



WIT & WISDOM[®]

MORE MEANINGFUL ENGLISH

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

GRADE K

March 2020

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***
 - 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 K ENGLISH/LANGUAGE ARTS

The majority of the Grade K Alaska English/Language Arts Standards are fully covered by Grade K of the *Wit & Wisdom* curriculum. The areas where the Grade K Alaska English/Language Arts standards and Grade K 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

GK M1 L6 = Grade K Module 1 Lesson 6

L = lesson

GK M1 L6DD = Grade K 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	RL.K.1 With prompting and support, ask and answer questions about a literary text using key details from the text.	GK M1 L2–3, L3DD, L4, L11, L11DD, L12–13, L13DD, L14–22, L29 GK M2 L1, L13–29, L31–32 GK M3 L2, L12, L15–17 GK M4 L5, L16–21, L23, L25, L36
		RL.K.2 With prompting and support, retell familiar stories, using key details.	GK M1 L4, L12, L15, L18, L21 GK M2 L22, L24–27, L29–30 GK M3 L3, L6, L12–14, L16–17, L20, L24, L27 GK M4 L2–3, L17, L20
		RL.K.3 With prompting and support, identify characters, settings, major events, and problem-solution in a story, song, or poem.	GK M1 L11, L17, L20 GK M2 L9, L11–24, L24DD, L25–29, L29DD, L30–31 GK M3 L12–17 GK M4 L3, L18–19
	Craft and Structure	RL.K.4 Ask and answer questions about unknown words in a text.	GK M1 L3, L3DD, L4, L12DD, L17, L20DD GK M2 L15 GK M3 L2, L7–10, L12–13, L27–28 GK M4 L3, L16, L18–20, L23
		RL.K.5 Identify common types of texts (e.g., picture books, stories, poems, songs).	GK M1 L12, L17, L30 GK M2 L1, L5, L7, L13, L18, L24, L29 GK M3 L1–2, L7, L12, L18, L22, L27 GK M4 L32

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		<p>RL.K.6 With prompting and support, name the author and illustrator of a story and describe the role of each in telling the story.</p>	<p>GK M1 L13–21 GK M2 L1</p>
	<p>Integration of Knowledge and Ideas</p>	<p>RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts) or use illustrations to tell or retell a story.</p>	<p>GK M1 L11, L11DD, L12–14, L15DD, L17, L17DD, L18, L18DD, L19–21 GK M2 L1, L1DD, L14–15, L21–22, L27 GK M3 L13, L15–16, L20, L27 GK M4 L3, L5, L17–19, L25</p>
		<p>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>GK M2 L13, L16–17, L23–24, L27</p>
	<p>Range of Reading and Level of Complexity</p>	<p>RL.K.10 Actively engage in shared reading activities using literature from a variety of cultures with purpose and understanding, and scaffolding as needed.</p>	<p>GK 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 for Informational Text</p>	<p>Key Ideas and Details</p>	<p>RI.K.1 With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text.</p>	<p>Supplemental material is necessary to address eliciting background knowledge and experience in order to ask and answer questions about a text. The following lessons address asking and answering questions about the key details in a text. GK M1 L1, L1DD, L2–3, L3DD, L4–7, L7DD, L8–11, L17, L23, L23DD, L24, L26–28, L30–31 GK M2 L2, L4–12 GK M3 L1–11, L18–30 GK M4 L1–15, L22–36</p>

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		<p>RI.K.2 With prompting and support, identify the main topic and retell key details of a text.</p>	<p>GK M1 L2, L4-5, L7, L9-10, L24, L27 GK M2 L3, L5, L8-11 GK M3 L3-10, L19-28, L30 GK M4 L1-4, L6-8, L10, L23-24, L28-29</p>
		<p>RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>GK M1 L8-9, L23, L23DD, L24, L24DD GK M2 L3 GK M3 L10-11, L20-21, L23, L25-30 GK M4 L1, L24</p>
	<p>Craft and Structure</p>	<p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p>	<p>GK M1 L1, L1DD, L2-3, L3DD, L4, L6, L6DD, L9, L23, L25 GK M2 L5, L8-9 GK M3 L4-5, L10, L18, L20-21, L23, L25 GK M4 L2, L4-7, L11-13, L24-26, L30</p>
<p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p>		<p>GK M1 L1-2, L5-6, L10, L23-24 GK M2 L2 GK M3 L20-21</p>	
<p>RI.K.6 Name the author and illustrator of a text and describe the role of each in presenting the ideas or information in a text.</p>		<p>GK M1 L3, L5, L8, L23, L25 GK M3 L2, L20-21</p>	

