



# WIT & WISDOM<sup>®</sup>

MORE MEANINGFUL ENGLISH

Missouri Learning  
Standards: English  
Language Arts Correlation  
to *Wit & Wisdom*

## GRADE 4

June 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](https://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 o (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)

# Missouri Learning Standards: English Language Arts Correlation to *Wit & Wisdom*

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## GRADE 4 ENGLISH LANGUAGE ARTS

The majority of the Grade 4 Missouri Learning Standards: English Language Arts are fully covered by Grade 4 of the *Wit & Wisdom* curriculum. The areas where the Grade 4 Missouri standards and Grade 4 of the *Wit & Wisdom* curriculum do not align will require supplemental materials and use of *Wit & Wisdom* content from other grade levels. 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 Missouri standards while benefiting from the rich texts and knowledge building of *Wit & Wisdom*.

### KEY

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

**Please note: *Wit & Wisdom* is intentionally designed to be implemented alongside a research-based, high-quality foundational skills program.**

Strand: Reading			
Big Idea	Concept	Expectation	Aligned Components of <i>Wit &amp; Wisdom</i>
Develop and apply skills to the reading process.	Comprehension	<b>4.R.1.A</b> Develop and demonstrate reading skills in response to text by:	
		<b>a.</b> drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text.	G4 M1 L17, L19–20, L26, L31  G4 M2 L1, L1DD, L3–5, L7–9, L11, L16, L20–22, L24, L26–28, L30  G4 M3 L4, L6–9, L11, L13, L16, L18–21, L23–24, L28, L34  G4 M4 L1, L3–5, L7–14, L16–20
		<b>b.</b> drawing conclusions by providing textual evidence of what the text says explicitly.	G4 M1 L19–20, L31  G4 M2 L1, L1DD, L3, L8–9, L11, L16, L20–22, L24, L26–28  G4 M3 L3–4, L6–9, L11, L13, L16, L19, L21, L23–24, L26, L28, L34  G4 M4 L1, L3–5, L7–13, L16–20
		<b>c.</b> monitoring comprehension and making corrections and adjustments when understanding breaks down.	<i>Wit &amp; Wisdom</i> does not explicitly address monitoring comprehension and making adjustments.



Strand: Reading			
Big Idea	Concept	Expectation	Aligned Components of <i>Wit &amp; Wisdom</i>
	Vocabulary	<b>4.R.1.B</b> Develop an understanding of vocabulary by:	
		<b>a.</b> determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes.	G4 M1 L1DD, L7DD, L8DD, L21DD, L22DD, L29DD, L30DD  G4 M2 L12DD, L13DD, L14DD, L16DD, L17DD, L26DD, L33DD, L34DD  G4 M3 L1DD, L2, L2DD, L4DD, L5DD, L16DD, L21  G4 M4 L1DD, L3DD, L8DD, L13, L13DD, L16DD, L17DD, L32DD, L33DD, L34DD
		<b>b.</b> using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words.	G4 M1 L2, L9DD, L29DD, L30DD  G4 M2 L2DD, L12DD, L15, L16DD, L24DD, L33DD, L34DD  G4 M3 L9DD, L21, L21DD, L23, L28, L30, L30DD, L31DD, L32DD  G4 M4 L1DD, L2, L2DD, L3DD, L8DD, L14, L15DD, L18DD, L19DD, L21DD, L23DD, L26DD, L30DD, L33DD, L34DD
		<b>c.</b> completing analogies.	<i>Wit &amp; Wisdom</i> does not address completing analogies.
		<b>d.</b> identifying the meaning of common idioms and figurative language.	G4 M1 L1, L9  G4 M2 L3DD, L4DD  G4 M3 L10DD  G4 M4 L5DD, L20DD

