

WIT & WISDOM[®]

MORE MEANINGFUL ENGLISH

Massachusetts Curriculum
Framework for English
Language Arts and Literacy
Correlation to *Wit & Wisdom*

GRADE 4

November 2018

ABOUT *WIT & WISDOM*

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

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

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

HIGH RATINGS

The independent, nonprofit reviewer EdReports.org gives *Wit & Wisdom* top ratings for text quality, building knowledge, and usability.

Wit & Wisdom is the only ELA resource to receive a Tier 1 designation for all grades, Kindergarten through Grade 8, from the Louisiana Department of Education.

PROVEN RESULTS

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

ONGOING SUPPORT

To support and sustain successful implementation, *Wit & Wisdom*'s team offers customizable professional development—online or on-site.

Wit & Wisdom also includes support resources available only from Great Minds:

Introducing *Wit & Wisdom*

- Core text list
- Implementation Guide
- Module 0 (GK–2, G3–5, G6–8)

Extending *Wit & Wisdom*





- Parent Tip Sheets
- Volume of Reading text list
- *Wit & Wisdom* assessment resources (Standards Trackers and Question Sets)
- The Art of *Wit & Wisdom* (lessons and vocabulary relating to the curriculum's rich artwork)

Massachusetts Curriculum Framework for English Language Arts and Literacy Correlation to *Wit & Wisdom*

GRADE 4 ENGLISH LANGUAGE ARTS

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

KEY

-  *Wit & Wisdom* fully addresses the Massachusetts standard.
-  *Wit & Wisdom* may not completely address the Massachusetts standard.
-  *Wit & Wisdom* does not address the Massachusetts standard.
-  *Wit & Wisdom* addresses the Massachusetts 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 & Wisdom</i>
Reading Standards for Literature	Key Ideas and Details	<p>RL.4.1 Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.</p>	<p>G4 M1 L19–20, L26, L30–32 G4 M2 L1, L1DD, L2–10, L17–22, L24–30 G4 M3 L5, L9, L11, L16–21, L23–24, L28–29, L31, L34–35 G4 M4 L1–36</p>
		<p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize a text.</p>	<p>G4 M1 L18–22, L24, L27–30 G4 M2 L2, L5–9, L17–19, L22, L24–25, L27–32 G4 M3 L10–12, L14, L19–20, L22, L26–30, L32–33 G4 M4 L3–7, L9–13, L16–22, L24–31, L33, L36</p>
		<p>RL.4.3 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 G4 M2 L2–5, L8–10, L19–32 G4 M3 L10, L12, L14–15, L17–19, L22–25, L27–28, L30–31, L34–35 G4 M4 L3, L12, L14, L16–22, L24–31, L36</p>
	Craft and Structure	<p>RL.4.4 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., <i>Herculean</i>); explain how figurative language (e.g., simile, metaphor) enriches a text.</p>	<p>G4 M2 L22, L24, L27 G4 M3 L11, L21–22, L28 G4 M4 L1, L1DD, L4–5, L7, L14, L18, L20, L22, L23DD, L24–26, L26DD, L27–30, L33DD, L34DD</p>

Strand	Sub-Strand	Standard	Aligned Components of <i>Wit & Wisdom</i>
		<p>RL.4.5 Explain major differences among prose, poetry, and drama and refer to the structural elements of each (e.g., paragraphs and chapters for prose; stanza and verse for poetry; scene, stage directions, cast of characters for drama) 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 points of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>G4 M3 L9–11, L16, L18, L25, L27</p>
	Integration of Knowledge and Ideas	<p>RL.4.7 Make connections between a written story or drama and its visual or oral presentation, identifying where the presentation reflects specific descriptions and directions in the written text.</p>	<p>G4 M2 L4–6, L10, L14, L24</p>
		<p>RL.4.9 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>	<p>G4 M2 L31 G4 M4 L6, L9–14, L20, L24–26, L29, L31–36</p>
	Range of Reading and Level of Text Complexity	<p>RL.4.10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.</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>

Strand	Sub-Strand	Standard	Aligned Components of <i>Wit & Wisdom</i>
Reading Standards for Informational Text	Key Ideas and Details	RI.4.1 Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences 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; summarize a text.	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 events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.	G4 M1 L11–12, L14 G4 M3 L1–4, L6–8, L13, L23–24, L34
	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., chronology, 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

Strand	Sub-Strand	Standard	Aligned Components of <i>Wit & Wisdom</i>
		<p>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	G4 M3 L3–4, L6–8, L13, L17
	<p>Integration of Knowledge and Ideas</p>	<p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>G4 M1 L8, L11, L13, L16, L16DD G4 M2 L12–14 G4 M3 L2–4, L6, L25 G4 M4 L1–2</p>
	<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 in order to write or speak knowledgeably about the subject.</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 Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.</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>

Strand	Sub-Strand	Standard	Aligned Components of <i>Wit & Wisdom</i>
Reading Standards for Foundational Skills	Phonics and Word Recognition	RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
		RF.4.3a 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 & Wisdom</i> does not address foundational skills.
	Fluency	RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	
		RF.4.4a 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
		RF.4.4b 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
		RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<i>Wit & Wisdom</i> does not address foundational skills.

