



**G R E A T  
M I N D S**

TM

# **WIT & WISDOM<sup>®</sup>**

Curiosity, Inquiry, Knowledge

The Indiana Academic  
Standards for English/  
Language Arts Correlation to  
*Wit & Wisdom*

**GRADE 4** | April 2023



## ABOUT *WIT & WISDOM*

*Wit & Wisdom*® is a Kindergarten through Grade 8 English language arts (ELA) curriculum created by Great Minds. Founded in 2007, Great Minds PBC has evolved from an education advocacy start-up to a respected curriculum developer providing the highest quality materials and professional development to schools and districts nationwide. In pursuit of its goal to raise expectations for every student, Great Minds enlists educators to write curricula that use proven learning strategies to reward students' natural curiosity, build knowledge, and cultivate lifelong critical-thinking skills. Writing teams collaborate to ensure a consistent structure and vision for learning within and across all grade levels.

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. 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. Modules build students' knowledge of important topics in the arts, science, and social studies through the use of diverse and culturally relevant texts. 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* was intentionally designed to be implemented alongside a high-quality, research-based foundational skills program therefore the majority of the foundational skills standards will fall into this category. With strategic placement of supplemental materials, students can be successful in achieving the proficiencies of the The Indiana Academic Standards for English/Language Arts while benefiting from the rich texts and knowledge building of *Wit & Wisdom*. For more information on *Wit & Wisdom*'s alignment to the science of reading, please see [The Science of Reading and \*Wit & Wisdom\*](#) and [Examining Scarborough's Rope: Background Knowledge](#). A detailed analysis of the alignment between the 2020 The Indiana Academic Standards for English/Language Arts and *Wit & Wisdom* is provided in the table on the pages that follow this introduction.

An adoption of *Wit & Wisdom* brings to your classroom:

#### HIGH RATINGS

The independent, nonprofit reviewer EdReports.org gives *Wit & Wisdom* top ratings for text quality, building knowledge, and usability. *Wit & Wisdom* received 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 <https://greatminds.org/research>. Data stories from districts can be found at <https://greatminds.org/case-studies>. Finally, we are proud to share *The Knowledge Map Project*, an initiative of the Institute of Educational Policy at Johns Hopkins University and Chiefs for Change. This study provided *Wit & Wisdom* with high marks, saying it contains “high-quality texts with extensive topical coverage,” and “makes especially good use of the visual arts.” Read more at <https://edpolicy.education.jhu.edu/knowledge-map/>.

#### ONGOING SUPPORT

Great Minds offers *Wit & Wisdom* curriculum-specific professional development that values educators’ experiences and unique contexts. Our professional development helps teachers build their content knowledge and instructional practices to guide them in how to develop habits of inquiry in their students through rich experiences with the curriculum’s complex texts. Ongoing support includes:

##### **Introducing *Wit & Wisdom***

- *Wit & Wisdom* Blog and Online Resources
- Implementation Guide
- Module Zero (GK–2, G3–5, G6–8)
- *Wit & Wisdom* Preparation Protocols
- On-Demand Professional Development and Implementation Support Videos

##### **Extending *Wit & Wisdom***

- Family Tip Sheets
- Multilingual Glossary
- 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)

## Reading Foundations

**Learning Outcome: Students read grade-level text independently and fluently.**

| Indiana Standards   | Aligned Components of <i>Wit &amp; Wisdom</i>  |
|---|--|
| <p><b>4.RF.1</b><br/>Use the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to read unknown words.</p>   | <p>Grade 4, Module 1, Lessons 20, 22, 23, 24<br/>Grade 4, Module 4, Lessons 1</p> <p>Use of the six major syllable patterns is used throughout Grade 4 as students read both silently and aloud.</p>   |
| <p><b>4.RF.2</b><br/>Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar, multisyllabic words in context. (E)</p> | <p>Grade 4, Module 1, Lessons 7, 20, 21, 22, 23, 24<br/>Grade 4, Module 2, Lesson 26<br/>Grade 4, Module 4, Lessons 3, 8, 15, 16</p>   |
| <p><b>4.RF.3</b><br/>Orally read grade-level appropriate or higher texts smoothly and accurately with expression that connotes comprehension.</p>   | <p>Grade 4, Module 1, Lessons 2, 3, 5, 6, 8, 9, 11, 12, 13, 14, 15, 18, 19, 20, 21, 22, 23, 25, 26,<br/>Grade 4, Module 2, Lessons 1, 2, 3, 4, 5, 7, 9, 10, 11, 12, 13, 14, 18, 19, 20 21, 22, 23, 25, 27, 28, 30, 32<br/>Grade 4, Module 3, Lessons 1, 2, 3, 4, 5, 7, 9, 12, 13, 16, 17,18, 21, 22, 23, 24, 25, 26,28, 31, 33,<br/>Grade 4, Module 4, Lessons 2, 3, 4, 5, 9, 10, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25, 26, 28, 29, 30, 31, 36</p> |