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	Integration of Knowledge and Ideas	RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	GK M1 L3–4, L8–10, L23, L23DD, L24, L24DD, L25, L25DD, L26–27 GK M2 L2–4, L8–11 GK M3 L3–5, L9–11, L18, L20–27, L30 GK M4 L1, L3–6, L8, L11–12, L24–26, L29–30, L32
		RI.K.8 With prompting and support, identify the opinions an author states in a text.	Supplemental material is necessary to address identifying the opinions an author states to support points. The following lessons address identifying the reasons an author gives to support points. GK M1 L7, L24 GK M3 L3–10, L19–21, L23, L25–28, L30 GK M4 L1–3, L6–7, L13
		RI.K.9 With prompting and support, identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two photos or diagrams, compare two animal babies).	GK M1 L6, L8, L23–25 GK M2 L2 GK M3 L3–5, L10–11, L18, L20–21, L23, L25–27, L30 GK M4 L3, L8, L14, L27, L31–32
	Range of Reading and Level of Text Complexity	RI.K.10 Actively engage in shared reading activities using a range of topics and texts with purpose and understanding, with scaffolding as needed.	GK 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.

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Reading Standards: Foundational Skills	Print Concepts	RF.K.1 Demonstrate understanding of the organization and basic features of print.	
		RF.K.1a Follow words from left to right, top to bottom, and page-by-page.	<i>Wit & Wisdom</i> does not address foundational skills.
		RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.	<i>Wit & Wisdom</i> does not address foundational skills.
		RF.K.1c Understand that words are separated by spaces in print.	<i>Wit & Wisdom</i> does not address foundational skills.
		RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.	<i>Wit & Wisdom</i> does not address foundational skills.
	Phonological Awareness	RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
		RF.K.2a Recognize and produce rhyming words.	Supplemental material is necessary to address producing rhyming words. The following lesson addresses recognizing rhyming words. GK M1 L26
		RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.	<i>Wit & Wisdom</i> does not address foundational skills.
		RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	<i>Wit & Wisdom</i> does not address foundational skills.

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		<p>RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p>	<p><i>Wit & Wisdom</i> does not address foundational skills.</p>
		<p>RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p><i>Wit & Wisdom</i> does not address foundational skills.</p>
	<p>Phonics and Word Recognition</p>	<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
		<p>RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p>	<p><i>Wit & Wisdom</i> does not address foundational skills.</p>
		<p>RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p>	<p>Supplemental material is necessary to address this standard thoroughly.</p> <p>GK M1 L18–19, L22–24, L25DD</p> <p>GK M2 L4</p>
		<p>RF.K.3c Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p>	<p><i>Wit & Wisdom</i> does not address foundational skills.</p>
		<p>RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p><i>Wit & Wisdom</i> does not address foundational skills.</p>

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	Fluency	RF.K.4 Read emergent-reader texts with purpose and understanding.	<i>Wit & Wisdom</i> does not address foundational skills.
Writing Standards	Text Types and Purposes	W.K.1 Use a combination of drawing, dictating, and writing to state an opinion or a preference about a topic or part of a book (e.g., I like dogs better than cats because . . . ; My favorite part of the story is when . . . ; I think it was funny when . . .).	GK M2 L28DD, L31 GK M3 L4–10, L18–30 GK M4 L1–8, L10–15, L20–21, L25–31, L33–35
		W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	GK M1 L1, L9–10, L15–16, L18–19, L21–22, L22DD, L25DD, L26–28, L30–31 GK M2 L4–6, L10–12, L16–17, L28DD, L31 GK M3 L5–6, L8–11, L13–21, L23–29, L30DD GK M4 L4, L6, L8, L19
		W.K.3 Use a combination of drawing, dictating, and writing to narrate a real or imagined event or several loosely linked events, tell about the events in the order in which they occurred, and provide an ending (how the problem was solved) or a reaction (e.g., a feeling) to what happened.	GK M1 L19 GK M2 L19–23, L25–28, L28DD, L30–32 GK M3 L5–6, L9, L12, L16–18, L23–29 GK M4 L4, L6
	Production and Distribution of Writing	W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	GK M2 L32DD GK M4 L17–19, L21–22, L24–25, L27, L29, L34