Strand: Reading				
Big Idea	Concept	Expectation	Aligned Components of Wit & Wisdom	
		e. using a dictionary or glossary to determine the meanings, syllabication, and pronunciation of unknown words.		G4 M1 L3DD, L28DD  G4 M2 L11DD  G4 M3 L1DD, L4DD, L13, L14DD, L16DD, L25DD, L30DD  G4 M4 L3, L13DD, L16DD
		f. using conversational, general academic, and domain-specific words and phrases.		G4 M1 L6, L9DD, L11–12, L16DD, L27DD  G4 M2 L15DD, L33DD, L34DD  G4 M3 L1, L15DD, L21, L30
	Making Connections	<b>4.R.1.C</b> Explain relevant connections between:		
		a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast).		G4 M1 L20  G4 M2 L27, L31  G4 M3 L4, L6–8, L10, L17–19, L25–26  G4 M4 L1, L3, L8, L11–13, L20
		b. text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame).		G4 M3 L8, L19, L26  G4 M4 L1, L5

Strand: Reading			
Big Idea	Concept	Expectation	Aligned Components of <i>Wit &amp; Wisdom</i>
	<b>Independent Text</b>	<b>4.R.1.D</b> Read independently for multiple purposes over sustained periods of time by:	
		<b>a.</b> reading text that is developmentally appropriate.	Each <i>Wit &amp; Wisdom</i> module includes a Volume of Reading list (Appendix D) which lists texts at a variety of complexity levels that students can select from and read independently.
		<b>b.</b> producing evidence of reading.	Each <i>Wit &amp; Wisdom</i> module includes a Volume of Reading list (Appendix D) which lists texts at a variety of complexity levels that students can select from and read independently.
<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b>	<b>Fiction</b>	<b>4.R.2.A</b> Read, infer, analyze, and draw conclusions to:	
		<b>a.</b> summarize and sequence the events/plot, explain how past events impact future events, and identify the theme.	G4 M1 L19, L21–24, L27–28 G4 M2 L2, L5–6, L17–19, L22, L25–26, L28–30, L32 G4 M3 L14, L19, L27–29, L32 G4 M4 L3–6, L10–13, L17–18, L20, L22, L24–25, L27–31, L33
		<b>b.</b> describe the personality traits of characters from their thoughts, words, and actions.	G4 M1 L26, L28–29 G4 M2 L2, L4–5, L20–31 G4 M3 L18–19, L24–25, L27–28, L30–31 G4 M4 L16–20, L22, L27, L29

Strand: Reading				
Big Idea	Concept	Expectation	Aligned Components of <i>Wit &amp; Wisdom</i>	
		<b>c.</b> describe the interaction of characters, including relationships and how they change.		G4 M1 L26, L28 G4 M2 L2, L4–5, L18, L21–24, L26–28, L30–31 G4 M3 L22, L24, L27–28, L31 G4 M4 L16–21, L24–25, L27–32, L36
		<b>d.</b> compare and contrast the adventures or exploits of characters and their roles.		G4 M3 L27 G4 M4 L36
		<b>e.</b> compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person.		G4 M3 L16, L18, L25
	<b>Poetry</b>	<b>4.R.2.B</b> Read, infer, and draw conclusions to:		
		<b>a.</b> explain structural elements of poetry.		G4 M1 L18, L20, L23, L30
	<b>Drama</b>	<b>4.R.2.C</b> Read, infer, and draw conclusions to:		
		<b>a.</b> analyze how characters change from the beginning to the end of a play or film.		G4 M4 L9–10
		<b>b.</b> explain structural elements of dramatic literature.		G4 M4 L8–10



