



WIT & WISDOM[®]

MORE MEANINGFUL ENGLISH
Texas Essential Knowledge
and Skills for English
Language Arts and Reading
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.

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 4 ENGLISH LANGUAGE ARTS

The majority of the Grade 4 Texas Essential Knowledge and Skills for English Language Arts and Reading are fully covered by Grade 4 of the *Wit & Wisdom* curriculum. The areas where the Grade 4 Texas 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 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

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	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>
Developing and Sustaining Foundational Language Skills	4.1 Listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:		
		4.1.A listen actively, ask relevant questions to clarify information, and make pertinent comments;	G4 M1 L26 G4 M2 L16, L32 G4 M3 L8, L21, L29, L34 G4 M4 L30, L33
		4.1.B follow, restate, and give oral instructions that involve a series of related sequences of action;	Supplemental material is necessary to address restating and giving oral instructions. The following lessons address following oral instructions that involve a series of related sequences of action. G4 M1 L13, L16
		4.1.C express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and	G4 M1 L16 G4 M2 L16–17 G4 M3 L8–9 G4 M4 L30, L33
		4.1.D work collaboratively with others to develop a plan of shared responsibilities.	G4 M2 L32

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>	
Developing and Sustaining Foundational Language Skills	4.2 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:			
		4.2.A demonstrate and apply phonetic knowledge by:		
		i. decoding words with specific orthographic patterns and rules, including regular and irregular plurals;		<i>Wit & Wisdom</i> does not address phonetic knowledge.
		ii. decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;		<i>Wit & Wisdom</i> does not address phonetic knowledge.
		iii. decoding words using advanced knowledge of syllable division patterns such as VV;		<i>Wit & Wisdom</i> does not address phonetic knowledge.
		iv. decoding words using knowledge of prefixes;		<i>Wit & Wisdom</i> does not address phonetic knowledge.
		v. decoding words using knowledge of suffixes, including how they can change base words such as dropping <i>e</i> , changing <i>y</i> to <i>i</i> , and doubling final consonants; and		<i>Wit & Wisdom</i> does not address phonetic knowledge.
		vi. identifying and reading high-frequency words from a research-based list;		<i>Wit & Wisdom</i> does not address phonetic knowledge.
		4.2.B demonstrate and apply spelling knowledge by:		
		i. spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;		<i>Wit & Wisdom</i> does not address spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

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		ii. spelling homophones;	G4 M4 L4DD, L6DD, L7DD, L14DD, L22DD, L31DD, L35DD
		iii. spelling multisyllabic words with multiple sound-spelling patterns;	<i>Wit & Wisdom</i> addresses this standard in Grade 3. G3 M4 L8, L9DD, L19DD, L30DD, L33, L33DD
		iv. spelling words using advanced knowledge of syllable division patterns;	<i>Wit & Wisdom</i> does not address spelling words using knowledge of syllable division patterns.
		v. spelling words using knowledge of prefixes; and	<i>Wit & Wisdom</i> does not address spelling words using knowledge of prefixes.
		vi. spelling words using knowledge of suffixes, including how they can change base words such as dropping <i>e</i> , changing <i>y</i> to <i>i</i> , and doubling final consonants; and	<i>Wit & Wisdom</i> addresses this standard in Grade 3. G3 M1 L17DD, L25DD
		4.2.C write legibly in cursive to complete assignments.	<i>Wit & Wisdom</i> does not address writing in cursive.
Developing and Sustaining Foundational Language Skills	4.3 Listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
		4.3.A use print or digital resources to determine meaning, syllabication, and pronunciation;	Supplemental material is necessary to address using resources to determine syllabication. The following lessons address using resources to determine meaning and pronunciation. G4 M1 L3DD, L28DD G4 M2 L11DD, L24DD G4 M3 L1DD, L14DD, L16DD, L25DD, L30DD G4 M4 L3, L13DD, L16DD