## Reading Comprehension

**Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.**

| Indiana Standards   | Aligned Components of <i>Wit &amp; Wisdom</i>  |
|---|--|
| <p><b>4.RC.1</b><br/>Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text. (E)</p>                         | <p>Grade 4, Module 1, Lessons 19, 20, 26, 30, 31, 32</p> <p>Grade 4, Module 2, Lessons 1, 1DD, 2, 3, 4, 5, 7, 8, 9, 10, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30</p> <p>Grade 4, Module 3, Lessons 5, 9, 11, 16, 17, 18, 19,, 20, 21, 23, 24, 28, 29, 31, 34, 35</p> <p>Grade 4, Module 4, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36</p> |
| <p><b>4.RC.2</b><br/>Paraphrase or summarize the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation. (E)</p>            | <p>Grade 4, Module 4, Lessons 4, 5, 6, 9, 10</p>   |
| <p><b>4.RC.3</b><br/>Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.</p>                        | <p>Grade 4, Module 1, Lessons 22, 23, 24, 25, 26, 27, 28, 29, 30</p> <p>Grade 4, Module 2, Lessons 2, 3, 4, 5, 8, 9, 10, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32</p> <p>Grade 4, Module 3, Lessons 10, 12, 14, 15, 17, 18, 19, 20, 22, 23, 24, 25, 27, 28, 30, 31, 34, 35</p> <p>Grade 4, Module 4, Lessons 3, 12, 14, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30 31, 36</p>  |
| <p><b>4.RC.4</b><br/>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (E)</p> | <p>Grade 4, Module 3, Lessons 9, 10, 11, 16, 18, 25, 27</p>  |



| Indiana Standards  | Aligned Components of <i>Wit &amp; Wisdom</i>   |
|--|---|
| <p><b>4.RC.5</b><br/>Determine the main idea of a text and explain how it is supported by key details; summarize the text. (E)</p>   | <p>Grade 4, Module 1, Lessons 1, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17<br/>Grade 4, Module 2, Lessons 13, 14, 15, 16<br/>Grade 4, Module 3, Lessons 2, 3, 7, 8, 14<br/>Grade 4, Module 4, Lessons 1, 2, 3, 7, 33</p>   |
| <p><b>4.RC.6</b><br/>Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).</p>   | <p><i>Wit &amp; Wisdom</i> addresses using text features to locate information in Grade 3. The following lessons address interpreting and gaining meaning from visual and quantitative text features (e.g., charts, graphs).<br/>GRADE 4, MODULE 1, LESSONS 8, 11, 13, 16, 16DD<br/>Grade 4, Module 2, Lessons 12, 13, 14<br/>Grade 4, Module 3, Lessons 2, 3, 4, 6, 25<br/>Grade 4, Module 4, Lessons 1, 2</p> |
| <p><b>4.RC.7</b><br/>Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text. (E)</p> | <p>Grade 4, Module 1, Lesson 8<br/>Grade 4, Module 2, Lessons 11, 12, 13, 14, 15, 16<br/>Grade 4, Module 3, Lesson 3</p>  |
| <p><b>4.RC.8</b><br/>Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.</p>   | <p>Supplemental material is necessary to address distinguishing between fact and opinion. The following lessons address defining opinion and explaining how an author uses reasons and evidence to support particular points in a text.<br/>Grade 4, Module 1, Lessons 5, 9, 16, 17<br/>Grade 4, Module 3, Lessons 1, 3, 4, 7, 13</p>   |

