



# WIT & WISDOM<sup>®</sup>

MORE MEANINGFUL ENGLISH

Connecticut Core  
Standards for  
English Language Arts  
Correlation to *Wit & Wisdom*

**GRADE 4**

November 2019

## 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](http://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)

# Connecticut Core Standards for English Language Arts Correlation to *Wit & Wisdom*

## GRADE 4 ENGLISH LANGUAGE ARTS

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

### KEY

-  *Wit & Wisdom* fully addresses the Connecticut standard.
-  *Wit & Wisdom* may not completely address the Connecticut standard.
-  *Wit & Wisdom* does not address the Connecticut standard.
-  *Wit & Wisdom* addresses the Connecticut 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



Strand	Sub-Strand	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>
Reading Standards for Literature	Key Ideas and Details	<p><b>RL.4.1</b></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><b>RL.4.2</b></p> <p>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</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><b>RL.4.3</b></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 L2–5, 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><b>RL.4.4</b></p> <p>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</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, L24–26, L26DD, L27–30, L33DD, L34DD</p>
		<p><b>RL.4.5</b></p> <p>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) 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</p> <p>G4 M4 L8–9, L14–15, L25</p>

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		<p><b>RL.4.6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	G4 M3 L9–11, L16, L18, L25, L27
	<p><b>Integration of Knowledge and Ideas</b></p>	<p><b>RL.4.7</b> 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>	G4 M2 L4–6 G4 M4 L10, L14, L24
		<p><b>RL.4.9</b> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	G4 M2 L31 G4 M4 L6, L9–14, L20, L24–26, L29, L31–36
	<p><b>Range of Reading and Level of Text Complexity</b></p>	<p><b>RL.4.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	G4 M1–4 <i>Wit &amp; 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><b>Reading Standards for Informational Text</b></p>	<p><b>Key Ideas and Details</b></p>	<p><b>RI.4.1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	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

Strand	Sub-Strand	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>
		<p><b>RI.4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>G4 M1 L1, L3–6, L8–17 G4 M2 L13–16 G4 M3 L2–3, L7–8, L14 G4 M4 L1–3, L7, L33</p>
		<p><b>RI.4.3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>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</p>
		<p><b>RI.4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p>G4 M1 L1–2, L6, L9DD, L11–13, L16DD G4 M3 L1, L3, L12, L30 G4 M4 L2</p>
		<p><b>RI.4.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p>G4 M1 L8 G4 M2 L11–16 G4 M3 L3</p>
	<p><b>RI.4.6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>G4 M3 L3–4, L6–8, L13, L17</p>	

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	<b>Integration of Knowledge and Ideas</b>	<b>RI.4.7</b> 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
		<b>RI.4.8</b> Explain how an author uses reasons and evidence to support particular points in a text.	G4 M1 L5, L9, L16–17 G4 M3 L1, L3–4, L7, L13
		<b>RI.4.9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	G4 M1 L31 G4 M3 L6–8, L15, L22, L26, L34 G4 M4 L6, L33–36
	<b>Range of Reading and Level of Text Complexity</b>	<b>RI.4.10</b> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	G4 M1–4 <i>Wit &amp; 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.
<b>Reading Standards: Foundational Skills</b>	<b>Phonics and Word Recognition</b>	<b>RF.4.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	
		<b>RF.4.3a</b> 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.	<i>Wit &amp; Wisdom</i> does not address foundational skills.

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	<b>Fluency</b>	<b>RF.4.4</b> Read with sufficient accuracy and fluency to support comprehension.	
		<b>RF.4.4.a</b> Read grade-level text with purpose and understanding.	G4 M1 L13–14, L20–21 G4 M2 L7, L19, L26 G4 M3 L1, L22, L26 G4 M4 L14, L17–18
		<b>RF.4.4.b</b> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	G4 M1 L2, L12, L18, L23 G4 M2 L1, L7, L18, L25 G4 M3 L16, L21, L26 G4 M4 L15, L19, L23, L28
		<b>RF.4.4.c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<i>Wit &amp; Wisdom</i> does not address foundational skills.
<b>Writing Standards</b>	<b>Text Types and Purposes</b>	<b>W.4.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
		<b>W.4.1.a</b> 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.	G4 M3 L9, L11, L13, L25, L30–31, L35
		<b>W.4.1.b</b> Provide reasons that are supported by facts and details.	G4 M3 L11–12, L25, L30, L35