Strand: Reading				
Big Idea	Concept	Expectation		Aligned Components of <i>Wit &amp; Wisdom</i>
Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.	Text Features	<b>4.R.3.A</b> Read, infer, and draw conclusions to:		
		<b>a.</b> use multiple text features to locate information and gain an overview of the contents of text.		G4 M1 L13 G4 M2 L12, L15 G4 M3 L3
		<b>b.</b> describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure.		G4 M1 L16 G4 M3 L3
		<b>c.</b> interpret and explain factual information presented graphically.		G4 M1 L8, L11, L16 G4 M2 L12–14 G4 M3 L2–3, L6 G4 M4 L1–2
	Literary Techniques	<b>4.R.3.B</b> Read, infer and draw conclusions to:		
		<b>a.</b> explain similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.		<i>Wit &amp; Wisdom</i> does not address explaining similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography.
		<b>b.</b> analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis.		G4 M3 L7, L9–10
		<b>c.</b> explain how an author uses language to present information to influence what the reader thinks or does.		<i>Wit &amp; Wisdom</i> does not explicitly address explaining how an author uses language to present information to influence what the reader thinks or does.

Strand: Reading			
Big Idea	Concept	Expectation	Aligned Components of <i>Wit &amp; Wisdom</i>
	Text Structures	<b>4.R.3.C</b> Read, infer, and draw conclusions to:	
		<b>a.</b> distinguish fact from opinion in a text and explain how to verify what is a fact.	G4 M3 L9–10
		<b>b.</b> explain explicit and implicit relationships among ideas in texts.	G4 M2 L11 G4 M3 L2–4, L18, L26, L34 G4 M4 L1, L3
		<b>c.</b> explain author’s purpose.	G4 M2 L15
		<b>d.</b> compare and contrast a firsthand and secondhand account of the same event or topic.	G4 M3 L4, L6–7
<b>Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.</b>	Digital and Media Literacy	<b>4.R.4.A</b> Read to develop an understanding of media and its components by:	
		<b>a.</b> explaining the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior.	<i>Wit &amp; Wisdom</i> does not explicitly address explaining the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior.
		<b>b.</b> explaining how various design techniques used in media influence the message.	G4 M3 L7–8, L29
		<b>c.</b> comparing various written conventions used for digital media.	<i>Wit &amp; Wisdom</i> does not explicitly address comparing various written conventions used for digital media.
		<b>d.</b> explaining text structures and graphics features of a web page and how they help readers to comprehend text.	<i>Wit &amp; Wisdom</i> addresses this standard in Grade 5.  G5 M4 L31

Strand: Reading Foundations			
Big Idea	Concept	Expectation	Aligned Components of <i>Wit &amp; Wisdom</i>
Understand how English is written and read.	Phonics	4.RF.3.A Develop phonics in the reading process by:	
		a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context.	Wit & Wisdom does not address foundational skills.
		b. reading root words, prefixes, and suffixes and important words from specific content curricula.	Wit & Wisdom does not address foundational skills.
	Fluency	4.RF.4.A Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension:	
		a. use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Wit & Wisdom does not address foundational skills.
Strand: Writing			
Big Idea	Concept	Expectation	Aligned Components of <i>Wit &amp; Wisdom</i>
Apply a writing process to develop a text for audience and purpose.	Prewriting	4.W.1.A Follow a writing process to plan a first draft by:	
		a. selecting a genre appropriate for conveying the purpose to an intended audience.	Wit & Wisdom does not address students planning a first draft by selecting a genre.
		b. formulating questions related to the topic.	G4 M3 L17
		c. accessing prior knowledge or building background knowledge related to the topic.	G4 M1 L32 G4 M3 L34
		d. using a prewriting strategy.	G4 M2 L19–20, L23

Strand: Writing			
Big Idea	Concept	Expectation	Aligned Components of <i>Wit &amp; Wisdom</i>
	Draft	<b>4.W.1.B</b> Appropriate to genre type, develop a draft from prewriting by:	
		<b>a.</b> generating a main idea to support a multiple-paragraph text, using a variety of sentence types, including compound.	G4 M3 L35
		<b>b.</b> establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph.	G4 M1 L5, L24 G4 M3 L6 G4 M4 L29
		<b>c.</b> categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs.	G4 M1 L24, L32 G4 M2 L10, L21–22 G4 M3 L6, L8, L13, L15, L20, L25, L31, L35 G4 M4 L6, L11–13
		<b>d.</b> addressing an appropriate audience.	G4 M3 L11–15
	Revise/edit	<b>4.W.1.C</b> Reread, revise, and edit drafts with assistance to:	
		<b>a.</b> develop and strengthen writing by revising main idea, sequence (ideas), focus, beginning/middle/end, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice.	G4 M1 L5, L28 G4 M2 L8DD, L9DD, L10DD G4 M3 L8, L15, L20, L25, L31, L35

