



WIT & WISDOM[®]

MORE MEANINGFUL ENGLISH
Texas Essential Knowledge
and Skills for English
Language Arts and Reading
Correlation to *Wit & Wisdom*

GRADE 1

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.

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)

Texas Essential Knowledge and Skills for English Language Arts and Reading Correlation to *Wit & Wisdom*

GRADE 1 ENGLISH LANGUAGE ARTS

Many of the Grade 1 Texas Essential Knowledge and Skills for English Language Arts and Reading standards will require supplemental materials and use of *Wit & Wisdom* content from other grade levels in conjunction with Grade 1 of the *Wit & Wisdom* curriculum. 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 Texas standards while benefiting from the rich texts and knowledge building of *Wit & Wisdom*.

KEY

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

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>
Developing and Sustaining Foundational Language Skills	1.1 Listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:		
		1.1.A listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	G1 M1 L1 G1 M2 L10, L15 G1 M3 L6, L8, L13, L29, L35
		1.1.B follow, restate, and give oral instructions that involve a short, related sequence of actions;	Supplemental material is necessary to address restating and giving oral instructions. The following lessons address following oral instructions that involve a short, related sequence of actions. G1 M1 L3, L6, L12, L28, L30 G1 M4 L17, L22, L34
		1.1.C share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	G1 M1 L27, L32 G1 M2 L9, L12DD, L30, L36 G1 M3 L29, L35 G1 M4 L17–18, L22, L28, L31, L34–35
		1.1.D work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and	G1 M1 L27, L32 G1 M2 L8–10, L14–15, L20, L32 G1 M3 L29, L35 G1 M4 L17, L22, L28, L34

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>
		<p>1.1.E develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.</p>	<p>Supplemental material is necessary to address all of the specific communication acts listed in this standard. The following lessons address developing social communication through relating experiences to a classmate, taking turns, listening to others, and engaging in collaborative conversations.</p> <p>G1 M1 L16, L21, L27, L32</p> <p>G1 M2 L9, L20, L36</p> <p>G1 M3 L29, L35</p> <p>G1 M4 L3, L17, L22, L28, L34</p>
<p>Developing and Sustaining Foundational Language Skills</p>	<p>1.2 Listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>		
		<p>1.2.A demonstrate phonological awareness by:</p>	
		<p>i. producing a series of rhyming words;</p>	<p><i>Wit & Wisdom</i> does not address phonological awareness.</p>
		<p>ii. recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;</p>	<p><i>Wit & Wisdom</i> does not address phonological awareness.</p>
		<p>iii. distinguishing between long and short vowel sounds in one-syllable words;</p>	<p><i>Wit & Wisdom</i> does not address phonological awareness.</p>
		<p>iv. recognizing the change in spoken word when a specified phoneme is added, changed, or removed;</p>	<p><i>Wit & Wisdom</i> does not address phonological awareness.</p>
	<p>v. blending spoken phonemes to form one-syllable words, including initial and/or final consonant blends;</p>	<p><i>Wit & Wisdom</i> does not address phonological awareness.</p>	

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		vi. manipulating phonemes within base words; and	<i>Wit & Wisdom</i> does not address phonological awareness.
		vii. segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends;	<i>Wit & Wisdom</i> does not address phonological awareness.
		1.2.B demonstrate and apply phonetic knowledge by:	
		i. decoding words in isolation and in context by applying common letter sound correspondences;	<i>Wit & Wisdom</i> does not address phonetic knowledge.
		ii. decoding words with initial and final consonant blends, digraphs, and trigraphs;	<i>Wit & Wisdom</i> does not address phonetic knowledge.
		iii. decoding words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables;	<i>Wit & Wisdom</i> does not address phonetic knowledge.
		iv. using knowledge of base words to decode common compound words and contractions;	<i>Wit & Wisdom</i> does not address phonetic knowledge.
		v. decoding words with inflectional endings, including <i>-ed</i> , <i>-s</i> , and <i>-es</i> ; and	Supplemental material is necessary to address this standard thoroughly. G1 M1 L10DD, L12DD G1 M3 L18DD, L22DD, L24DD
		vi. identifying and reading at least 100 high-frequency words from a research-based list;	<i>Wit & Wisdom</i> does not address phonetic knowledge.