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		<b>W.4.1.c</b> Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i> ).	G4 M3 L14, L35
		<b>W.4.1.d</b> Provide a concluding statement or section related to the opinion presented.	G4 M3 L15, L31, L35
		<b>W.4.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
		<b>W.4.2.a</b> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	G4 M1 L24, L32 G4 M2 L15 G4 M3 L8, L20 G4 M4 L3, L6, L8, L11–13, L34
		<b>W.4.2.b</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	G4 M3 L2, L4, L6–7, L19 G4 M4 L2, L6, L13
		<b>W.4.2.c</b> Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i> ).	G4 M3 L7 G4 M4 L15–16, L19
		<b>W.4.2.d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.	G4 M2 L14 G4 M3 L7 G4 M4 L17

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		<p><b>W.4.2.e</b> Provide a concluding statement or section related to the information or explanation presented.</p>	<p>G4 M1 L24, L32 G4 M3 L8, L20 G4 M4 L13, L23–25, L29–30</p>
		<p><b>W.4.3</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	
		<p><b>W.4.3.a</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>G4 M2 L10, L18</p>
		<p><b>W.4.3.b</b> Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p>	<p>G4 M2 L3–4, L10, L10DD</p>
		<p><b>W.4.3.c</b> Use a variety of transitional words and phrases to manage the sequence of events.</p>	<p>G4 M2 L4, L10</p>
		<p><b>W.4.3.d</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p>G4 M2 L1–4, L10, L10DD</p>
		<p><b>W.4.3.e</b> Provide a conclusion that follows from the narrated experiences or events.</p>	<p>G4 M2 L10, L30</p>

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	<b>Production and Distribution of Writing</b>	<b>W.4.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	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
<b>W.4.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		G4 M1 L28, L31DD, L32  G4 M2 L6, L7DD, L15, L19–20, L23, L23DD, L24–31  G4 M3 L8, L13DD, L14–16, L19–20, L25, L31–33, L33DD, L34, L34DD, L35, L35DD  G4 M4 L7, L7DD, L14, L22, L25, L31, L34–35	
<b>W.4.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.		G4 M2 L27, L31  G4 M3 L20, L33	
	<b>Research to Build and Present Knowledge</b>	<b>W.4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.	G4 M3 L4–8, L17–20, L23, L27, L30
<b>W.4.8</b> 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.		G4 M1 L1, L3–4, L6, L8–13, L15, L17, L19, L21–22, L24–27, L29–32  G4 M3 L4–7, L17–18, L23, L26–27, L30, L33–34  G4 M4 L3–4, L6, L10–12, L16–21, L26–33	

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		<b>W.4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	
		<b>W.4.9.a</b> 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].”).	G4 M1 L28
		<b>W.4.9.b</b> 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”).	G4 M1 L5, L17 G4 M3 L35
	<b>Range of Writing</b>	<b>W.4.10</b> 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.	G4 M3 L1, L18, L21–22 G4 M4 L8–10, L14, L18–19, L22, L26, L32, L36
<b>Speaking and Listening Standards</b>	<b>Comprehension and Collaboration</b>	<b>SL.4.1</b> 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.	
		<b>SL.4.1.a</b> 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
		<b>SL.4.1.b</b> 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