| Indiana Standards   | Aligned Components of <i>Wit &amp; Wisdom</i>   |
|---|---|
| <p><b>4.RC.9</b><br/>Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.</p>  | <p>Grade 4, Module 1, Lesson 31<br/>Grade 4, Module 3, Lessons 6, 7, 8, 15, 22, 26, 34<br/>Grade 4, Module 4, Lessons 6, 33, 34, 35, 36</p>   |
| <p><b>4.RC.10</b><br/>Apply context clues (e.g., word, phrase, sentence, and paragraph context) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.</p> | <p>Grade 4, Module 1, Lessons 1, 2, 3DD, 9DD, 18, 19, 29DD, 30DD<br/>Grade 4, Module 2, Lessons 2DD, 12DD, 15, 16DD, 24DD, 33DD, 34DD<br/>Grade 4, Module 3, Lessons 9DD, 21, 21DD, 22, 23, 25, 28, 29, 30, 30DD, 31DD, 32DD<br/>Grade 4, Module 4, Lessons 1DD, 2, 2DD, 3DD, 8DD, 14, 15DD, 18DD, 19DD, 21DD, 23DD, 26, 26DD, 30DD, 33DD, 34DD</p>   |
| <p><b>4.RC.11</b><br/>Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings. (E)</p>   | <p>Supplemental material is necessary to address identifying homographs and homonyms. The following lessons address identifying relationships among words, including synonyms, antonyms, and multiple meanings.<br/>Grade 4, Module 1, Lessons 3DD, 8DD, 28DD, 29DD, 30DD<br/>Grade 4, Module 2, Lessons 2DD, 24DD, 25DD, 33DD, 34DD<br/>Grade 4, Module 3, Lessons 2DD, 3DD, 4DD, 5DD, 13, 14DD, 29DD, 31DD, 32DD, 35<br/>Grade 4, Module 4, Lessons 2DD, 17, 18, 18DD, 19DD, 21DD</p> |
| <p><b>4.RC.12</b><br/>Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.</p>                     | <p>Grade 4, Module 1, Lessons 1DD, 7DD, 8DD, 21DD, 22DD, 29DD, 30DD<br/>Grade 4, Module 2, Lessons 12DD, 13DD, 14DD, 16DD, 17DD, 26DD, 33DD, 34DD<br/>Grade 4, Module 3, Lessons 1DD, 2, 2DD, 3, 4DD, 5DD, 16DD, 21, 22<br/>Grade 4, Module 4, Lessons 1DD, 3DD, 8DD, 13, 13DD, 16DD, 17DD, 26, 30DD, 32DD, 33DD, 34DD</p>  |

| Indiana Standards   | Aligned Components of <i>Wit &amp; Wisdom</i>  |
|---|--|
| <p><b>4.RC.13</b><br/>Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).</p> | <p>Grade 4, Module 1, Lessons 9, 32<br/>Grade 4, Module 2, Lessons 1, 3DD, 4DD, 12<br/>Grade 4, Module 3, Lesson 23<br/>Grade 4, Module 4, Lesson 15</p> |

## Writing

**Learning Outcome: Students research and write for various purposes using processes and applying their knowledge of language and sentence structure.**

| Indiana Standards  | Aligned Components of <i>Wit &amp; Wisdom</i>                |
|--|--|
| <p><b>4.W.1</b><br/>Write persuasive compositions in a variety of forms that:</p>                          | <p>See 4.W.1a- below.</p>                                    |
| <p><b>4.W.1a</b><br/>In an introductory statement, clearly state an opinion to a particular audience.</p>  | <p>Grade 4, Module 3, Lessons 11, 12, 13, 31</p>             |
| <p><b>4.W.1b</b><br/>Support the opinion with facts and details from various sources, including texts.</p> | <p>Grade 4, Module 3, Lessons 14, 24, 25, 26, 27, 28, 30</p> |
| <p><b>4.W.1c</b><br/>Use an organizational structure to group related ideas that support the purpose.</p>  | <p>Grade 4, Module 3, Lessons 11, 12, 13</p>                 |
| <p><b>4.W.1d</b><br/>Connect opinion and reasons using words and phrases.</p>                              | <p>Grade 4, Module 3, Lessons 14, 35</p>                     |



| Indiana Standards   | Aligned Components of <i>Wit &amp; Wisdom</i>   |
|---|---|
| <p><b>4.W.1e</b><br/>Provide a concluding statement or section related to the position presented.<br/>(E)</p>                                   | <p>Grade 4, Module 3, Lessons 15, 31, 35</p>  |
| <p><b>4.W.2</b><br/>Write informative compositions on a variety of topics that:</p>   | <p>See 4.W.2a-g below.</p>  |
| <p><b>4.W.2a</b><br/>Provide an introductory paragraph with a clear main idea.</p>  | <p>Grade 4, Module 1, Lessons 3, 14, 32</p>   |
| <p><b>4.W.2b</b><br/>Provide supporting paragraphs with topic and summary sentences.</p>  | <p>Grade 4, Module 1, Lessons 2, 5, 32</p>  |
| <p><b>4.W.2c</b><br/>Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations.</p> | <p>Grade 4, Module 1, Lessons 1, 6, 9, 11, 13, 17, 29<br/>Grade 4, Module 3, Lessons 2, 4, 6, 7, 19<br/>Grade 4, Module 4, Lessons 2, 6, 13</p> |
| <p><b>4.W.2d</b><br/>Connect ideas using words and phrases.</p>   | <p>Grade 4, Module 3, Lessons 7<br/>Grade 4, Module 4, Lessons 15, 16, 19</p>   |

