



WIT & WISDOM[®]

MORE MEANINGFUL ENGLISH

West Virginia College-
and Career-Readiness
Standards for English
Language Arts
Correlation to *Wit & Wisdom*

GRADE K

January 2020

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***
 - Implementation Guide
 - Module o (GK–2, G3–5, G6–8)
- Extending *Wit & Wisdom***
 - Family 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)

West Virginia College- and Career-Readiness Standards for English Language Arts Correlation to *Wit & Wisdom*

GRADE K ENGLISH LANGUAGE ARTS AND LITERACY CONTENT

The majority of the Grade K West Virginia College- and Career-Readiness Standards for English Language Arts are fully covered by Grade K of the *Wit & Wisdom* curriculum. The areas where the Grade K West Virginia standards and Grade K 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 West Virginia standards while benefiting from the rich texts and knowledge building of *Wit & Wisdom*.

KEY

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

G = grade level

Examples:

M = module

GK M1 L6 = Grade K Module 1 Lesson 6

L = lesson

GK M1 L6DD = Grade K Module 1 Lesson 6 Deep Dive

DD = Deep Dive

Domain	Cluster	Standard	Aligned Components of Wit & Wisdom
Early Learning Foundations	Fluency	ELA.K.I Read emergent-reader texts with purpose and understanding.	<i>Wit & Wisdom</i> does not address foundational skills.
	Phonics and Word Recognition	ELA.K.II Know and apply grade-level phonics and word analysis skills in decoding words.	
		▪ Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	<i>Wit & Wisdom</i> does not address foundational skills.
		▪ Associate common spellings (graphemes) with the five major short vowel sounds.	Supplemental material is necessary to address this standard thoroughly. GK M1 L18–19, L22–24, L25DD GK M2 L4
		▪ Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, or does</i>).	<i>Wit & Wisdom</i> does not address foundational skills.
		▪ Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	<i>Wit & Wisdom</i> does not address foundational skills.
	Handwriting	ELA.K.III Print upper- and lowercase letters.	GK M2 L5DD, L6, L6DD, L11–12, L16–17, L19, L22–23, L27–28, L31–32
	Phonological Awareness	ELA.K.IV Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
		▪ Recognize and produce rhyming words.	Supplemental material is necessary to address producing rhyming words. The following lesson addresses recognizing rhyming words. GK M1 L26
		▪ Count, pronounce, blend, and segment syllables in spoken words.	<i>Wit & Wisdom</i> does not address foundational skills.
	▪ Blend and segment onsets and rimes of single-syllable spoken words.	<i>Wit & Wisdom</i> does not address foundational skills.	

Domain	Cluster	Standard	Aligned Components of <i>Wit & Wisdom</i>
		<ul style="list-style-type: none"> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words (i.e., consonant-vowel-consonant, hereinafter CVC). This does not include CVCs ending with /l/, /r/ or /x/. 	<i>Wit & Wisdom</i> does not address foundational skills.
		<ul style="list-style-type: none"> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	<i>Wit & Wisdom</i> does not address foundational skills.
	Print Concepts	<p>ELA.K.V Demonstrate understanding of the organization and basic features of print.</p>	
		<ul style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. 	<i>Wit & Wisdom</i> does not address foundational skills.
		<ul style="list-style-type: none"> Recognize that spoken words are represented in written language by specific sequences of letters. 	<i>Wit & Wisdom</i> does not address foundational skills.
		<ul style="list-style-type: none"> Understand that words are separated by spaces in print. Recognize and name upper- and lowercase letters of the alphabet. 	<i>Wit & Wisdom</i> does not address foundational skills.
Reading	Key Ideas and Details	<p>ELA.K.1 With prompting and support, ask and answer questions about key details in a literary text.</p>	<p>GK M1 L2–3, L3DD, L4, L11, L11DD, L12–13, L13DD, L14–22, L29</p> <p>GK M2 L1, L13–29, L31–32</p> <p>GK M3 L2, L12, L15–17</p> <p>GK M4 L5, L16–21, L23, L25, L36</p>
		<p>ELA.K.2 With prompting and support, retell familiar stories, including key details in literary texts.</p>	<p>GK M1 L4, L12, L15, L18, L21</p> <p>GK M2 L22, L24–27, L29–30</p> <p>GK M3 L3, L6, L12–14, L16–17, L20, L24, L27</p> <p>GK M4 L2–3, L17, L20</p>