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>
		<p>4.3.B use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p>	<p>G4 M1 L2, L9DD, L29DD, L30DD</p> <p>G4 M2 L2DD, L12DD, L15, L16DD, L24DD, L33DD, L34DD</p> <p>G4 M3 L9DD, L21, L21DD, L22–23, L28, L30, L31DD, L32DD</p> <p>G4 M4 L1DD, L2DD, L3DD, L4DD, L14, L15DD, L21DD, L30DD, L32, L33DD, L34DD</p>
		<p>4.3.C determine the meaning of and use words with affixes such as <i>mis-</i>, <i>sub-</i>, <i>-ment</i>, and <i>-ity/-ty</i> and roots such as <i>auto</i>, <i>graph</i>, and <i>meter</i>; and</p>	<p>G4 M1 L21DD, L22DD, L27DD, L29DD, L30DD</p> <p>G4 M2 L12DD, L13DD, L14DD, L16DD, L17DD, L26DD, L34DD</p> <p>G4 M3 L1DD, L2DD, L3, L4DD, L5DD, L16DD, L21</p> <p>G4 M4 L1DD, L2DD, L3DD, L8DD, L13, L13DD, L16DD, L17DD, L18DD, L27DD, L32, L32DD, L33DD, L34DD</p>
		<p>4.3.D identify, use, and explain the meaning of homophones such as <i>reign/rain</i>.</p>	<p>G4 M4 L4DD</p>
<p>Developing and Sustaining Foundational Language Skills</p>	<p>4.4 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.</p>		<p>G4 M1 L29</p> <p>G4 M2 L22</p>
<p>Developing and Sustaining Foundational Language Skills</p>	<p>4.5 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 read independently for a sustained period of time.</p>		<p>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.</p>

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Comprehension Skills	4.6 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:		
		4.6.A establish purpose for reading assigned and self-selected texts;	<i>Wit & Wisdom</i> does not explicitly address students establishing their own purposes for reading assigned and self-selected texts.
		4.6.B generate questions about text before, during, and after reading to deepen understanding and gain information;	G4 M1 L19 G4 M2 L4, L18, L21–22 G4 M3 L9, L21 G4 M4 L23–24
		4.6.C make, correct, or confirm predictions using text features, characteristics of genre, and structures;	G4 M1 L18 G4 M2 L25, L29 G4 M3 L3, L16DD G4 M4 L8, L16, L18, L23, L28
		4.6.D create mental images to deepen understanding;	G4 M1 L19, L20–21
		4.6.E make connections to personal experiences, ideas in other texts, and society;	G4 M1 L20 G4 M2 L9DD, L27, L31 G4 M3 L4, L6, L11DD, L17, L19, L21, L25–26, L29 G4 M4 L1, L3, L5, L8–13, L15, L22, L25, L31–32, L36

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>
		<p>4.6.F make inferences and use evidence to support understanding;</p>	<p>G4 M1 L5, L7–8, L16, L19–20, L29, L31 G4 M2 L1DD, L3–6, L8–9, L12, L15–16, L20–22, L24–32 G4 M3 L2–6, L9–15, L18–21, L23–34 G4 M4 L1, L3–32</p>
		<p>4.6.G evaluate details read to determine key ideas;</p>	<p>G4 M1 L3–5, L8–10, L12, L14–17, L19 G4 M4 L2</p>
		<p>4.6.H synthesize information to create new understanding; and</p>	<p>G4 M1 L31 G4 M3 L6, L8, L15, L34 G4 M4 L6, L32</p>
		<p>4.6.I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	<p><i>Wit & Wisdom</i> does not explicitly address monitoring comprehension and making adjustments.</p>
<p>Response Skills</p>	<p>4.7 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:</p>		
		<p>4.7.A describe personal connections to a variety of sources, including self-selected texts;</p>	<p>Supplemental material, such as use of the <i>Wit & Wisdom</i> Volume of Reading list, is necessary to ensure making connections with self-selected texts. The following lessons address making personal connections to varied sources. G4 M4 L31–32, L36</p>