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		<p>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>GK M2 L2, L4–6 GK M3 L14, L29</p>
	<p>Research to Build and Present Knowledge</p>	<p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and combine or summarize information/facts learned or express opinions about them).</p>	<p>GK M3 L14, L28–29 GK M4 L2, L13, L17, L32</p>
		<p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>GK M1 L1, L4–5, L7DD, L8–10, L13–16, L20–21, L30–31 GK M2 L4–7, L11–12, L14–18 GK M3 L4–6, L9–11, L15–17, L21, L24–29 GK M4 L4–8, L11–15, L20–21, L25–27, L29–36</p>
<p>Speaking and Listening Standards</p>	<p>Comprehension and Collaboration</p>	<p>SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>	
		<p>SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	<p>GK M1 L1–16, L19, L21–23, L25, L27, L29–31 GK M2 L1, L3, L5, L7–8, L11–16, L18–22, L24–32 GK M3 L1–2, L4–6, L12, L15, L17, L21–23, L26 GK M4 L1, L9, L16–17, L19, L21</p>
		<p>SL.K.1b Continue a conversation through multiple exchanges.</p>	<p>GK M1 L6, L16, L22, L25, L27, L29–31 GK M2 L28</p>

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		<p>SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p>GK M1 L1–2, L4, L6, L8–15, L19, L22–23, L25–27 GK M2 L1, L3, L7, L13–15, L18–21, L24–28, L30–32 GK M3 L1–26 GK M4 L1–7, L9–28, L30–32, L35–36</p>
		<p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>GK M1 L1, L4, L6–7 GK M3 L7, L10–11, L17–22 GK M4 L7</p>
	Presentation of Knowledge	<p>SL.K.4 Describe familiar people, places, things, and events, and with prompting and support, provide additional related details.</p>	<p>GK M1 L4DD, L5DD, L8DD, L9, L9DD, L10DD, L17, L18DD, L23, L24DD, L26DD, L28DD GK M2 L9DD, L12DD, L15, L17, L19 GK M4 L32–33, L35–36</p>
		<p>SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional details.</p>	<p>GK M3 L23–30</p>
		<p>SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly in complete sentences when appropriate to task and situation.</p>	<p>GK M1 L10, L14DD, L15DD, L19, L19DD, L20–22, L27, L30–31 GK M2 L2–6, L9–10, L16–17, L20, L23, L28–32 GK M4 L15, L35</p>
		Conventions of Standard English	<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
<p>L.K.1a Print many upper- and lowercase letters.</p>	<p>GK M2 L5DD, L6, L6DD, L11–12, L16–17, L19, L22–23, L27–28, L31–32</p>		

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		<p>L.K.1b Use frequently occurring nouns and verbs.</p>	<p>GK M2 L2DD, L4DD, L13–15, L19–20, L20DD, L21DD, L23DD, L28DD</p> <p>GK M3 L1DD, L13DD, L15DD, L16–17, L17DD, L20–21, L23DD, L25–26, L26DD, L28–30</p> <p>GK M4 L3DD</p>
		<p>L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p>	<p>GK M2 L20DD</p> <p>GK M3 L23DD, L25DD, L26DD, L30</p>
		<p>L.K.1d Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p>	<p>GK M1 L1, L1DD, L6, L6DD, L11, L11DD, L17, L23, L23DD, L29</p> <p>GK M2 L1, L18, L29</p> <p>GK M3 L1–2, L7, L12, L17–18, L22</p> <p>GK M4 L1, L9, L16, L22, L28</p>
		<p>L.K.1e Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p>	<p>GK M1 L24DD, L26DD, L27DD, L28DD</p> <p>GK M2 L8, L10–12, L12DD</p> <p>GK M4 L8DD, L21DD</p>

