

A young woman with dark hair in a ponytail, wearing a colorful plaid shirt over a teal top, is sitting at a desk in a classroom. She is looking down at an open book she is holding. In the background, other students are blurred, and a teacher in a pink shirt is visible. On the desk in front of her is a spiral notebook, a red pen, and a teal pencil holder with various writing instruments.

# WIT & WISDOM<sup>®</sup>

MORE MEANINGFUL ENGLISH

Oklahoma Academic  
Standards for English  
Language Arts Correlation  
to *Wit & Wisdom*

**GRADE 1**

June 2018

## ABOUT *WIT & WISDOM*

*Wit & Wisdom*<sup>®</sup> is a Kindergarten through Grade 8 English language arts (ELA) curriculum created by Great Minds<sup>®</sup>, a nonprofit 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***
  - 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)

# Oklahoma Academic Standards for English Language Arts Correlation to *Wit & Wisdom*

## GRADE 1 ENGLISH LANGUAGE ARTS

The majority of the Grade 1 Oklahoma Academic Standards for English Language Arts are fully covered by Grade 1 of the *Wit & Wisdom* curriculum. The areas where the Grade 1 Oklahoma standards and Grade 1 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 Oklahoma standards while benefiting from the rich texts and knowledge building of *Wit & Wisdom*.

### KEY

-  *Wit & Wisdom* fully addresses the Oklahoma standard.
-  *Wit & Wisdom* may not completely address the Oklahoma standard.
-  *Wit & Wisdom* does not address the Oklahoma standard.
-  *Wit & Wisdom* addresses the Oklahoma standard at a different grade level.

G = grade level

Examples:

M = module

G1 M1 L6 = Grade 1 Module 1 Lesson 6

L = lesson

G1 M1 L6DD = Grade 1 Module 1 Lesson 6 Deep Dive

DD = Deep Dive



College- and Career-Ready Standard for English Language Arts	Recursive Reading and Writing Strand	Standard Objective	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>1. Speaking and Listening</b></p> <p>Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.</p>	<p><b>Reading</b></p> <p>Students will develop and apply effective communication skills through speaking and active listening.</p>	<p><b>1.1.R.1</b></p> <p>Students will actively listen and speak using agreed-upon rules for discussion.</p>	<p>G1 M1 L1, L32</p> <p>G1 M2 L9–10</p>
		<p><b>1.1.R.2</b></p> <p>Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media, to confirm understanding.</p>	<p>G1 M2 L1, L5, L10–16, L21, L26–28</p> <p>G1 M3 L2–6, L8, L13, L29, L35</p>
		<p><b>1.1.R.3</b></p> <p>Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.</p>	<p>G1 M1 L21, L27</p> <p>G1 M2 L9, L20</p> <p>G1 M3 L35</p>
		<p><b>1.1.R.4</b></p> <p>Students will restate and follow simple two-step directions.</p>	<p>Supplemental material is necessary to address restating two-step directions. The following lessons address following simple two-step directions.</p> <p>G1 M1 L6</p> <p>G1 M4 L17, L22, L34</p>

College- and Career-Ready Standard for English Language Arts	Recursive Reading and Writing Strand	Standard Objective	Aligned Components of <i>Wit &amp; Wisdom</i>
	<p><b>Writing</b></p> <p>Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.</p>	<p><b>1.1.W.1</b></p> <p>Students will orally describe people, places, things, and events with relevant details expressing their ideas.</p>	<p>G1 M4 L17, L22, L28, L34</p>
		<p><b>1.1.W.2</b></p> <p>Students will work respectfully in groups.</p>	<p>G1 M1 L1, L8, L18, L21</p> <p>G1 M2 L4, L6, L30</p>
<p><b>2. Reading Foundations</b></p> <p>Students will develop foundational skills for future reading success by working with sounds, letters, and text.</p>	<p><b>Phonological Awareness</b></p> <p>Phonological awareness is the ability to recognize, think about, and manipulate sounds in spoken language without using text.</p>	<p><b>1.2.PA.1</b></p> <p>Students will blend and segment onset and rime in spoken words (e.g., /ch/+ /at/ = chat).</p>	<p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p>
		<p><b>1.2.PA.2</b></p> <p>Students will differentiate short from long vowel sounds in one syllable words.</p>	<p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p>
		<p><b>1.2.PA.3</b></p> <p>Students will isolate and pronounce initial, medial, and final sounds in spoken words.</p>	<p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p>