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>
		1.2.C demonstrate and apply spelling knowledge by:	
		i. spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables;	<i>Wit & Wisdom</i> does not address spelling words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.
		ii. spelling words with initial and final consonant blends, digraphs, and trigraphs;	<i>Wit & Wisdom</i> does not address spelling words with initial and final consonant blends, digraphs, and trigraphs.
		iii. spelling words using sound-spelling patterns; and	G1 M2 L9, L13, L19, L23, L32 G1 M4 L23DD, L24DD, L29, L31–32, L33DD
		iv. spelling high-frequency words from a research-based list;	<i>Wit & Wisdom</i> does not address spelling high-frequency words from a research-based list.
		1.2.D demonstrate print awareness by identifying the information that different parts of a book provide;	G1 M2 L18–19, L23, L29 G1 M3 L10
		1.2.E alphabetize a series of words to the first or second letter and use a dictionary to find words; and	<i>Wit & Wisdom</i> does not address alphabetizing a series of words.
		1.2.F develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.	<i>Wit & Wisdom</i> does not address handwriting skills.

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Developing and Sustaining Foundational Language Skills	1.3 Listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
		1.3.A use a resource such as a picture dictionary or digital resource to find words;	<i>Wit & Wisdom</i> addresses this standard in Grade 2. G2 M1 L1DD, L2DD, L3DD, L4DD, L5DD, L6DD, L11DD, L15DD, L22DD, L26DD, L27DD G2 M2 L8, L9DD, L10DD, L14DD, L17DD, L18DD, L24DD G2 M3 L25DD G2 M4 L2DD, L3DD, L7DD
		1.3.B use illustrations and texts the student is able to read or hear to learn or clarify word meanings;	G1 M3 L8–9, L9DD, L23, L29DD
		1.3.C identify the meaning of words with the affixes <i>-s</i> , <i>-ed</i> , and <i>-ing</i> ; and	G1 M3 L21, L26–27 G1 M4 L26DD
		1.3.D identify and use words that name actions, directions, positions, sequences, categories, and locations.	Supplemental material is necessary to address this standard thoroughly. G1 M1 L6DD, L11DD, L14DD, L15DD, L16DD, L17DD, L18DD, L26DD, L27DD, L28DD G1 M2 L20DD, L22DD, L24DD, L33DD G1 M3 L21DD, L30DD, L31DD G1 M4 L1DD, L8DD, L22DD, L34DD

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Developing and Sustaining Foundational Language Skills	1.4	Listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.	Supplemental material is necessary to address this standard thoroughly. G1 M1 L3, L7, L10–12 G1 M2 L4, L8–9, L12, L17, L20, L24–25, L30–32, L36 G1 M3 L4, L6, L11, L20, L24, L32–33, L35 G1 M4 L15, L20, L23, L35
Developing and Sustaining Foundational Language Skills	1.5	Listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.	Each <i>Wit & 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.
Comprehension Skills	1.6	Listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
		1.6.A establish purpose for reading assigned and self-selected texts with adult assistance;	<i>Wit & Wisdom</i> does not explicitly address students establishing their own purposes for reading assigned and self-selected texts.
		1.6.B generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;	G1 M1 L1, L7, L13, L17 G1 M2 L1 G1 M3 L2, L8, L13, L17, L21, L26 G1 M4 L1–2, L12, L17, L22