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>
		<p>4.7.B write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;</p>	<p>G4 M1 L21–22 G4 M3 L25 G4 M4 L10–13</p>
		<p>4.7.C use text evidence to support an appropriate response;</p>	<p>G4 M1 L21 G4 M3 L1–2</p>
		<p>4.7.D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;</p>	<p>G4 M1 L3–10, L12–17, L19, L21–25, L27–28 G4 M2 L1–2, L7, L11, L13, L18, L22, L25, L28–29, L31 G4 M3 L2–4, L10, L17, L25, L27–28, L32 G4 M4 L5, L10–12, L17–19, L26–29</p>
		<p>4.7.E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p>	<p>G4 M1 L27</p>
		<p>4.7.F respond using newly acquired vocabulary as appropriate; and</p>	<p>G4 M2 L14 G4 M3 L7 G4 M4 L17</p>
		<p>4.7.G discuss specific ideas in the text that are important to the meaning.</p>	<p>G4 M1 L19–20, L31 G4 M2 L1, L1DD, L2–3, L7–9, L11–15, L24–32 G4 M3 L1–6, L9–11, L11DD, L12–19, L21–25, L27–28, L30–34 G4 M4 L1–5, L8–12, L14–20, L27–29</p>

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>	
Multiple Genres	4.8	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:		
			4.8.A infer basic themes supported by text evidence;	G4 M1 L22, L24–25, L27–28 G4 M2 L5–6, L8–9, L18, L25, L30, L32 G4 M3 L14, L19, L26, L29, L32 G4 M4 L3–6, L9–13, L20–27, L30–31, L33, L36
			4.8.B explain the interactions of the characters and the changes they undergo;	G4 M1 L26, L28–29 G4 M2 L2, L4–5, L8–9, L18, L20–31 G4 M3 L10, L12, L17–19, L22, L24–25, L27–28, L30–31 G4 M4 L16–22, L24–28, L30, L36
			4.8.C analyze plot elements, including the rising action, climax, falling action, and resolution; and	G4 M2 L2, L17, L19, L29 G4 M4 L9–10
			4.8.D explain the influence of the setting, including historical and cultural settings, on the plot.	G4 M2 L3–4, L17–18, L20–21 G4 M4 L17

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>	
Multiple Genres	4.9			
		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:		
		4.9.A demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales;		G4 M4 L1, L3–4, L6–8, L10–12
		4.9.B explain figurative language such as simile, metaphor, and personification that the poet uses to create images;		G4 M1 L30
		4.9.C explain structure in drama such as character tags, acts, scenes, and stage directions;		G4 M4 L8–9
		4.9.D recognize characteristics and structures of informational text, including:		
		i. the central idea with supporting evidence;		G4 M1 L3–5, L8–10, L12, L14–17 G4 M2 L13–14 G4 M3 L7, L14 G4 M4 L2
		ii. features such as pronunciation guides and diagrams to support understanding; and		G4 M1 L13, L16DD G4 M2 L12–15 G4 M3 L1

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		iii. organizational patterns such as compare and contrast;	<p>G4 M1 L8</p> <p>G4 M2 L11–16</p> <p>G4 M3 L3</p>
		<p>4.9.E recognize characteristics and structures of argumentative text by:</p>	
		i. identifying the claim;	<p><i>Wit & Wisdom</i> addresses this standard in Grade 6.</p> <p>G6 M3 L22, L34</p> <p>G6 M4 L28</p>
		ii. explaining how the author has used facts for an argument; and	G4 M3 L1–4
		iii. identifying the intended audience or reader; and	<p><i>Wit & Wisdom</i> does not address identifying the intended audience or reader in the upper elementary grades. <i>Wit & Wisdom</i> addresses this concept in Grade 7.</p>
		<p>4.9.F recognize characteristics of multimodal and digital texts.</p>	<p>Supplemental material is necessary to address recognizing characteristics of digital texts. The following lessons address the characteristics of multimodal text.</p> <p>G4 M1 L8, L11, L13, L16</p> <p>G4 M2 L12–14</p> <p>G4 M4 L1–2</p>