College- and Career-Ready Standard for English Language Arts	Recursive Reading and Writing Strand	Standard Objective	Aligned Components of <i>Wit &amp; Wisdom</i>
		<p><b>1.2.PA.4</b> Students will blend phonemes to form spoken words with 4 to 6 phonemes, including consonant blends (e.g., /s/ /t/ /r/ /i/ /ng/= <i>string</i>).</p>	<p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p>
		<p><b>1.2.PA.5</b> Students will segment phonemes in spoken words with 4 to 6 phonemes into individual phonemes (e.g. <i>string</i>= /s/ /t/ /r/ /i/ /ng/).</p>	<p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p>
		<p><b>1.2.PA.6</b> Students will add, delete, and substitute phonemes in spoken words (e.g., “add /g/ to the beginning of <i>low</i> to say ‘<i>glow</i>’; “remove the /idge/ from ‘<i>bridge</i>,’ to say ‘<i>br</i>’; “change the /ar/ in ‘<i>charm</i>’ to /u/ to say ‘<i>chum</i>’).</p>	<p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p>

College- and Career-Ready Standard for English Language Arts	Recursive Reading and Writing Strand	Standard Objective	Aligned Components of <i>Wit &amp; Wisdom</i>
	<p><b>Print Concepts</b></p> <p>Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.</p>	<p><b>1.2.PC.1</b></p> <p>Students will correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression.</p>	<p>Supplemental material is necessary to address this standard thoroughly.</p> <p>G1 M4 L30DD, L31DD, L32DD</p>
<p><b>1.2.PC.2</b></p> <p>Students will recognize the distinguishing features of a sentence (<i>e.g., capitalization of the first word, ending punctuation, comma, quotation marks</i>).</p>		<p>Supplemental material is necessary to address this standard thoroughly.</p> <p>G1 M1 L25DD</p> <p>G1 M2 L4DD, L6DD, L7DD</p>	

College- and Career-Ready Standard for English Language Arts	Recursive Reading and Writing Strand	Standard Objective	Aligned Components of <i>Wit &amp; Wisdom</i>
	<p><b>Phonics and Word Study</b></p> <p>Students will decode and read words in context and isolation by applying phonics and word analysis skills.</p>	<p><b>1.2.PWS.1</b></p> <p>Students will decode phonetically regular words by using their knowledge of:</p> <ul style="list-style-type: none"> <li>▪ single consonants (<i>e.g.</i>, <i>c</i> = /k/, <i>c</i> = /s/, <i>s</i> = /s/, <i>s</i> = /z/, <i>x</i> = /ks/, <i>x</i> = /z/)</li> <li>▪ consonant blends (<i>e.g.</i>, <i>bl</i>, <i>br</i>, <i>cr</i>)</li> <li>▪ consonant digraphs and trigraphs (<i>e.g.</i>, <i>sh</i>-, <i>-tch</i>)</li> <li>▪ vowel sounds:               <ul style="list-style-type: none"> <li>▫ long</li> <li>▫ short</li> </ul> </li> <li>▪ r -controlled vowels (<i>e.g.</i>, <i>ar</i>, <i>er</i>, <i>ir</i>, <i>or</i>, <i>ur</i>)</li> </ul>	<p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p> <p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p> <p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p> <p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p> <p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p> <p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p> <p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p>



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		<ul style="list-style-type: none"> <li>▪ vowel spelling patterns:               <ul style="list-style-type: none"> <li>▫ vowel digraphs (<i>e.g.</i>, <i>ea</i>, <i>oa</i>, <i>ee</i>)</li> <li>▫ vowel-consonant-silent-e (<i>e.g.</i>, <i>lake</i>)</li> </ul> </li> </ul>	<p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p> <p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p>
		<p><b>1.2.PWS.2</b> Students will decode words by applying knowledge of structural analysis:</p>	
		<ul style="list-style-type: none"> <li>▪ most major syllable patterns (<i>e.g.</i>, <i>closed</i>, <i>open</i>, <i>vowel team</i>, <i>vowel silent e</i>, <i>r-controlled</i>)</li> </ul>	<p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p>
		<ul style="list-style-type: none"> <li>▪ inflectional endings (<i>e.g.</i>, <i>-s</i>, <i>-ed</i>, <i>-ing</i>)</li> </ul>	<p>Supplemental material is necessary to address this standard thoroughly.</p> <p>G1 M1 L10DD, L12DD</p>
		<ul style="list-style-type: none"> <li>▪ compound words</li> </ul>	<p><i>Wit &amp; Wisdom</i> addresses this standard in Grade 2.</p> <p>G2 M1 L3DD</p> <p>G2 M3 L13DD, L24DD, L28DD</p> <p>G2 M4 L4DD</p>