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		<p>1.6.C make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance;</p>	<p>Supplemental material is necessary to address making predictions using text features, characteristics of genre, and structures. Supplemental material is also necessary to address correcting or confirming predictions. The following lessons address making predictions about texts.</p> <p>G1 M3 L1, L7, L20, L25, L31</p>
		<p>1.6.D create mental images to deepen understanding with adult assistance;</p>	<p>Supplemental material is necessary to explicitly teach creating mental images. The following lessons address visualizing words or phrases within a text.</p> <p>G1 M1 L16DD</p> <p>G1 M2 L5DD, L16DD, L18DD, L24DD, L30DD</p> <p>G1 M3 L15, L23, L27–28</p> <p>G1 M4 L25</p>
		<p>1.6.E make connections to personal experiences, ideas in other texts, and society with adult assistance;</p>	<p>G1 M1 L6, L12, L14, L21</p> <p>G1 M2 L9, L13, L20, L30</p> <p>G1 M3 L3–6, L20, L25, L31</p> <p>G1 M4 L1–2, L7, L9–10, L12, L16, L21–22, L26–27, L33–34, L36</p>
		<p>1.6.F make inferences and use evidence to support understanding with adult assistance;</p>	<p>G1 M1 L30, L32</p> <p>G1 M2 L13</p> <p>G1 M3 L19, L23, L28</p> <p>G1 M4 L5, L11, L19, L24, L29</p>

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		1.6.G evaluate details to determine what is most important with adult assistance;	G1 M1 L28 G1 M3 L6, L30
		1.6.H synthesize information to create new understanding with adult assistance; and	G1 M1 L26 G1 M2 L4, L8, L13, L21, L24, L31 G1 M3 L4, L11, L16, L19, L30 G1 M4 L6, L15, L20, L26
		1.6.I monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.	<i>Wit & Wisdom</i> does not explicitly address monitoring comprehension and making adjustments.
Response Skills	1.7 Listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
		1.7.A describe personal connections to a variety of sources;	G1 M1 L6, L14 G1 M2 L9, L13 G1 M4 L36
		1.7.B write brief comments on literary or informational texts;	G1 M4 L13–14
		1.7.C use text evidence to support an appropriate response;	G1 M1 L15, L32 G1 M2 L31, L34

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		<p>1.7.D retell texts in ways that maintain meaning;</p>	<p>G1 M1 L2–4, L8–9, L18, L21, L24, L26 G1 M2 L2, L6, L17, L31 G1 M3 L14, L18, L24 G1 M4 L3, L7, L10, L13, L18, L23</p>
		<p>1.7.E interact with sources in meaningful ways such as illustrating or writing; and</p>	<p>G1 M1 L6, L18, L22</p>
		<p>1.7.F respond using newly acquired vocabulary as appropriate.</p>	<p>G1 M1 L5DD</p>
<p>Multiple Genres</p>	<p>1.8 Listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>		
		<p>1.8.A discuss topics and determine theme using text evidence with adult assistance;</p>	<p>G1 M1 L26, L32 G1 M2 L4, L7–9 G1 M3 L19, L24 G1 M4 L6, L15, L20, L26</p>
		<p>1.8.B describe the main character(s) and the reason(s) for their actions;</p>	<p>G1 M1 L2, L19–20, L22–25, L31 G1 M2 L2–3, L6–7 G1 M3 L14, L18–20, L22–23 G1 M4 L3, L5–6, L8, L11, L13–16, L18–19, L23–24, L27–29</p>

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		<p>1.8.C describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently; and</p>	<p>G1 M1 L4, L9, L11, L18, L21, L23–24</p> <p>G1 M2 L2, L6</p> <p>G1 M3 L14–15, L18, L22</p> <p>G1 M4 L3, L7, L10, L13, L18, L23, L27</p>
		<p>1.8.D describe the setting.</p>	<p>G1 M1 L3, L8, L11, L18, L21–24</p> <p>G1 M2 L2, L6</p> <p>G1 M3 L14, L18, L22</p> <p>G1 M4 L3, L13, L18, L23, L29</p>
Multiple Genres	<p>1.9 Listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:</p>		
		<p>1.9.A demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes;</p>	<p>G1 M2 L1–2</p> <p>G1 M3 L7, L12–13, L20, L25, L31</p> <p>G1 M4 L4, L21, L27–28</p>
		<p>1.9.B discuss rhyme, rhythm, repetition, and alliteration in a variety of poems;</p>	<p><i>Wit & Wisdom</i> addresses this standard in Grade 2.</p> <p>G2 M1 L2–3, L13, L15, L26–27, L27DD, L28, L28DD</p> <p>G2 M3 L5–6, L11, L16–18</p> <p>G2 M4 L12</p>
		<p>1.9.C discuss elements of drama such as characters and setting;</p>	<p><i>Wit & Wisdom</i> does not address elements of drama in the lower elementary grades. <i>Wit & Wisdom</i> addresses this standard in Grade 4.</p>