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>
Author's Purpose and Craft	4.10 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:		
		4.10.A explain the author's purpose and message within a text;	G4 M2 L15 G4 M3 L1, L19
		4.10.B explain how the use of text structure contributes to the author's purpose;	G4 M2 L11, L15
		4.10.C analyze the author's use of print and graphic features to achieve specific purposes;	G4 M1 L8 G4 M2 L12–15, L32, L34 G4 M3 L1, L5–6, L8 G4 M4 L2
		4.10.D describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;	G4 M1 L9, L24 G4 M2 L1, L3DD, L4DD, L9DD, L12 G4 M3 L23 G4 M4 L15
		4.10.E identify and understand the use of literary devices, including first- or third-person point of view;	G4 M3 L9–10, L16, L18, L25
		4.10.F discuss how the author's use of language contributes to voice; and	G4 M3 L11DD, L12DD, L13DD

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		4.10.G identify and explain the use of anecdote.	<i>Wit & Wisdom</i> addresses this standard in Grade 5. G5 M4 L12
Composition	4.11 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:	4.11.A plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;	<i>Wit & Wisdom</i> does not address students planning a first draft by selecting a genre.
		4.11.B develop drafts into a focused, structured, and coherent piece of writing by:	
		i. organizing with purposeful structure, including an introduction, transitions, and a conclusion; and	G4 M1 L24, L32 G4 M2 L10, L15, L29 G4 M3 L8, L11, L13–15, L20, L25, L31, L35 G4 M4 L6, L11–13, L16, L19, L21, L25, L29–30, L34
		ii. developing an engaging idea with relevant details;	G4 M1 L32 G4 M2 L10, L28 G4 M3 L6–7, L11–12, L20, L25, L30, L35 G4 M4 L6, L13, L28–29, L34

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>
		<p>4.11.C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p>	<p>G4 M1 L18DD, L28 G4 M2 L8DD, L10DD, L27DD, L28DD, L29 G4 M3 L16, L32, L35 G4 M4 L7, L14, L22, L31</p>
		<p>4.11.D edit drafts using standard English conventions, including:</p> <p>i. complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</p> <p>ii. past tense of irregular verbs;</p> <p>iii. singular, plural, common, and proper nouns;</p>	<p>Supplemental material is necessary to address splices. The following lessons address creating complete simple and compound sentences and avoiding or correcting fragments and run-ons.</p> <p>G4 M1 L13DD, L14DD, L15DD, L31DD G4 M3 L6DD, L7DD, L8DD, L17DD, L20DD, L33DD, L34DD, L35DD</p> <p><i>Wit & Wisdom</i> addresses forming and using the past tense of frequently occurring irregular verbs in Grade 2. G2 M2 L20DD, L21DD, L22DD, L23DD</p> <p><i>Wit & Wisdom</i> does not address singular, plural, common, and proper nouns in the upper elementary grades. <i>Wit & Wisdom</i> addresses this standard in Grade 1.</p>