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		<ul style="list-style-type: none"> <li>▪ contractions</li> </ul>	<p><i>Wit &amp; Wisdom</i> addresses this standard in Grade 2.</p> <p>G2 M4 L4DD, L6DD, L8DD, L17DD</p>
		<p><b>1.2.PWS.3</b></p> <p>Students will read words in common word families (e.g., -at, -ab, -am, -in).</p>	<p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p>
	<p><b>Fluency</b></p> <p>Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.</p>	<p><b>1.2.F.1</b></p> <p>Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.</p>	<p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p>
		<p><b>1.2.F.2</b></p> <p>Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p>	<p>Supplemental material is necessary to address this standard thoroughly.</p> <p>G1 M1 L10, L31–32</p> <p>G1 M2 L4, L8–9, L30–32</p> <p>G1 M3 L4, L11, L20, L24, L32, L35</p> <p>G1 M4 L35</p>

College- and Career-Ready Standard for English Language Arts	Recursive Reading and Writing Strand	Standard Objective	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>2. Reading and Writing Process</b></p> <p>Students will use a variety of recursive reading and writing processes.</p>	<p><b>Reading</b></p> <p>Students will read and comprehend increasingly complex literary and informational texts.</p>	<p><b>1.2.R.1</b></p> <p>Students will retell or reenact major events in a text, focusing on important details to recognize the main idea.</p>	<p>G1 M1 L2–4, L8–9, L11, L18, L21, L24–26, L31</p> <p>G1 M2 L2, L4, L6, L8, L11, L16–17, L21–23, L31</p> <p>G1 M3 L3–4, L11, L14, L16, L18, L24, L30</p> <p>G1 M4 L3, L6–7, L10, L13, L18, L23, L26</p>
		<p><b>1.2.R.2</b></p> <p>Students will discriminate between fiction and nonfiction/informational text.</p>	<p>G1 M3 L1, L7, L13, L20, L25, L31</p>
		<p><b>1.2.R.3</b></p> <p>Students will sequence the events/plot (<i>i.e., beginning, middle, and end</i>) of a story or text.</p>	<p>G1 M1 L25</p> <p>G1 M3 L14–15, L18, L27, L30</p> <p>G1 M4 L3, L6–7, L10, L13</p>
	<p><b>Writing</b></p> <p>Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.</p>	<p><b>1.2.W.1</b></p> <p>Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression.</p>	<p>Supplemental material is necessary to address drafting and editing for appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression. The following lessons address the development and editing of first drafts.</p> <p>G1 M1 L31, L31DD, L32</p> <p>G1 M2 L9DD, L13, L23, L34DD</p> <p>G1 M3 L32, L33DD</p>

College- and Career-Ready Standard for English Language Arts	Recursive Reading and Writing Strand	Standard Objective	Aligned Components of <i>Wit &amp; Wisdom</i>
		<p><b>1.2.W.2</b></p> <p>Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences with guidance and support.</p>	<p>G1 M1 L11, L21, L32</p> <p>G1 M3 L11</p>
		<p><b>1.2.W.3</b></p> <p>Students will correctly spell grade-appropriate, highly decodable words (<i>e.g., cup, like, cart</i>) and common, irregularly spelled sight words (<i>e.g., the</i>) while editing.</p>	<p>G1 M4 L29, L33DD</p>
		<p><b>1.2.W.4</b></p> <p>Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook</i>).</p>	<p>G1 M4 L23DD, L24DD, L27DD, L29, L33DD</p>