Strand: Writing				
Big Idea	Concept	Expectation	Aligned Components of <i>Wit &amp; Wisdom</i>	
		<b>b.</b> edit for language conventions.		G4 M1 L31DD, L32  G4 M2 L31  G4 M3 L33DD, L34DD, L35DD  G4 M4 L4DD, L6DD, L7DD
	<b>Produce/ Publish and Share Writing</b>	<b>4.W.1.D</b> With assistance from adults/peers:		
		<b>a.</b> use technology, including the Internet, to produce and publish writing.		G4 M2 L21  G4 M3 L20  G4 M4 L36
		<b>b.</b> demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting.		G4 M3 L19–20
<b>Compose well-developed writing texts for audience and purpose.</b>	<b>Opinion/ Argumentative</b>	<b>4.W.2.A</b> Write opinion texts that:		
		<b>a.</b> introduce a topic or text being studied, using an introductory paragraph.		G4 M3 L13, L35
		<b>b.</b> state an opinion or establish a position and provide reasons for the opinion/position supported by facts and details.		G4 M3 L11–13, L25, L30–31, L35
		<b>c.</b> use specific and accurate words that are related to the topic, audience, and purpose.		<i>Wit &amp; Wisdom</i> addresses this standard in Grade 3.  G3 M2 L27–28, L34, L36

Strand: Writing				
Big Idea	Concept	Expectation		Aligned Components of <i>Wit &amp; Wisdom</i>
		<b>d.</b> contain information using student's original language except when using direct quotation from a source.		<i>Wit &amp; Wisdom</i> does not address using student's original language.
		<b>e.</b> reference the name of the author(s) or name of the source used for details or facts included in the text.		G4 M3 L17, L24, L35
		<b>f.</b> use transitions to connect opinion and reason.		G4 M3 L35
		<b>g.</b> organize the supporting details/reasons into introductory, supporting, and concluding paragraphs.		G4 M3 L13, L15, L31, L35
	<b>Informative/ Explanatory</b>	<b>4.W.2.B</b> Write informative/explanatory texts that:		
		<b>a.</b> introduce a topic using a topic sentence in an introductory paragraph.		G4 M1 L24, L32 G4 M3 L8, L20 G4 M4 L11–13, L29, L34–35
		<b>b.</b> develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations.		G4 M1 L5 G4 M3 L6–7, L12 G4 M4 L13, L35
		<b>c.</b> use specific, relevant, and accurate words that are suited to the topic, audience, and purpose.		G4 M2 L14 G4 M3 L7
		<b>d.</b> contain information using student's original language except when using direct quotations from a source.		<i>Wit &amp; Wisdom</i> does not address using student's original language.
		<b>e.</b> use transitions to connect categories of information.		G4 M3 L7 G4 M4 L15–16, L19



Strand: Writing				
Big Idea	Concept	Expectation		Aligned Components of <i>Wit &amp; Wisdom</i>
		f. use text structures when useful.		G4 M4 L13–14, L34–35
		g. create a concluding paragraph related to the information.		G4 M1 L24 G4 M3 L8, L20 G4 M4 L13, L24–25, L29–30, L35
	Narrative/ Literary	<b>4.W.2.C</b> Write fiction or nonfiction narratives and poems that:		
		a. establish a setting and situation/topic and introduce a narrator and/or characters.		G4 M2 L10
		b. use narrative techniques, such as dialogue, motivation, and descriptions.		G4 M2 L10DD
		c. organize an event sequence that unfolds naturally to establish a beginning/middle/end.		G4 M2 L10
		d. use a variety of transitions to manage the sequence of events.		G4 M2 L10
		e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose.		G4 M2 L10DD, L27DD, L28DD G4 M3 L7 G4 M4 L18–19
	Research/ Process	<b>4.W.3.A</b> Apply research process to:		
		a. generate a list of subject-appropriate topics.		G4 M3 L4–8, L23, L27, L30
		b. create a research question to address relevant to a chosen topic.		G4 M3 L17, L30