Domain	Cluster	Standard	Aligned Components of <i>Wit & Wisdom</i>
		<p>ELA.K.3 With prompting and support, identify characters, settings, and major events in a literary text.</p>	<p>GK M1 L11, L17, L20</p> <p>GK M2 L9, L11–24, L24DD, L25–29, L29DD, L30–31</p> <p>GK M3 L12–17</p> <p>GK M4 L3, L18–19</p>
		<p>ELA.K.4 With prompting and support, ask and answer questions about key details in an informational text.</p>	<p>GK M1 L1, L1DD, L2–3, L3DD, L4–7, L7DD, L8–11, L17, L23, L23DD, L24, L26–28, L30–31</p> <p>GK M2 L2, L4–12</p> <p>GK M3 L1–11, L18–30</p> <p>GK M4 L1–15, L22–36</p>
		<p>ELA.K.5 With prompting and support, identify the main topic and retell key details of an informational text.</p>	<p>GK M1 L2, L4–5, L7, L9–10, L24, L27</p> <p>GK M2 L3, L5, L8–11</p> <p>GK M3 L3–10, L19–28, L30</p> <p>GK M4 L1–4, L6–8, L10, L23–24, L28–29</p>
		<p>ELA.K.6 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in an informational text.</p>	<p>GK M1 L8–9, L23, L23DD, L24, L24DD</p> <p>GK M2 L3</p> <p>GK M3 L10–11, L20–21, L23, L25–30</p> <p>GK M4 L1, L24</p>
	<p>Craft and Structure</p>	<p>ELA.K.7 With prompting and support, ask and answer questions about unknown words in a literary text.</p>	<p>GK M1 L3, L3DD, L4, L12DD, L17, L20DD</p> <p>GK M2 L15</p> <p>GK M3 L2, L7–10, L12–13, L27–28</p> <p>GK M4 L3, L16, L18–20, L23</p>

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		<p>ELA.K.8 With prompting and support, recognize common types of texts (e.g., storybooks or poems).</p>	<p>GK M1 L12, L17, L30</p> <p>GK M2 L1, L5, L7, L13, L18, L24, L29</p> <p>GK M3 L1–2, L7, L12, L18, L22, L27</p> <p>GK M4 L32</p>
		<p>ELA.K.9 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story in a literary text.</p>	<p>GK M1 L13–21</p> <p>GK M2 L1</p>
		<p>ELA.K.10 With prompting and support, ask and answer questions about unknown words in an informational text.</p>	<p>GK M1 L1, L1DD, L2–3, L3DD, L4, L6, L6DD, L9, L23, L25</p> <p>GK M2 L5, L8–9</p> <p>GK M3 L4–5, L10, L18, L20–21, L23, L25</p> <p>GK M4 L2, L4–7, L11–13, L24–26, L30</p>
		<p>ELA.K.11 With prompting and support, identify the front cover, back cover, and title page of a book.</p>	<p>GK M1 L1–2, L5–6, L10, L23–24</p> <p>GK M2 L2</p> <p>GK M3 L20–21</p>
		<p>ELA.K.12 With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in an informational text.</p>	<p>GK M1 L3, L5, L8, L23, L25</p> <p>GK M3 L2, L20–21</p>