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<p><b>3. Critical Reading</b></p> <p>Students will apply critical thinking skills to reading and writing.</p>	<p><b>Reading</b></p> <p>Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.</p>	<p><b>1.3.R.1</b></p> <p>Students will identify the author’s purpose (<i>i.e., tell a story, provide information</i>) with guidance and support.</p>	<p><i>Wit &amp; Wisdom</i> addresses this standard in Grade 2.</p> <p>G2 M1 L4</p> <p>G2 M2 L10</p> <p>G2 M4 L7, L18, L20, L26</p>
		<p><b>1.3.R.2</b></p> <p>Students will describe who is telling the story (<i>i.e., point of view</i>).</p>	<p>G1 M1 L25</p> <p>G1 M4 L4–5, L8, L17</p>
		<p><b>1.3.R.3</b></p> <p>Students will find textual evidence when provided with examples of literary elements and organization:</p>	
		<ul style="list-style-type: none"> <li>▪ setting (<i>i.e., time, place</i>)</li> </ul>	<p>G1 M1 L6, L8, L11, L18, L21–24</p> <p>G1 M2 L2, L6</p> <p>G1 M3 L14–15, L18, L22</p> <p>G1 M4 L3, L7, L10, L13, L16, L18, L22–23, L27, L29</p>
		<ul style="list-style-type: none"> <li>▪ plot</li> </ul>	<p>G1 M1 L4, L9, L11, L18, L21, L23–24</p> <p>G1 M2 L2, L6</p> <p>G1 M3 L14–15, L18, L24</p> <p>G1 M4 L3, L6–7, L10, L13, L16, L18, L23, L27</p>



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		<ul style="list-style-type: none"> <li>main characters and their traits in a story</li> </ul>	<p>G1 M1 L2, L5–6, L8, L10–11, L18–25, L31</p> <p>G1 M2 L2–3, L6–7</p> <p>G1 M3 L14, L18–19, L23</p> <p>G1 M4 L3–6, L8, L11, L14–16, L19, L24, L28–29</p>
		<p><b>1.3.R.4</b></p> <p>Students will ask and answer basic questions (<i>e.g., who, what, where, why, and when</i>) about texts.</p>	<p>G1 M1 L1–12, L14, L17–21, L23–24, L28, L30</p> <p>G1 M2 L1–7, L11, L14, L16, L26–28, L30–31, L33, L36</p> <p>G1 M3 L2–3, L5–6, L8, L13</p> <p>G1 M4 L36</p>
		<p><b>1.3.R.5</b></p> <p>Students will begin to locate facts that are clearly stated in a text.</p>	<p>G1 M1 L1–2</p>
	<p><b>Writing</b></p> <p>Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.</p>	<p><b>Narrative</b></p> <p><b>1.3.W.1</b></p> <p>Students will begin to write narratives incorporating characters, plot (<i>i.e., beginning, middle, end</i>), and a basic setting (<i>i.e., time, place</i>) with guidance and support.</p>	<p>G1 M1 L11, L29–31</p> <p>G1 M3 L9, L32–33</p>

College- and Career-Ready Standard for English Language Arts	Recursive Reading and Writing Strand	Standard Objective	Aligned Components of <i>Wit &amp; Wisdom</i>
		<p><b>Informative</b></p> <p><b>1.3.W.2</b></p> <p>Students will begin to write facts about a subject in response to a text read aloud to demonstrate understanding with guidance and support.</p>	G1 M2 L5, L12–13
		<p><b>Opinion</b></p> <p><b>1.3.W.3</b></p> <p>Students will express an opinion in writing about a topic and provide a reason to support the opinion.</p>	G1 M2 L26 G1 M4 L24, L31–32
<p><b>4. Vocabulary</b></p> <p>Students will expand their working vocabularies to effectively communicate and understand texts.</p>	<p><b>Reading</b></p> <p>Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.</p>	<p><b>1.4.R.1</b></p> <p>Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.</p>	G1 M1 L5DD, L6DD, L11DD, L14DD, L15DD, L16DD, L18DD, L19DD, L24DD, L28DD G1 M2 L7, L20DD, L33DD G1 M4 L22DD, L34DD

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		<p><b>1.4.R.2</b> Students will use word parts (<i>e.g., affixes, roots, stems</i>) to define unfamiliar words with guidance and support.</p>	<p>G1 M1 L10DD, L12DD</p> <p>G1 M2 L10</p> <p>G1 M3 L18DD, L22DD, L24DD, L26DD, L27DD, L28DD, L31</p> <p>G1 M4 L26DD</p>
		<p><b>1.4.R.3</b> Students will use context clues to determine the meaning of words with guidance and support.</p>	<p>G1 M1 L2DD, L8, L14, L18DD, L21DD, L24DD</p> <p>G1 M2 L10–11, L14, L16, L27, L29</p> <p>G1 M3 L13, L14DD, L17, L21, L26, L27DD, L28, L29DD</p> <p>G1 M4 L3, L5DD, L8, L10DD, L11, L13, L18, L22, L33</p>
		<p><b>1.4.R.4</b> Students will name and sort words into categories based on common attributes.</p>	<p>G1 M2 L1DD, L8DD, L16DD, L18DD, L22DD, L24DD, L26DD, L27DD, L28DD</p> <p>G1 M3 L3DD</p> <p>G1 M4 L14DD, L17DD, L25DD, L28DD, L29DD, L33</p>