| Indiana Standards  | Aligned Components of <i>Wit &amp; Wisdom</i>   |
|--|---|
| <p><b>4.W.2e</b><br/>Include text features (e.g., formatting, photographs, maps) and multimedia when useful to aid comprehension.</p>                        | <p>Grade 4, Module 2, Lessons 13, 14, 15, 6</p>   |
| <p><b>4.W.2f</b><br/>Use language and vocabulary appropriate to the audience and topic.</p>  | <p>Grade 4, Module 2, Lesson 14<br/>Grade 4, Module 3, Lesson 7<br/>Grade 4, Module 4, Lesson 17</p>                                |
| <p><b>4.W.2g</b><br/>Provide a concluding statement or section. (E)</p>  | <p>Grade 4, Module 1, Lessons 24, 32<br/>Grade 4, Module 3, Lessons 8, 20<br/>Grade 4, Module 4, Lessons 13, 23, 24, 25, 29, 30</p> |
| <p><b>4.W.3</b><br/>Write narrative compositions in a variety of forms that:</p>   | <p>See 4.W.3a-e below.</p>  |
| <p><b>4.W.3a</b><br/>Establish an introduction with context to allow the reader to imagine the world of the event or experience.</p>                         | <p>Grade 4, Module 2, Lessons 10, 18, 27</p>  |
| <p><b>4.W.3b</b><br/>Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases.</p>                            | <p>Grade 4, Module 2, Lessons 17, 18, 27</p>  |
| <p><b>4.W.3c</b><br/>Use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations.</p> | <p>Grade 4, Module 2, Lessons 3, 4, 8, 9, 10, 10DD, 27</p>  |

| Indiana Standards   | Aligned Components of <i>Wit &amp; Wisdom</i>   |
|---|---|
| <p><b>4.W.3d</b><br/>Employ vocabulary with sufficient sensory (i.e., sight, sound, smell, touch, taste) details to give clear pictures of ideas and events.</p>  | <p>Grade 4, Module 2, Lessons 1, 2, 3, 4, 8DD, 9DD, 10, 10DD, 13, 14, 27</p>  |
| <p><b>4.W.3e</b><br/>Provide an ending that follows the narrated experiences or events. (E)</p>   | <p>Grade 4, Module 2, Lessons 10, 27, 30</p>  |
| <p><b>4.W.4</b><br/>Apply the writing process to:</p>   | <p>See 4.W.4a-b below.</p>  |
| <p><b>4.W.4a</b><br/>Generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).</p> | <p>Grade 4, Module 1, Lessons 28, 31DD, 32<br/>Grade 4, Module 2, Lessons 6, 7DD, 15, 19, 20, 23, 23DD, 24, 25, 26, 27, 28, 29, 30, 31<br/>Grade 4, Module 3, Lessons 8, 13DD, 14, 15, 16, 19, 20, 25, 31, 32, 33, 33DD, 34, 34DD, 35, 35DD<br/>Grade 4, Module 4, Lessons 7, 7DD, 14, 22, 25, 31, 34, 35</p> |
| <p><b>4.W.4b</b><br/>Use technology to interact and collaborate with others to produce and publish legible documents.</p>   | <p>Grade 4, Module 2, Lessons 27, 31<br/>Grade 4, Module 3, Lessons 20, 33</p>  |
| <p><b>4.W.5</b><br/>Conduct research on a topic.</p>  | <p>Grade 4, Module 3, Lessons 4, 5, 6, 7, 8, 17, 18, 19, 20</p>   |