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	Integration of Knowledge and Ideas	ELA.K.13 With prompting and support, describe the relationship between illustrations and the literary story in which they appear (e.g., what moment in a story an illustration depicts).	GK M1 L11, L11DD, L12–14, L15DD, L17, L17DD, L18, L18DD, L19–21 GK M2 L1, L1DD, L14–15, L21–22, L27 GK M3 L13, L15–16, L20, L27 GK M4 L3, L5, L17–19, L25
ELA.K.14 With prompting and support, compare and contrast the adventures and experiences of characters in familiar literary stories.		GK M2 L13, L16–17, L23–24, L27	
ELA.K.15 With prompting and support, describe the relationship between illustrations and the informational text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).		GK M1 L3–4, L8–10, L23, L23DD, L24, L24DD, L25, L25DD, L26–27 GK M2 L2–4, L8–11 GK M3 L3–5, L9–11, L18, L20–27, L30 GK M4 L1, L3–6, L8, L11–12, L24–26, L29–30, L32	
ELA.K.16 With prompting and support, identify the reasons an author gives to support points in a literary or informational text.		GK M1 L7, L24 GK M3 L3–10, L19–21, L23, L25–28, L30 GK M4 L1–3, L6–7, L13	
ELA.K.17 With prompting and support, identify basic similarities in and differences between two literary or informational texts on the same topic (e.g., in illustrations, descriptions, or procedures).		GK M1 L6, L8, L23–25 GK M2 L2 GK M3 L3–5, L10–11, L18, L20–21, L23, L25–27, L30 GK M4 L3, L8, L14, L27, L31–32	

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	Range of Reading and Text Complexity	ELA.K.18 Actively engage in group reading activities of literary texts with purpose and understanding.	GK M1-4 <i>Wit & Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.
		ELA.K.19 Actively engage in group reading activities of informational texts with purpose and understanding.	GK M1-4 <i>Wit & Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.
Writing	Text Types and Purposes	ELA.K.20 Use a combination of drawing, dictating, and writing to compose opinion pieces in which the topic or the name of the text being discussed is included; state an opinion or preference about the topic or book (e.g., “My favorite book is . . .”).	GK M2 L28DD, L31 GK M3 L4-10, L18-30 GK M4 L1-8, L10-15, L20-21, L25-31, L33-35
		ELA.K.21 Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts; name and supply some information about the topic.	GK M1 L1, L9-10, L15-16, L18-19, L21-22, L22DD, L25DD, L26-28, L30-31 GK M2 L4-6, L10-12, L16-17, L28DD, L31 GK M3 L5-6, L8-11, L13-21, L23-29, L30DD GK M4 L4, L6, L8, L19
		ELA.K.22 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	GK M1 L19 GK M2 L19-23, L25-28, L28DD, L30-32 GK M3 L5-6, L9, L12, L16-18, L23-29 GK M4 L4, L6

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	Production and Distribution of Writing	ELA.K.24 With guidance and support from adults and collaborative discussions, add details to strengthen writing as needed.	GK M2 L32DD GK M4 L17–19, L21–22, L24–25, L27, L29, L34
		ELA.K.25 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.	GK M2 L2, L4–6 GK M3 L14, L29
	Research to Build and Present Knowledge	ELA.K.26 With guidance and support, participate in shared research and writing (e.g., explore a number of books by a favorite author and express opinions about them).	GK M3 L14, L28–29 GK M4 L2, L13, L17, L32
	ELA.K.27 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	GK M1 L1, L4–5, L7DD, L8–10, L13–16, L20–21, L30–31 GK M2 L4–7, L11–12, L14–18 GK M3 L4–6, L9–11, L15–17, L21, L24–29 GK M4 L4–8, L11–15, L20–21, L25–27, L29–36	
Speaking and Listening	Comprehension and Collaboration	ELA.K.30 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	
		<ul style="list-style-type: none"> ▪ Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 	GK M1 L1–16, L19, L21–23, L25, L27, L29–31 GK M2 L1, L3, L5, L7–8, L11–16, L18–22, L24–32 GK M3 L1–2, L4–6, L12, L15, L17, L21–23, L26 GK M4 L1, L9, L16–17, L19, L21
		<ul style="list-style-type: none"> ▪ Continue a conversation through multiple exchanges. 	GK M1 L6, L16, L22, L25, L27, L29–31 GK M2 L28