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		<p><b>1.4.R.5</b> Students will use a dictionary (<i>print and/or electronic</i>) to find words.</p>	<p><i>Wit &amp; Wisdom</i> addresses this standard in Grade 2.</p> <p>G2 M1 L1DD, L2DD, L3DD, L5DD, L6DD, L11DD, L15DD, L22DD, L26DD, L27DD</p> <p>G2 M2 L9DD, L10DD, L14DD, L17DD, L18DD, L24DD, L31DD, L32DD</p> <p>G2 M3 L3, L4DD, L6DD, L12DD, L25DD, L33DD, L34DD</p> <p>G2 M4 L5DD, L13DD, L14DD, L15DD, L30DD, L31DD</p>
	<p><b>Writing</b> Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.</p>	<p><b>1.4.W.1</b> Students will use domain-appropriate vocabulary to communicate ideas in writing with guidance and support.</p>	<p>G1 M1 L16, L21, L28, L28DD, L32</p> <p>G1 M2 L13, L17, L19, L23, L31</p> <p>G1 M3 L7, L24–25</p> <p>G1 M4 L17, L21, L23, L26</p>
		<p><b>1.4.W.2</b> Students will select appropriate language according to purpose in writing with guidance and support.</p>	<p>G1 M3 L32, L34, L34DD</p>

College- and Career-Ready Standard for English Language Arts	Recursive Reading and Writing Strand	Standard Objective	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>5. Language</b></p> <p>Students will apply knowledge of grammar and rhetorical style to reading and writing.</p>	<p><b>Reading</b></p> <p>Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.</p>	<p><b>1.5.R.1</b></p> <p>Students will recognize nouns as concrete objects (<i>i.e., people persons, places, and things</i>) and use the pronoun “I.”</p>	<p>G1 M1 L1DD, L3DD, L4DD</p> <p>G1 M4 L12DD</p>
		<p><b>1.5.R.2</b></p> <p>Students will recognize verbs as actions.</p>	<p>G1 M1 L7DD, L9DD</p> <p>G1 M3 L15DD, L17DD, L23–24</p>
		<p><b>1.5.R.3</b></p> <p>Students will recognize color and number adjectives.</p>	<p>Supplemental material is necessary to address color and number adjectives thoroughly. The following lessons address describing with adjectives, including some color and number adjectives.</p> <p>G1 M1 L17DD, L22DD</p>
		<p><b>1.5.R.4</b></p> <p>Students will recognize the prepositions (<i>e.g., The dog is on top of the doghouse</i>) through pictures and movement.</p>	<p>G1 M2 L21DD, L23DD, L25DD, L29DD, L31DD</p>
		<p><b>1.5.R.5</b></p> <p>Students will recognize singular and plural nouns with correct verbs in simple sentences (<i>e.g., He sits; we sit</i>).</p>	<p>G1 M3 L4DD, L5DD, L6DD, L7DD</p>



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	<p><b>Writing</b></p> <p>Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.</p>	<p><b>1.5.W.1</b></p> <p>Students will capitalize:</p> <ul style="list-style-type: none"> <li>▪ the first letter of a sentence</li> <li>▪ proper names</li> <li>▪ months and days of the week</li> </ul> <p><b>1.5.W.2</b></p> <p>Students will compose grammatically correct simple and compound sentences and questions (interrogatives) with appropriate end marks.</p>	<p>G1 M1 L10, L21</p> <p>G1 M2 L9, L13, L19, L22, L31, L34</p> <p>G1 M4 L20DD</p> <p>G1 M1 L4DD, L14, L16, L21, L29</p> <p>G1 M4 L20DD, L21DD, L31–33</p> <p>G1 M4 L20DD, L21DD</p> <p>G1 M1 L10, L12–13, L13DD, L16, L21, L23DD, L25DD, L29–30, L30DD, L31, L31DD</p> <p>G1 M2 L7DD, L9, L13, L19, L22, L31–32, L34, L35DD</p> <p>G1 M4 L6DD, L7DD, L9DD, L11DD</p>