| Indiana Standards  | Aligned Components of <i>Wit &amp; Wisdom</i>  |
|--|--|
| <p><b>4.W.5a</b><br/>Identify a specific question to address (e.g., What is the history of the Indy 500?).</p>               | <p>Grade 4, Module 3, Lessons 17, 18</p>   |
| <p><b>4.W.5b</b><br/>Use organizational features of print and digital sources to efficiently locate further information.</p> | <p><i>Wit &amp; Wisdom</i> addresses using organizational features of print and digital sources to locate information in Grade 3.</p> <p>Grade 3, Module 1, Lessons 14, 15, 16, 19, 21, 22, 26, 28, 29, 30<br/>Grade 3, Module 3, Lessons 18, 20<br/>Grade 3, Module 4, Lesson 7</p> |
| <p><b>4.W.5c</b><br/>Determine the reliability of the sources.</p>   | <p>Grade 4, Module 3, Lesson 18</p>  |
| <p><b>4.W.5d</b><br/>Summarize and organize information in their own words, giving credit to the source.</p>                 | <p>Grade 4, Module 3, Lessons 17, 18, 20, 23, 26, 27, 30, 33, 34</p>   |
| <p><b>4.W.5e</b><br/>Present the research information, choosing from a variety of formats. (E)</p>                           | <p>Grade 4, Module 3, Lessons 19, 35</p>   |
| <p><b>4.W.6</b><br/>Demonstrate command of English grammar and usage, focusing on:</p>                                       | <p>See 4.W.6a-b3 below.</p>  |

| Indiana Standards  | Aligned Components of <i>Wit &amp; Wisdom</i>  |
|--|--|
| <p><b>4.W.6a</b><br/>Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.</p> | <p><i>Wit &amp; Wisdom</i> addresses reflexive pronouns in Grade 2. The following lessons address relative pronouns.<br/>Grade 4, Module 2, Lessons 21DD, 22DD, 23DD, 27DD, 28DD</p>         |
| <p><b>4.W.6b</b><br/>Verbs –</p>   | <p>See 4.W.6b1-3 below.</p>  |
| <p><b>4.W.6b1</b><br/>Writing sentences that use progressive verb tenses.</p>  | <p>Grade 4, Module 3, Lessons 22DD, 23DD, 24DD</p>   |
| <p><b>4.W.6b2</b><br/>Recognizing and correcting inappropriate shifts in verb tense.</p>   | <p><i>Wit &amp; Wisdom</i> addresses recognizing and correcting inappropriate shifts in verb tense in Grade 5.<br/>Grade 5, Module 3, Lessons 22DD, 23DD, 24DD, 27DD, 28, 28DD, 37, 37DD</p> |
| <p><b>4.W.6b3</b><br/>Using modal auxiliaries (e.g., can, may, must).</p>  | <p>Grade 4, Module 3, Lessons 34, 35<br/>Grade 4, Module 4, Lessons 9DD, 10DD, 11DD, 12DD, 13, 34, 35</p>  |
| <p><b>4.W.6c</b><br/>Adjectives/Adverbs – Writing sentences using relative adverbs (e.g., where, when), explaining their functions in the sentence.</p>  | <p>Grade 4, Module 3, Lessons 26DD, 27DD, 28DD, 33DD, 34, 34DD, 35, 35DD</p>   |
| <p><b>4.W.6d</b><br/>Prepositions – Writing sentences that include prepositions, explaining their functions in the sentence.</p>   | <p>Grade 4, Module 2, Lessons 18DD, 19DD, 20DD, 27DD, 28DD</p>   |

| Indiana Standards  | Aligned Components of <i>Wit &amp; Wisdom</i>   |
|--|---|
| <p><b>4.W.6e</b><br/>Usage – Writing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so) correctly. (E)</p> | <p><i>Wit &amp; Wisdom</i> addresses declarative, interrogative, imperative, and exclamatory sentences in Grade 1. <i>Wit &amp; Wisdom</i> addresses producing simple, compound, and complex sentences and using coordinating and subordinating conjunctions in Grade 3. The following lessons address producing complete, correct sentences.</p> <p>Grade 4, Module 3, Lessons 6DD, 7DD, 8DD, 20DD, 33DD, 34, 34DD, 35, 35DD</p> |
| <p><b>4.W.7</b><br/>Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p>   | <p>See 4.W.7a-c below.</p>  |
| <p><b>4.W.7a</b><br/>Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.</p>  | <p>Supplemental material is necessary to address this standard thoroughly.</p> <p>Grade 4, Module 1, Lessons 10DD, 11DD, 12DD, 13, 31DD, 32</p>   |
| <p><b>4.W.7b</b><br/>Punctuation -</p>   | <p>See 4.W.7b1-3 below.</p>   |
| <p><b>4.W.7b1</b><br/>Correctly using apostrophes to form possessives and contractions</p>   | <p><i>Wit &amp; Wisdom</i> addresses using apostrophes to form possessives and contractions in Grade 2.</p> <p>Grade 2, Module 4, Lessons 4DD, 6DD, 8DD, 16DD, 17DD, 18DD, 21DD</p>   |
| <p><b>4.W.7b2</b><br/>Correctly using quotation marks and commas to mark direct speech.</p>  | <p>Grade 4, Module 1, Lessons 2DD, 4DD, 5DD, 23DD, 24DD, 25DD, 31DD, 32</p> <p>Grade 4, Module 2, Lessons 7DD, 10DD, 27DD</p>   |