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		<p>ELA.K.31 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p>GK M1 L1–2, L4, L6, L8–15, L19, L22–23, L25–27 GK M2 L1, L3, L7, L13–15, L18–21, L24–28, L30–32 GK M3 L1–26 GK M4 L1–7, L9–28, L30–32, L35–36</p>
		<p>ELA.K.32 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>GK M1 L1, L4, L6–7 GK M3 L7, L10–11, L17–22 GK M4 L7</p>
	<p>Presentation of Knowledge and Ideas</p>	<p>ELA.K.33 Describe familiar people, places, things, and events and, with prompting and support, provide additional details.</p>	<p>GK M1 L4DD, L5DD, L8DD, L9, L9DD, L10DD, L17, L18DD, L23, L24DD, L26DD, L28DD GK M2 L9DD, L12DD, L15, L17, L19 GK M4 L32–33, L35–36</p>
<p>ELA.K.34 Add drawings or other visual displays to descriptions as desired to provide additional details.</p>		<p>GK M3 L23–30</p>	
<p>ELA.K.35 Speak audibly and express thoughts, feelings, and ideas clearly.</p>		<p>GK M1 L10, L19–22, L27, L30–31 GK M2 L2–6, L9–10, L16–17, L20, L23, L28–32 GK M4 L15, L35</p>	

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Language	Conventions of Standard English	ELA.K.36 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
		<ul style="list-style-type: none"> ▪ Use frequently occurring nouns and verbs. 	GK M2 L2DD, L4DD, L13–15, L19–20, L20DD, L21DD, L23DD, L28DD GK M3 L1DD, L13DD, L15DD, L16–17, L17DD, L20–21, L23DD, L25–26, L26DD, L28–30 GK M4 L3DD
		<ul style="list-style-type: none"> ▪ Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog</i> and <i>dogs</i>; <i>wish</i> and <i>wishes</i>). 	GK M2 L20DD GK M3 L23DD, L25DD, L26DD, L30
		<ul style="list-style-type: none"> ▪ Understand and use question words (interrogatives) (e.g., <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i>). 	GK M1 L1, L1DD, L6, L6DD, L11, L11DD, L17, L23, L23DD, L29 GK M2 L1, L18, L29 GK M3 L1–2, L7, L12, L17–18, L22 GK M4 L1, L9, L16, L22, L28
		<ul style="list-style-type: none"> ▪ Use the most frequently occurring prepositions (e.g., <i>to</i>, <i>from</i>, <i>in</i>, <i>out</i>, <i>on</i>, <i>off</i>, <i>for</i>, <i>of</i>, <i>by</i>, and <i>with</i>). 	GK M1 L24DD, L26DD, L27DD, L28DD GK M2 L8, L10–12, L12DD GK M4 L8DD, L21DD

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		<ul style="list-style-type: none"> Produce and expand complete sentences in shared language activities. 	<p>GK M1 L3DD, L4DD, L5, L5DD, L7DD, L8DD, L9DD, L10DD, L13DD, L14DD, L15, L15DD, L19DD, L26, L27DD, L28DD, L30DD, L31DD</p> <p>GK M2 L1DD, L2DD, L3DD, L4, L6–8, L10, L10DD, L11–12, L12DD, L14DD, L15–16, L16DD, L17, L17DD, L19–21, L21DD, L22–23, L23DD, L27, L30–31, L31DD, L32, L32DD</p> <p>GK M3 L4, L10–12, L14–17, L20–21, L24–26, L28–29, L29DD, L30DD</p> <p>GK M4 L2, L4, L4DD, L5–6, L8DD, L11–13, L13DD, L21DD, L24DD, L25, L25DD, L27DD, L28DD, L29DD, L30, L30DD, L31, L32DD, L33–34, L34DD, L35, L35DD</p>
		<p>ELA.K.37 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	
		<ul style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun I. 	<p>GK M3 L4DD, L5, L5DD, L6, L7DD, L9DD, L11DD</p> <p>GK M4 L24DD, L25DD, L27DD, L30–31, L32DD, L33–35</p>
		<ul style="list-style-type: none"> Recognize and name end punctuation. 	<p>GK M1 L7, L24</p> <p>GK M2 L11, L21</p> <p>GK M3 L18DD, L20DD, L21</p> <p>GK M4 L12, L28DD, L29DD, L30DD, L31, L32DD, L34</p>