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Writing Standards	Text Types and Purposes	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
		W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped in paragraphs and sections to support the writer's purpose.	G4 M3 L11, L13, L25, L30–31, L35
		W.4.1b Provide reasons that are supported by facts and details.	G4 M3 L11–12, L25, L30, L35
		W.4.1c Link opinion and reasons using words and phrases (e.g., <i>for instance</i> , <i>in order to</i> , <i>in addition</i>).	G4 M3 L14, L35
		W.4.1d Provide a concluding statement or section related to the opinion presented.	G4 M3 L15, L31, L35
		W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
		W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include text features (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

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		<p>W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p>G4 M3 L2, L4, L6–7, L19 G4 M4 L2, L6, L13</p>
		<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 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>W.4.3 Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.</p>	
		<p>W.4.3a Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.</p>	<p>G4 M2 L10, L18</p>
		<p>W.4.3b Use dialogue and description to develop experiences or events or show responses to situations.</p>	<p>G4 M2 L3–4, L10, L10DD</p>

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		W.4.3c Use a variety of transitional words and phrases to manage sequence.	G4 M2 L4, L10
		W.4.3d Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely.	G4 M2 L3–4, L10, L10DD
		W.4.3e Provide a sense of closure appropriate to the narrated experiences or events.	G4 M2 L10, L30
		W.4.3f For poems, use patterns of sound (e.g., rhyme, rhythm, alliteration, consonance) and visual patterns (e.g., line length, grouped lines as stanzas or verses) to create works that are distinctly different in form from prose narratives.	Supplemental material is necessary to address this standard thoroughly. G4 M1 L18
	Production and Distribution of Writing	W.4.4 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
		W.4.5 Develop and strengthen writing as needed by planning, revising, and editing.	
		W.4.5a Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).	G4 M1 L17, L28, L32

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		<p>W.4.5b Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 4).</p>	G4 M2 L10DD
		<p>W.4.6 Use technology, including current web-based communication platforms, 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.</p>	<p>Supplemental material is necessary to address using web-based communication platforms to interact and collaborate. The following lessons address using technology to produce and publish writing and to interact and collaborate with others.</p> <p>G4 M2 L27 G4 M3 L20, L33</p>
	Research to Build and Present Knowledge	<p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	G4 M3 L4–8, L17–20, L23, L27, L30
<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 G4 M3 L4–7, L17–18, L23, L26–27, L30, L33–34 G4 M4 L3–4, L6, L10–12, L16–21, L26–33</p>	
<p>W.4.9 Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.</p>		<p>G4 M3 L6–7, L11–12, L30, L35 G4 M4 L6, L13</p>	

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	Range of Writing	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.	G4 M3 L1, L18, L21–22 G4 M4 L8–10, L14, L18–19, L22, L26, L32, L36
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

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		<p>SL.4.2 Paraphrase portions of a written 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>SL.4.3 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>Presentation of Knowledge and Ideas</p>	<p>SL.4.4 Report on a topic, text, procedure, or solution to a mathematical problem, 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 and use appropriate vocabulary.</p>	<p>G4 M1 L16 G4 M2 L16, L23, L31–34 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.</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 research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>		<p>G4 M3 L12DD, L15DD G4 M4 L27DD, L28DD</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; retain and further develop language skills learned in previous grades.</p>	
		<p>Sentence Structure and Meaning</p>	
		<p>L.4.1a Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.</p>	<p>G4 M3 L6DD, L7DD, L8DD, L20DD, L33DD, L34DD, L35DD</p>
		<p>L.4.1b Correctly use frequently confused words (e.g., <i>their/there</i>).</p>	<p>G4 M4 L4DD, L6DD, L7DD, L14, L22DD, L31DD, L34–35, L35DD</p>
		<p>L.4.1c Use helping verbs, also known as auxiliaries (e.g., <i>can, may, might, should</i>), to convey various conditions of possibility, likelihood, obligation, or permission, choosing among helping verbs depending on the overall meaning of the sentence.</p>	<p>G4 M3 L34–35 G4 M4 L9DD, L10DD, L11DD, L12DD, L13, L34–35</p>
		<p>L.4.1d Use relative pronouns and relative adverbs to add more information about a noun or verb used in a sentence.</p>	<p>G4 M2 L21DD, L22DD, L23DD, L27DD, L28DD G4 M3 L26DD, L27DD, L28DD, L33DD, L34DD, L35DD</p>
<p>L.4.1e Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.</p>	<p>G4 M2 L18DD, L19DD, L20DD, L27DD, L28DD</p>		

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		Word Usage	
		L.4.1f Form and use progressive verb tenses.	G4 M3 L22DD, L23DD, L24DD
		L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
		L.4.2a Write legibly and fluently by hand, using either printing or cursive handwriting; write their given name signature in cursive.	<i>Wit & Wisdom</i> does not address handwriting skills.
		L.4.2b Use correct capitalization.	G4 M1 L10DD, L11DD, L12DD, L13, L31DD, L32
		L.4.2c 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.4.2d 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.4.2e 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 research findings) 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
		Vocabulary Acquisition and Use	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.
L.4.4a 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		

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		<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.4.4d Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., <i>hr.</i>, <i>min.</i>, <i>sec.</i>).</p>	<p><i>Wit & Wisdom</i> does not explicitly address use of abbreviations related to grade-level content and everyday life.</p>
		<p>L.4.4e Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).</p>	<p><i>Wit & Wisdom</i> does not explicitly address use of symbols related to grade-level content and everyday life.</p>

Strand	Sub-Strand	Standard	Aligned Components of <i>Wit & Wisdom</i>
		<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., as pretty as a picture) in context.</p>	<p>G4 M1 L9, L32 G4 M2 L1, L3DD, L4DD, L12 G4 M3 L23 G4 M4 L15</p>
		<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 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 <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>