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		1.9.D recognize characteristics and structures of informational text, including:	
		i. the central idea and supporting evidence with adult assistance;	G1 M1 L1, L3, L13, L28 G1 M2 L11, L17, L21–22, L31 G1 M3 L6, L11, L30
		ii. features and simple graphics to locate or gain information; and	G1 M2 L18–19, L21, L23, L29–30 G1 M3 L10
		iii. organizational patterns such as chronological order and description with adult assistance;	<i>Wit & Wisdom</i> addresses this standard in Grade 3. G3 M2 L4–5, L14–15 G3 M4 L21
		1.9.E recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do; and	Supplemental material is necessary to explicitly address the characteristics of persuasive text. The following lessons address determining what the author of a persuasive text wants the reader to think or do. G1 M2 L26, L28, L30–32 G1 M3 L9
		1.9.F recognize characteristics of multimodal and digital texts.	<i>Wit & Wisdom</i> does not address recognizing the characteristics of multimodal and digital texts in the lower elementary grades. <i>Wit & Wisdom</i> addresses this standard in Grades 3–5.

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>
Author's Purpose and Craft	1.10 Listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:		
		1.10.A discuss the author's purpose for writing text;	<i>Wit & Wisdom</i> addresses this standard in Grade 2. G2 M2 L4, L10 G2 M4 L7, L18, L20, L26, L28
		1.10.B discuss how the use of text structure contributes to the author's purpose;	<i>Wit & Wisdom</i> addresses this standard in Grade 2. G2 M4 L18
		1.10.C discuss with adult assistance the author's use of print and graphic features to achieve specific purposes;	Supplemental material is necessary to address the term <i>purpose</i> in the context of print and graphic features. The following lessons address discussing the author's use of print and graphic features and their meaning. G1 M2 L18, L23, L29 G1 M3 L5, L10 G1 M4 L11, L25, L29
		1.10.D discuss how the author uses words that help the reader visualize; and	G1 M3 L15, L23, L27–28 G1 M4 L25
		1.10.E listen to and experience first- and third-person texts.	G1 M1 L1–4, L7–9, L13–14, L17–18, L23 G1 M2 L10–11

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Composition	1.11		
		Listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
		1.11.A plan a first draft by generating ideas for writing such as by drawing and brainstorming;	G1 M3 L32 G1 M4 L8, L15, L24, L30
		1.11.B develop drafts in oral, pictorial, or written form by:	
		i. organizing with structure; and	G1 M1 L30–31 G1 M2 L5–6, L8, L23, L31–32 G1 M3 L6, L12, L18, L24, L28, L33 G1 M4 L7–8, L15, L24
		ii. developing an idea with specific and relevant details;	G1 M2 L5, L9, L12–13, L34 G1 M2 L34DD
		1.11.C revise drafts by adding details in pictures or words;	G1 M1 L6, L29DD, L30DD G1 M2 L14, L34DD G1 M3 L33DD, L34, L34DD
		1.11.D edit drafts using standard English conventions, including:	
	i. complete sentences with subject-verb agreement;	G1 M1 L10, L12, L13DD, L16, L31DD G1 M2 L9, L22, L31, L34, L35DD G1 M3 L7DD	