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		<ul style="list-style-type: none"> Write a letter or letters for most consonant and short-vowel sounds (phonemes). 	<p>GK M1 L17DD, L18–19, L21–22, L22DD, L23–24, L25DD, L26–28, L30–31</p> <p>GK M2 L4–5, L5DD, L6, L6DD, L7, L8DD, L10DD, L11–12, L16–17, L17DD, L22–23, L27–28, L28DD, L31–32</p> <p>GK M3 L4</p> <p>GK M4 L36</p>
		<ul style="list-style-type: none"> Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	<p>GK M1 L17DD, L18–19, L21–22, L22DD, L23–24, L25DD, L26–28, L30–31</p> <p>GK M2 L4–5, L5DD, L6, L6DD, L7, L8DD, L10DD, L11–12, L16–17, L17DD, L22–23, L27–28, L28DD, L31–32</p> <p>GK M3 L4–6, L11–12, L16–17, L21–22, L25–26, L28–29</p> <p>GK M4 L36</p>
	<p>Vocabulary Acquisition and Use</p>	<p>ELA.K.39 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). Introduce the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, and <i>-less</i>) as a clue to the meaning of an unknown word. 	<p>GK M1 L2DD, L4, L6DD, L9, L12DD, L20DD</p> <p>GK M2 L14, L18DD, L25DD</p> <p>GK M3 L21DD</p> <p>GK M4 L5DD, L16DD, L20DD</p> <p>GK M1 L20DD</p> <p>GK M2 L20DD</p> <p>GK M3 L1DD, L6DD, L27DD</p> <p>GK M4 L14DD, L15DD, L17DD, L19DD, L22DD, L23</p>

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		ELA.K.40	
		With guidance and support from adults, explore word relationships and nuances in word meanings.	
		<ul style="list-style-type: none"> ▪ Sort common objects into categories (e.g., shapes or foods) to gain a sense of the concepts the categories represent. 	GK M1 L4DD, L5DD, L8DD, L9DD, L10DD, L13DD GK M2 L4DD, L7DD, L9DD, L11–12, L24DD, L27DD, L29DD GK M3 L8DD, L12, L19DD, L27 GK M4 L1DD, L31DD
		<ul style="list-style-type: none"> ▪ Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). 	GK M2 L11DD, L26DD GK M3 L1DD, L2DD, L3DD, L12DD GK M4 L2DD, L3DD, L9DD, L10DD, L11DD, L18DD, L23
		<ul style="list-style-type: none"> ▪ Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). 	GK M1 L4DD, L5DD, L8DD, L9DD, L10DD, L11DD, L13DD, L18DD GK M2 L2DD, L4DD, L7DD, L9DD, L11–12, L13DD, L27DD, L29DD GK M3 L2, L4, L7–8, L8DD, L10DD, L12, L19DD, L24DD, L27 GK M4 L1DD, L11–12, L19, L32
		<ul style="list-style-type: none"> ▪ Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, and prance</i>) by acting out the meanings. 	GK M1 L13 GK M2 L15DD, L19DD, L26 GK M3 L1DD, L12DD, L14DD, L17DD, L22DD GK M4 L3DD, L6DD, L7DD, L12DD, L16, L21, L23DD

Domain	Cluster	Standard	Aligned Components of <i>Wit & Wisdom</i>
		<p>ELA.K.41 Use words and phrases acquired through conversations, reading, being read to, and responding to texts.</p>	<p>GK M1–4</p> <p><i>Wit & Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p>