| Indiana Standards   | Aligned Components of <i>Wit &amp; Wisdom</i>  |
|---|--|
| <p><b>4.W.7b3</b><br/>Using a comma before a coordinating conjunction in a compound sentence.</p>   | <p>Grade 4, Module 1, Lessons 13DD, 14DD, 15DD, 31DD, 32<br/>Grade 4, Module 3, Lessons 17DD, 18DD, 19DD, 20DD, 33DD, 34, 34DD, 35, 35DD</p>   |
| <p><b>4.W.7c</b><br/>Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multisyllable words. (E)</p> | <p>Supplemental material is necessary to address this standard thoroughly. The following lessons address using correct spelling, consulting references as needed.<br/><br/>Grade 4, Module 1, Lesson 13<br/><br/>Grade 4, Module 4, Lessons 6DD, 7DD, 13, 14DD, 21, 22, 22DD, 30, 31, 31DD, 34, 35, 35DD</p> |

## Communication and Collaboration

**Learning Outcome: Students participate and engage in collaborative discussions and paraphrase information provided in grade-level texts and presentations.**

| Indiana Standards  | Aligned Components of <i>Wit &amp; Wisdom</i>   |
|--|---|
| <p><b>4.CC.1</b><br/>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly. (E)</p> | <p>Grade 4, Module 1, Lessons 7, 10, 16, 23, 26, 31</p>   |
| <p><b>4.CC.2</b><br/>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. (E)</p>                                       | <p>Grade 4, Module 1, Lessons 16, 26, 31<br/>Grade 4, Module 2, Lesson 30<br/>Grade 4, Module 3, Lessons 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 19, 20, 21, 24, 26, 29, 34<br/>Grade 4, Module 4, Lessons 15, 21, 23, 33</p> |

| Indiana Standards   | Aligned Components of <i>Wit &amp; Wisdom</i>  |
|---|--|
| <p><b>4.CC.3</b><br/>Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (E)</p>  | <p>Grade 4, Module 1, Lessons 6, 7, 8, 15, 19<br/>Grade 4, Module 2, Lessons 11, 12, 17, 31, 32<br/>Grade 4, Module 3, Lesson 34</p>   |
| <p><b>4.CC.4</b><br/>Identify and use evidence a speaker provides to support particular points.</p>   | <p>Grade 4, Module 1, Lessons 16, 24, 26<br/>Grade 4, Module 2, Lesson 5<br/>Grade 4, Module 3, Lessons 8, 9, 15, 22, 25, 29, 32, 34<br/>Grade 4, Module 4, Lessons 6, 36</p>                |
| <p><b>4.CC.5</b><br/>Use appropriate language to report on a topic or text, or provide a narrative that organizes ideas appropriately using effective introductions and conclusions. Use appropriate structure, facts, and relevant, descriptive details to support main ideas or themes, speaking at an understandable pace in a clear and concise manner. (E)</p> | <p>Grade 4, Module 1, Lessons 16, 28<br/>Grade 4, Module 2, Lessons 10, 16, 18, 19, 23, 26, 28, 31, 32, 33, 34<br/>Grade 4, Module 3, Lessons 29, 32, 34<br/>Grade 4, Module 4, Lesson 5</p> |
| <p><b>4.CC.6</b><br/>Create oral presentations that maintain a clear focus, using multimedia to enhance the development of main ideas and themes that engage the audience.</p>  | <p>Grade 4, Module 2, Lessons 12, 13, 14, 15, 16<br/>Grade 4, Module 4, Lesson 36</p>  |
| <p><b>4.CC.7</b><br/>Recognize claims in print, image, and multimedia and identify evidence used to support these claims. (E)</p>   | <p>Grade 4, Module 1, Lessons 5, 9, 16, 17<br/>Grade 4, Module 3, Lessons 1, 3, 4, 7, 13</p>   |