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		<p>L.K.1f Produce and expand complete sentences in shared language activities.</p>	<p>GK M1 L3DD, L4DD, L5, L5DD, L7DD, L8DD, L9DD, L10DD, L13DD, L14DD, L15, L15DD, L19DD, L26, L27DD, L28DD, L30DD, L31DD</p> <p>GK M2 L1DD, L2DD, L3DD, L4, L6–8, L10, L10DD, L11–12, L12DD, L14DD, L15–16, L16DD, L17, L17DD, L19–21, L21DD, L22–23, L23DD, L27, L30–31, L31DD, L32, L32DD</p> <p>GK M3 L4, L10–12, L14–17, L20–21, L24–26, L28–29, L29DD, L30DD</p> <p>GK M4 L2, L4, L4DD, L5–6, L8DD, L11–13, L13DD, L21DD, L24DD, L25, L25DD, L27DD, L28DD, L29DD, L30, L30DD, L31, L32DD, L33–34, L34DD, L35, L35DD</p>
		<p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
		<p>L.K.2a Capitalize the first word in a sentence, the first letter of the student’s name, and the pronoun <i>I</i>.</p>	<p>Supplemental material is necessary to address capitalizing the first letter of the student’s name.</p> <p>The following lessons address capitalizing the first word in a sentence and the pronoun <i>I</i>.</p> <p>GK M3 L4DD, L5, L5DD, L6, L7DD, L9DD, L11DD</p> <p>GK M4 L24DD, L25DD, L27DD, L30–31, L32DD, L33–35</p>
		<p>L.K.2b Recognize and name end punctuation.</p>	<p>GK M1 L7, L24</p> <p>GK M2 L11, L21</p> <p>GK M3 L18DD, L20DD, L21</p> <p>GK M4 L12, L28DD, L29DD, L30DD, L31, L32DD, L34</p>

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		<p>L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>	<p>GK M1 L17DD, L18–19, L21–22, L22DD, L23–24, L25DD, L26–28, L30–31</p> <p>GK M2 L4–5, L5DD, L6, L6DD, L7, L8DD, L10DD, L11–12, L16–17, L17DD, L22–23, L27–28, L28DD, L31–32</p> <p>GK M3 L4</p> <p>GK M4 L36</p>
		<p>L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>GK M1 L17DD, L18–19, L21–22, L22DD, L23–24, L25DD, L26–28, L30–31</p> <p>GK M2 L4–5, L5DD, L6, L6DD, L7, L8DD, L10DD, L11–12, L16–17, L17DD, L22–23, L27–28, L28DD, L31–32</p> <p>GK M3 L4–6, L11–12, L16–17, L21–22, L25–26, L28–29</p> <p>GK M4 L36</p>
	<p>Vocabulary Acquisition and Use</p>	<p>L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p>	
		<p>L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p>	<p>GK M1 L2DD, L4, L6DD, L9, L12DD, L20DD</p> <p>GK M2 L14, L18DD, L25DD</p> <p>GK M3 L21DD</p> <p>GK M4 L5DD, L16DD, L20DD</p>
		<p>L.K.4b Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</p>	<p>GK M1 L20DD</p> <p>GK M2 L20DD</p> <p>GK M3 L1DD, L6DD, L27DD</p> <p>GK M4 L14DD, L15DD, L17DD, L19DD, L22DD, L23</p>

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		<p>L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p>	
		<p>L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p>GK M1 L4DD, L5DD, L8DD, L9DD, L10DD, L13DD GK M2 L4DD, L7DD, L9DD, L11–12, L24DD, L27DD, L29DD GK M3 L8DD, L12, L19DD, L27 GK M4 L1DD, L31DD</p>
		<p>L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>	<p>GK M2 L11DD, L26DD GK M3 L1DD, L2DD, L3DD, L12DD GK M4 L2DD, L3DD, L9DD, L10DD, L11DD, L18DD, L23</p>
		<p>L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p>	<p>GK M1 L4DD, L5DD, L8DD, L9DD, L10DD, L11DD, L13DD, L18DD GK M2 L2DD, L4DD, L7DD, L9DD, L11–12, L13DD, L27DD, L29DD GK M3 L2, L4, L7–8, L8DD, L10DD, L12, L19DD, L24DD, L27 GK M4 L1DD, L11–12, L19, L32</p>
		<p>L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	<p>GK M1 L13 GK M2 L15DD, L19DD, L26 GK M3 L1DD, L12DD, L14DD, L17DD, L22DD GK M4 L3DD, L6DD, L7DD, L12DD, L16, L21, L23DD</p>

Content	Strand	Standard	Aligned Components of <i>Wit & Wisdom</i>
		<p>L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>GK M1–4</p> <p><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>