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		iv. adjectives, including their comparative and superlative forms;	<p><i>Wit & Wisdom</i> addresses this standard in Grade 3.</p> <p>G3 M1 L28DD</p> <p>G3 M2 L3DD, L14</p> <p>G3 M4 L7DD, L8DD, L10DD, L12DD, L14DD, L24DD, L25, L26DD, L29DD, L33DD</p>
		v. adverbs that convey frequency and adverbs that convey degree;	<p><i>Wit & Wisdom</i> addresses this standard in Grade 3.</p> <p>G3 M2 L14DD, L15DD</p> <p>G3 M4 L7DD, L10DD, L12DD, L14DD, L24DD, L26DD, L29DD</p>
		vi. prepositions and prepositional phrases;	G4 M2 L18DD, L19DD, L20DD, L27DD, L28DD
		vii. pronouns, including reflexive;	<p><i>Wit & Wisdom</i> addresses this standard in Grade 2.</p> <p>G2 M4 L10DD, L12DD, L16</p>
		viii. coordinating conjunctions to form compound subjects, predicates, and sentences;	<p>Supplemental material is necessary to address forming compound subjects and predicates. The following lessons address using coordinating conjunctions.</p> <p>G4 M1 L13DD, L14DD, L15DD, L31DD</p> <p>G4 M3 L17DD, L18DD, L19DD, L20DD, L33DD, L34DD, L35DD</p>

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		ix. capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities;	<p>Supplemental material is necessary to address capitalization of historical periods, events, languages, races, and nationalities. The following lessons address capitalizing the names of places; titles of various texts and text sections, including books; and names of people.</p> <p>G4 M1 L10DD, L11DD, L12DD, L31DD</p>
		x. punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and	<p><i>Wit & Wisdom</i> addresses apostrophes in possessives in Grade 2. The following lessons address commas in compound sentences and quotation marks in dialogue.</p> <p>G4 M1 L2DD, L4DD, L5DD, L13DD, L14DD, L15DD, L31DD</p> <p>G4 M2 L7DD, L10DD, L27DD, L28DD</p> <p>G4 M3 L17DD, L18DD, L19DD, L20DD, L33DD, L34DD, L35DD</p>
		xi. correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	<p>Supplemental material is necessary to address high-frequency words. The following lessons address spelling words with grade-appropriate orthographic patterns and rules.</p> <p>G4 M4 L14DD, L22DD, L31DD, L35DD</p>
		4.11.E publish written work for appropriate audiences.	<p>G4 M2 L33–34</p> <p>G4 M3 L20, L35DD</p> <p>G4 M4 L31</p>

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Composition	4.12 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:		
		4.12.A compose literary texts such as personal narratives and poetry using genre characteristics and craft;	G4 M1 L18 G4 M2 L4, L10, L21–24, L26–29, L34
		4.12.B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	G4 M1 L5 G4 M2 L14–15 G4 M3 L6–8, L20 G4 M4 L6, L10–13, L21, L28–30, L34–35
		4.12.C compose argumentative texts, including opinion essays, using genre characteristics and craft; and	G4 M3 L11, L13–16, L25, L30–31, L35
		4.12.D compose correspondence that requests information.	<i>Wit & Wisdom</i> does not address composing correspondence to request information.
Inquiry and Research	4.13 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:		
		4.13.A generate and clarify questions on a topic for formal and informal inquiry;	Supplemental material is necessary to address generating questions on a topic. The following lesson addresses responding to a given question for formal or informal inquiry. G4 M3 L4–8, L23, L27, L30

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>
		4.13.B develop and follow a research plan with adult assistance;	G4 M3 L4–8
		4.13.C identify and gather relevant information from a variety of sources;	G4 M1 L31–32 G4 M3 L4–5, L12, L17–18, L23, L26–28, L30, L33–34 G4 M4 L3–4, L10–12, L16–21, L26–29, L32
		4.13.D identify primary and secondary sources;	G4 M3 L3, L17–18
		4.13.E demonstrate understanding of information gathered;	G4 M2 L30 G4 M4 L5
		4.13.F recognize the difference between paraphrasing and plagiarism when using source materials;	<i>Wit & Wisdom</i> addresses this standard in Grade 5. G5 M4 L5–16
		4.13.G develop a bibliography; and	<i>Wit & Wisdom</i> does not address developing a formal bibliography in the lower elementary grades. <i>Wit & Wisdom</i> addresses this standard in Grades 7 and 8.
		4.13.H use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	G4 M2 L16 G4 M4 L5