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		ii. past and present verb tense;	G1 M1 L9DD G1 M3 L19DD, L20DD, L24–25
		iii. singular, plural, common, and proper nouns;	G1 M1 L1DD, L3DD, L4DD, L14–16, L21, L23, L28–29, L29DD, L30–31 G1 M3 L4DD, L5DD, L6DD, L7, L7DD G1 M4 L13DD
		iv. adjectives, including articles;	G1 M1 L17DD, L19, L20DD, L21–22, L22DD, L23, L28 G1 M2 L10DD, L13DD, L14DD, L15DD, L17DD, L19, L19DD, L30, L34, L34DD G1 M3 L8DD, L10DD, L11DD, L23–25, L25DD, L27–34, L34DD, L35
		v. adverbs that convey time;	<i>Wit & Wisdom</i> does not address editing drafts using adverbs that convey time in the lower elementary grades. <i>Wit & Wisdom</i> addresses this standard in Grade 4.
		vi. prepositions;	G1 M1 L26DD, L27DD G1 M2 L21DD, L23DD, L25DD, L29DD, L31, L31DD, L34
		vii. pronouns, including subjective, objective, and possessive cases;	<i>Wit & Wisdom</i> addresses pronoun case in Grade 6. The following lessons address pronouns in general. G1 M4 L12DD, L13DD, L15DD, L16DD, L18DD, L19DD, L24–26, L33
		viii. capitalization for the beginning of sentences and the pronoun <i>I</i> ;	G1 M1 L10, L21 G1 M2 L9, L13, L19, L22, L31, L34

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		ix. punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and	G1 M1 L10, L12, L16, L21, L31DD G1 M2 L6DD, L7DD, L9, L9DD, L13, L19, L22, L31, L34, L35DD
		x. correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance; and	Supplemental material is necessary to address high-frequency words. The following lessons address spelling words with grade-appropriate orthographic patterns and rules. G1 M2 L19, L23, L32, L34DD G1 M4 L27DD, L33DD
		1.11.E publish and share writing.	G1 M1 L32 G1 M2 L36 G1 M3 L35 G1 M4 L35
Composition	1.12 Listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
		1.12.A dictate or compose literary texts, including personal narratives and poetry;	Supplemental material is necessary to address personal narratives. <i>Wit & Wisdom</i> addresses poetry writing in Grades 3 and 4. The following lessons address composing literary texts such as narratives. G1 M1 L4–5, L11–12, L21–22, L25–26, L26DD, L27, L27DD, L28–30, L30DD, L31–32 G1 M3 L9–12, L14–16, L18–19, L24–25, L28–29, L32–35

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>
		<p>1.12.B dictate or compose informational texts, including procedural texts; and</p>	<p>Supplemental material is necessary to address composing procedural texts. The following lessons address composing informational texts.</p> <p>G1 M1 L3, L16</p> <p>G1 M2 L2–6, L8–14, L16–19, L22–24, L28–36</p> <p>G1 M3 L6–7</p>
		<p>1.12.C dictate or compose correspondence such as thank you notes or letters.</p>	<p>Supplemental material is necessary to address thank you notes and letters. The following lesson addresses composing persuasive correspondence.</p> <p>G1 M2 L26</p>
<p>Inquiry and Research</p>	<p>1.13 Listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p>	<p>1.13.A generate questions for formal and informal inquiry with adult assistance;</p>	<p>G1 M1 L13, L17, L23</p> <p>G1 M2 L1, L10, L15, L27</p> <p>G1 M4 L11</p>
		<p>1.13.B develop and follow a research plan with adult assistance;</p>	<p>Supplemental material is necessary to address developing a research plan. The following lessons address following a research plan.</p> <p>G1 M2 L26, L33–35</p> <p>G1 M3 L3–7</p> <p>G1 M4 L6–7, L30</p>

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>
		<p>1.13.C identify and gather relevant sources and information to answer the questions with adult assistance;</p>	<p>Supplemental material is necessary to address identifying and gathering relevant sources. The following lessons address gathering information from relevant sources to answer questions.</p> <p>G1 M1 L3–5, L10–11, L16, L21, L23, L26, L28–31</p> <p>G1 M2 L8–9, L12–13, L18–19, L23–24, L26, L30, L33–35</p> <p>G1 M3 L3–7</p> <p>G1 M4 L8–9, L15–16, L24–26, L29–32</p>
		<p>1.13.D demonstrate understanding of information gathered with adult assistance; and</p>	<p>G1 M2 L18, L22, L24, L26, L34–35</p> <p>G1 M3 L17</p> <p>G1 M4 L30</p>
		<p>1.13.E use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>	<p>G1 M3 L17</p> <p>G1 M4 L30</p>