G4 M3 L26DD, L27DD, L28DD, L33DD, L34, L34DD, L35, L35DD</p>
		<p>L.4.1b Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p>	<p>G4 M3 L22DD, L23DD, L24DD</p>
		<p>L.4.1c Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p>	<p>G4 M3 L34–35</p> <p>G4 M4 L9DD, L10DD, L11DD, L12DD, L13, L34–35</p>
		<p>L.4.1d Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p>	<p>G4 M1 L18DD, L19DD, L20DD, L31DD, L32</p>
		<p>L.4.1e Form and use prepositional phrases.</p>	<p>G4 M2 L18DD, L19DD, L20DD, L27DD, L28DD</p>

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		L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	G4 M3 L6DD, L7DD, L8DD, L20DD, L33DD, L34, L34DD, L35, L35DD
		L.4.1g Correctly use frequently confused words (e.g., <i>to, too, two, there, their</i>).	G4 M4 L4DD, L6DD, L7DD, L14, L22DD, L31DD, L34–35, L35DD
		L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
		L.4.2a Use correct capitalization.	G4 M1 L10DD, L11DD, L12DD, L13, L31DD, L32
		L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.	G4 M1 L2DD, L4DD, L5DD, L23DD, L24DD, L25DD, L31DD, L32 G4 M2 L7DD, L10DD, L27DD
		L.4.2c Use a comma before a coordinating conjunction in a compound sentence.	G4 M1 L13DD, L14DD, L15DD, L31DD, L32 G4 M3 L17DD, L18DD, L19DD, L20DD, L33DD, L34, L34DD, L35, L35DD
		L.4.2d Spell grade-appropriate words correctly, consulting references as needed.	G4 M1 L13 G4 M4 L6DD, L7DD, L13, L14DD, L21–22, L22DD, L30–31, L31DD, L34–35, L35DD

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	Knowledge of Language	L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
		L.4.3a Choose words and phrases to convey ideas precisely.	G4 M1 L13 G4 M2 L1DD, L8DD, L9DD, L10DD, L14DD, L27DD, L28DD G4 M3 L35 G4 M4 L18–19
		L.4.3b Choose punctuation for effect.	G4 M2 L5DD, L6DD, L7DD, L10DD, L27DD, L28DD
		L.4.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	G4 M3 L11DD, L12DD, L13DD, L15DD, L34–35 G4 M4 L27DD, L28DD, L29DD, L31, L33

Content	Strand	Standard	Aligned Components of <i>Wit & Wisdom</i>
	Vocabulary Acquisition and Use	<p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.4a Determine meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text (word order, grammar, syntax); use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	<p>Supplemental material is necessary to address using phonetics and language structure as a clue to the meaning of a word or phrase.</p> <p>The following lessons address using word structure and context as clues to the meaning of words and phrases.</p> <p>G4 M1 L1, L1DD, L2, L3DD, L7DD, L8DD, L9DD, L18–19, L21DD, L22DD, L29DD, L30DD</p> <p>G4 M2 L2DD, L12DD, L13DD, L14DD, L15, L16DD, L17DD, L24DD, L26DD, L33DD, L34DD</p> <p>G4 M3 L1DD, L2, L2DD, L3, L4DD, L5DD, L9DD, L16DD, L21, L21DD, L22–23, L25, L28–30, L30DD, L31DD, L32DD</p> <p>G4 M4 L1DD, L2, L2DD, L3DD, L8DD, L13, L13DD, L14, L15DD, L16DD, L17DD, L18DD, L19DD, L21DD, L23DD, L26, L26DD, L30DD, L32DD, L33DD, L34DD</p>

Content	Strand	Standard	Aligned Components of <i>Wit & Wisdom</i>
		<p>L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p>	<p>G4 M1 L1DD, L7DD, L8DD, L21DD, L22DD, L29DD, L30DD</p> <p>G4 M2 L12DD, L13DD, L14DD, L16DD, L17DD, L26DD, L33DD, L34DD</p> <p>G4 M3 L1DD, L2, L2DD, L3, L4DD, L5DD, L16DD, L21–22</p> <p>G4 M4 L1DD, L3DD, L8DD, L13, L13DD, L16DD, L17DD, L26, L30DD, L32DD, L33DD, L34DD</p>
		<p>L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>G4 M1 L3DD, L28DD</p> <p>G4 M2 L11DD</p> <p>G4 M3 L1DD, L4DD, L5DD, L13, L14DD, L16DD, L21DD, L25DD, L29DD, L30DD, L31DD, L32DD</p> <p>G4 M4 L13DD, L16DD, L32DD</p>
		<p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
		<p>L.4.5a Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p>	<p>G4 M1 L9, L32</p> <p>G4 M2 L1, L3DD, L4DD, L12</p> <p>G4 M3 L23</p> <p>G4 M4 L15</p>

Content	Strand	Standard	Aligned Components of <i>Wit & Wisdom</i>
		<p>L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>G4 M3 L10DD G4 M4 L5DD, L14, L18, L20, L20DD, L22, L23DD, L24, L24DD, L25, L25DD, L26, L26DD, L28–30, L33DD, L34DD</p>
		<p>L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>G4 M1 L3DD, L8DD, L28DD, L29DD, L30DD G4 M2 L2DD, L24DD, L25DD, L33DD, L34DD G4 M3 L2DD, L3DD, L4DD, L5DD, L13, L14DD, L29DD, L31DD, L32DD, L35 G4 M4 L2DD, L17–18, L18DD, L19DD, L21DD</p>
		<p>L.4.6 Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	<p>G4 M1–4 <i>Wit & Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p>