Strand: Writing				
Big Idea	Concept	Expectation	Aligned Components of <i>Wit &amp; Wisdom</i>	
		c. identify a variety of relevant sources, literary and informational.		G4 M3 L17–18
		d. use organizational features of print and digital sources efficiently to locate information.		G4 M1 L13
		e. convert graphic/visual data into written notes.		G4 M1 L8, L11
		f. determine the accuracy of the information gathered.		G4 M3 L17–18
		g. differentiate between paraphrasing and plagiarism when using ideas of others.		G4 M1 L10
		h. record bibliographic information from sources according to a standard format.		<i>Wit &amp; Wisdom</i> addresses this standard in Grade 5. G5 M4 L19–21, L27, L32–34
		i. present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria.		G4 M3 L33–35
Strand: Language				
Big Idea	Concept	Expectation	Aligned Components of <i>Wit &amp; Wisdom</i>	
Communicate using conventions of English language.	Grammar	4.L.1.A In speech and written form, apply standard English grammar to:		
		a. use the <i>be</i> helping verbs with <i>ing</i> verbs.		G4 M3 L22DD, L23DD, L24DD
		b. use and order adjectives within sentences to conventional patterns.		G4 M1 L18DD, L19DD, L20DD, L31DD, L32
		c. use progressive verbs to show past, present, and future.		G4 M3 L22DD, L23DD, L24DD
		d. use adverbs in writing.		G4 M3 L26DD, L27DD, L28DD

Strand: Language			
Big Idea	Concept	Expectation	Aligned Components of <i>Wit &amp; Wisdom</i>
		e. use subject/verb agreement with 1st-, 2nd-, and 3rd-person pronouns.	Supplemental material is necessary to explicitly address 1st-, 2nd-, and 3rd- person pronouns. <i>Wit &amp; Wisdom</i> addresses subject-verb and pronoun-antecedent agreement in Grade 3.  G3 M3 L8DD, L9DD, L10DD, L12–14, L14DD, L23–24, L24DD, L33, L33DD, L35, L35DD
		f. use prepositions correctly in a sentence.	G4 M2 L18DD, L19DD, L20DD, L27DD, L28DD
		g. recognize the difference between and use coordinating conjunctions and subordinating conjunctions.	Supplemental material is necessary to address recognizing the difference between coordinating and subordinating conjunctions. <i>Wit &amp; Wisdom</i> addresses using coordinating and subordinating conjunctions in Grade 3.  G3 M1 L14DD  G3 M2 L6DD, L7DD, L8DD, L10DD, L11DD, L12DD, L20DD, L21DD, L22DD, L24DD, L26DD, L34DD, L36  G3 M3 L3
		h. produce and expand the complete simple and compound four types of sentences.	G4 M1 L13DD, L14DD, L15DD, L31DD, L32  G4 M2 L27DD, L28DD  G4 M3 L17DD, L20DD, L33DD, L34DD, L35, L35DD
		i. correct sentence fragments and run-on sentences in writing.	G4 M3 L6DD, L7DD, L8DD, L20DD, L33DD, L34DD, L35DD
	Punctuation, Capitalization, Spelling	<b>4.L.1.B</b> In written text:	
		a. write legibly.	<i>Wit &amp; Wisdom</i> does not address writing legibly.
		b. punctuate a dialogue between two or more characters.	G4 M2 L5DD, L6DD, L7DD, L10DD, L27DD