College- and Career-Ready Standard for English Language Arts	Recursive Reading and Writing Strand	Standard Objective	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>6. Research</b></p> <p>Students will engage in inquiry to acquire, refine, and share knowledge.</p>	<p><b>Reading</b></p> <p>Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.</p>	<p><b>1.6.R.1</b></p> <p>Students will decide who can answer questions about their topic or what resources they will need to find the information.</p>	<p>G1 M2 L26</p> <p>G1 M3 L3–4, L6</p>
		<p><b>1.6.R.2</b></p> <p>Students will identify graphic features including photos, illustrations, titles, labels, headings, charts, and graphs to understand a text.</p>	<p>G1 M1 L13, L15–17, L23, L28</p> <p>G1 M2 L10, L12, L18, L21, L23–25, L29–30, L35</p> <p>G1 M3 L3, L8–10, L27–28</p> <p>G1 M4 L25</p>
		<p><b>1.6.R.3</b></p> <p>Students will identify the location and purpose of various visual and text reference sources.</p>	<p>G1 M2 L18–19, L21, L23, L29</p> <p>G1 M4 L8</p>

College- and Career-Ready Standard for English Language Arts	Recursive Reading and Writing Strand	Standard Objective	Aligned Components of <i>Wit &amp; Wisdom</i>
	<p><b>Writing</b></p> <p>Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.</p>	<p><b>1.6.W.1</b></p> <p>Students will generate questions about topics of interest.</p>	<p>G1 M1 L13, L17, L23</p> <p>G1 M2 L1, L10, L15, L27</p> <p>G1 M4 L11</p>
		<p><b>1.6.W.2</b></p> <p>Students will organize information found during group or individual research, using graphic organizers or other aids with guidance and support.</p>	<p>G1 M2 L26, L28, L33</p> <p>G1 M3 L5–6</p> <p>G1 M4 L6–7, L30</p>
		<p><b>1.6.W.3</b></p> <p>Students will make informal presentations of information gathered.</p>	<p>G1 M3 L17</p> <p>G1 M4 L30</p>
<p><b>7. Multimodal Literacies</b></p> <p>Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.</p>	<p><b>Reading</b></p> <p>Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.</p>	<p><b>1.7.R.1</b></p> <p>Students will use provided print and digital resources with guidance and support.</p>	<p>G1 M1 L21</p> <p>G1 M2 L20, L26</p> <p>G1 M3 L4, L30</p>
		<p><b>1.7.R.2</b></p> <p>Students will explore and compare how ideas and topics are depicted in a variety of media and formats.</p>	<p>G1 M1 L21</p> <p>G1 M2 L20</p> <p>G1 M3 L3, L31</p> <p>G1 M4 L9, L12, L27, L34</p>

College- and Career-Ready Standard for English Language Arts	Recursive Reading and Writing Strand	Standard Objective	Aligned Components of <i>Wit &amp; Wisdom</i>
	<p><b>Writing</b></p> <p>Students will create multimodal texts to communicate knowledge and develop arguments.</p>	<p><b>1.7.W.1</b></p> <p>Students will select and use appropriate technology or media to communicate with others with guidance and support.</p>	G1 M2 L24–L25
		<p><b>1.7.W.2</b></p> <p>Students will use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.</p>	G1 M2 L17–19, L22–25, L30, L34–35
<p><b>8. Independent Reading and Writing</b></p> <p>Students will read and write for a variety of purposes including, but not limited to, academic and personal, for extended periods of time.</p>	<p><b>Reading</b></p> <p>Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.</p>	<p><b>1.8.R</b></p> <p>Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time with guidance and support.</p>	<p>Supplemental opportunities are necessary to address selecting texts and reading independently. In each module, Appendix D provides a list of texts for independent reading. These texts are grade-level appropriate and related to the module topic.</p>

College- and Career-Ready Standard for English Language Arts	Recursive Reading and Writing Strand	Standard Objective	Aligned Components of <i>Wit &amp; Wisdom</i>
	<p><b>Writing</b></p> <p>Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.</p>	<p><b>1.8.W</b></p> <p>Students will write independently for extended and shorter periods of time through a combination of emergent and conventional writing with guidance and support.</p>	<p>Supplemental material is necessary to address writing independently over extended periods. The following lessons address writing independently for shorter time frames.</p> <p>G1 M1 L11, L23</p> <p>G1 M2 L7DD, L35DD</p> <p>G1 M3 L10, L16, L29</p> <p>G1 M4 L9, L16, L31</p>