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		<p><b>SL.4.1.c</b> 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.</p>	<p>G4 M2 L30 G4 M3 L1–3, L5–11, L19–21, L24, L26, L29, L34 G4 M4 L15, L23</p>
		<p><b>SL.4.1.d</b> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>G4 M1 L6 G4 M3 L29, L34 G4 M4 L6, L10, L17–18, L20–21, L30, L33</p>
		<p><b>SL.4.2</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>G4 M1 L6–8, L15, L19 G4 M2 L11–12, L17, L31–32 G4 M3 L34</p>
		<p><b>SL.4.3</b> Identify the reasons and evidence a speaker provides to support particular points.</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><b>Presentation of Knowledge and Ideas</b></p>	<p><b>SL.4.4</b> 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><b>SL.4.5</b> Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>G4 M2 L7–8, L12–16, L23 G4 M4 L5, L36</p>



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		<p><b>SL.4.6</b> 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>
<p><b>Language Standards</b></p>	<p><b>Conventions of Standard English</b></p>	<p><b>L.4.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
		<p><b>L.4.1.a</b> Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p>	<p>G4 M2 L21DD, L22DD, L23DD, L27DD, L28DD G4 M3 L26DD, L27DD, L28DD, L33DD, L34, L34DD, L35, L35DD</p>
		<p><b>L.4.1.b</b> 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><b>L.4.1.c</b> Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p>	<p>G4 M3 L34–35 G4 M4 L9DD, L10DD, L11DD, L12DD, L13, L34–35</p>
		<p><b>L.4.1.d</b> 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><b>L.4.1.e</b> Form and use prepositional phrases.</p>	<p>G4 M2 L18DD, L19DD, L20DD, L27DD, L28DD</p>
		<p><b>L.4.1.f</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>	<p>G4 M3 L6DD, L7DD, L8DD, L20DD, L33DD, L34, L34DD, L35, L35DD</p>

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		<b>L.4.1.g</b> 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
		<b>L.4.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
		<b>L.4.2.a</b> Use correct capitalization.	G4 M1 L10DD, L11DD, L12DD, L13, L31DD, L32
		<b>L.4.2.b</b> 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
		<b>L.4.2.c</b> 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
		<b>L.4.2.d</b> 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
	<b>Knowledge of Language</b>	<b>L.4.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
		<b>L.4.3.a</b> 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

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		<b>L.4.3.b</b> Choose punctuation for effect.	G4 M2 L5DD, L6DD, L7DD, L10DD, L27DD, L28DD
		<b>L.4.3.c</b> 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
	<b>Vocabulary Acquisition and Use</b>	<b>L.4.4</b> 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.	
<b>L.4.4.a</b> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.		G4 M1 L1–2, L3DD, L9DD, L18–19, L29DD, L30DD G4 M2 L2DD, L12DD, L15, L16DD, L24DD, L33DD, L34DD G4 M3 L9DD, L21, L21DD, L22–23, L25, L28–30, L30DD, L31DD, L32DD G4 M4 L1DD, L2, L2DD, L3DD, L8DD, L14, L15DD, L18DD, L19DD, L21DD, L23DD, L26, L26DD, L30DD, L33DD, L34DD	
<b>L.4.4.b</b> 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> ).		G4 M1 L1DD, L7DD, L8DD, L21DD, L22DD, L29DD, L30DD G4 M2 L12DD, L13DD, L14DD, L16DD, L17DD, L26DD, L33DD, L34DD G4 M3 L1DD, L2, L2DD, L3, L4DD, L5DD, L16DD, L21–22 G4 M4 L1DD, L3DD, L8DD, L13, L13DD, L16DD, L17DD, L26, L30DD, L32DD, L33DD, L34DD	

Strand	Sub-Strand	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>
		<p><b>L.4.4.c</b> 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 G4 M2 L11DD G4 M3 L1DD, L4DD, L5DD, L13, L14DD, L16DD, L21DD, L25DD, L29DD, L30DD, L31DD, L32DD G4 M4 L13DD, L16DD, L32DD</p>
		<p><b>L.4.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
		<p><b>L.4.5.a</b> 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 G4 M2 L1, L3DD, L4DD, L12 G4 M3 L23 G4 M4 L15</p>
		<p><b>L.4.5.b</b> 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><b>L.4.5.c</b> 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>

Strand	Sub-Strand	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>
		<p><b>L.4.6</b>            Acquire and use accurately 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</p> <p><i>Wit &amp; 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>