Strand: Language				
Big Idea	Concept	Expectation	Aligned Components of <i>Wit &amp; Wisdom</i>	
		c. insert a comma before a coordinating conjunction in a compound sentence.		G4 M1 L13DD, L14DD, L15DD, L31DD, L32  G4 M3 L17DD, L18DD, L19DD, L20DD, L33DD, L34DD, L35DD
		d. capitalize proper adjectives.		<i>Wit &amp; Wisdom</i> does not explicitly address capitalizing proper adjectives.
		e. use correct capitalization.		G4 M1 L10DD, L11DD, L12DD, L31DD, L32
		f. spell words with suffixes by dropping or leaving the final <i>e</i> .		<i>Wit &amp; Wisdom</i> addresses this standard in Grade 3.  G3 M1 L17DD, L25DD
		g. spell words ending in the long <i>e</i> sound.		<i>Wit &amp; Wisdom</i> does not explicitly address spelling words ending in the long <i>e</i> sound.
		h. alphabetize reference sources.		<i>Wit &amp; Wisdom</i> does not address alphabetizing reference sources.
		i. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multisyllabic words in context.		G4 M4 L14DD, L22DD, L31DD, L35DD
Strand: Speaking/Listening				
Big Idea	Concept	Expectation	Aligned Components of <i>Wit &amp; Wisdom</i>	
Listen for a purpose.	Purpose	4.SL.1.A Develop and apply effective listening skills and strategies in formal and informal settings by:		
		a. following, generating, and justifying classroom listening rules.		G4 M1 L30  G4 M2 L16, L32

Strand: Speaking/Listening				
Big Idea	Concept	Expectation	Aligned Components of <i>Wit &amp; Wisdom</i>	
		<b>b.</b> posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others.		G4 M3 L21, L29, L34
		<b>c.</b> following and restating multi-step instructions that involve a short related sequence of actions, according to classroom expectations.		G4 M1 L13, L16
<b>Listen for entertainment.</b>	<b>Entertainment</b>	<b>4.SL.2.A</b> Develop and apply effective listening skills and strategies in formal and informal settings by:		
		<b>a.</b> generating and following active listening rules, according to classroom expectations.		Supplemental material is necessary to address generating active listening rules. <i>Wit &amp; Wisdom</i> addresses following active listening rules according to classroom expectations in Grade 2.  G2 M2 L1, L8, L10, L25  G2 M3 L2, L7, L19, L26
<b>Speak effectively in collaborative discussions.</b>	<b>Collaborative Discussions</b>	<b>4.SL.3.A</b> Speak clearly and to the point, using conventions of language when presenting individually or with a group by:		
		<b>a.</b> contributing to discussion after listening to others' ideas, according to classroom expectations.		G4 M2 L30  G4 M3 L1, L5, L8, L21, L28–29, L34
		<b>b.</b> expressing opinions of read-alouds and independent reading and relating opinion to others.		G4 M3 L4, L6–7, L9

Strand: Speaking/Listening			
Big Idea	Concept	Expectation	Aligned Components of <i>Wit &amp; Wisdom</i>
Speak effectively when presenting.	Presenting	<b>4.SL.4.A</b> Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:	
		<b>a.</b> paraphrasing portions of a text read aloud or information presented in diverse media and formats.	G4 M1 L3, L6–8, L15 G4 M2 L17
		<b>b.</b> using efficient presentation skills with available resources.	G4 M2 L16, L32–34
		<b>c.</b> incorporating descriptive and sequential details in a student-designed or teacher-assigned topic.	G4 M1 L16 G4 M2 L16 G4 M4 L5
		<b>d.</b> giving a formal presentation to classmates, using a variety of media.	G4 M2 L16, L23, L32
		<b>e.</b> speaking with expression and fluency.	G4 M2 L16, L33–34
		<b>f.</b> adjusting formal/informal language according to context and topic.	G4 M3 L12DD, L15DD G4 M4 L27DD, L28DD, L29DD