



**WIT &
WISDOM®**

Curiosity, Inquiry, Knowledge

Connecticut Core
Standards (2010)
Alignment to *Wit &
Wisdom*

Grade 1 | January 2024



ABOUT *WIT & WISDOM*

Wit & Wisdom® is a Kindergarten through Grade 8 English language arts (ELA) curriculum created by Great Minds. Founded in 2007, Great Minds PBC has evolved from an education advocacy start-up to a respected curriculum developer providing the highest quality materials and professional development to schools and districts nationwide. In pursuit of its goal to raise expectations for every student, Great Minds enlists educators to write curricula that use proven learning strategies to reward students' natural curiosity, build knowledge, and cultivate lifelong critical-thinking skills. Writing teams collaborate to ensure a consistent structure and vision for learning within and across all grade levels.

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. 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. Modules build students' knowledge of important topics in the arts, science, and social studies through the use of diverse and culturally relevant texts. 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 was intentionally designed to be implemented alongside a high-quality, research-based foundational skills program therefore the majority of the foundational skills standards will fall into this category. With strategic placement of supplemental materials, students can be successful in achieving the proficiencies of the Connecticut Core Standards while benefiting from the rich texts and knowledge building of *Wit & Wisdom*. For more information on *Wit & Wisdom*'s alignment to the science of reading, please see [The Science of Reading and *Wit & Wisdom*](#) and [Examining Scarborough's Rope: Background Knowledge](#). A detailed analysis of the alignment between the Connecticut Core Standards, English Language Arts and *Wit & Wisdom* is provided in the table on the pages that follow this introduction.

An adoption of *Wit & Wisdom* brings to your classroom:

HIGH RATINGS

The independent, nonprofit reviewer EdReports.org gives *Wit & Wisdom* top ratings for text quality, building knowledge, and usability. *Wit & Wisdom* received 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 <https://greatminds.org/research>. Data stories from districts can be found at <https://greatminds.org/case-studies>. Finally, we are proud to share *The Knowledge Map Project*, an initiative of the Institute of Educational Policy at Johns Hopkins University and Chiefs for Change. This study provided *Wit & Wisdom* with high marks, saying it contains “high-quality texts with extensive topical coverage,” and “makes especially good use of the visual arts.” Read more at <https://edpolicy.education.jhu.edu/knowledge-map/>.

ONGOING SUPPORT

Great Minds offers *Wit & Wisdom* curriculum-specific professional development that values educators’ experiences and unique contexts. Our professional development helps teachers build their content knowledge and instructional practices to guide them in how to develop habits of inquiry in their students through rich experiences with the curriculum’s complex texts. Ongoing support includes:

Introducing *Wit & Wisdom*

- *Wit & Wisdom* Blog and Online Resources Implementation Guide
- Module Zero (GK–2, G3–5, G6–8)
- *Wit & Wisdom* Preparation Protocols
- On-Demand Professional Development and Implementation Support Videos

Extending *Wit & Wisdom*

- Family Tip Sheets
- Multilingual Glossary
- 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)

Reading Standards for Literature

Key Ideas and Details

| Connecticut Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|---|
| <p>RL.1.1 Ask and answer questions about key details in a text.</p> | <p>Grade 1, Module 1, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 17, 18, 19, 20, 21, 22, 23, 24, 27</p> <p>Grade 1, Module 2, Lessons 1, 2, 3, 4, 5, 6, 7, 33</p> <p>Grade 1, Module 3, Lessons 2, 3, 5, 13, 15, 16, 17, 21, 23, 24, 25, 26, 32, 33, 34, 35</p> <p>Grade 1, Module 4, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36</p> |
| <p>RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> | <p>Grade 1, Module 1, Lessons 2, 3, 4, 5, 7, 8, 9, 10, 11, 18, 21, 22, 23, 24, 26, 27, 29, 30, 31,</p> <p>Grade 1, Module 2, Lessons 2, 4, 6, 7, 8, 9</p> <p>Grade 1, Module 3, Lessons 14, 16, 18, 19, 24, 27, 30</p> <p>Grade 1, Module 4, Lessons 3, 6, 7, 10, 13, 15, 18, 20, 23, 26</p> |
| <p>RL.1.3 Describe characters, settings, and major events in a story, using key details.</p> | <p>Grade 1, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 31</p> <p>Grade 1, Module 2, Lessons 2, 3, 6, 7, 25</p> <p>Grade 1, Module 3, Lessons 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 30</p> <p>Grade 1, Module 4, Lessons 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 16, 18, 19, 21, 22, 23, 24, 27, 28, 29</p> |

Reading Standards for Literature

Craft and Structure

| Connecticut Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|--|
| <p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> | <p>Grade 1, Module 3, Lessons 15, 19, 22, 23, 24, 25, 27, 28, 29, 31 Grade 1, Module 4, Lessons 20, 25</p> |
| <p>RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> | <p>Grade 1, Module 3, Lessons 1, 7, 12, 13, 20, 25, 31</p> |
| <p>RL.1.6 Identify who is telling the story at various points in a text.</p> | <p>Grade 1, Module 1, Lessons 25 Grade 1, Module 4, Lessons 4, 5, 8, 14, 17</p> |

Reading Standards for Literature

Integration of Knowledge and Ideas

| Connecticut Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|--|
| <p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> | <p>Grade 1, Module 1, Lessons 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 18, 19, 20, 21, 22, 23, 24, 25, 28, 31 Grade 1, Module 2, Lessons 2, 3, 4, 6, 7 Grade 1, Module 3, Lessons 9, 17, 18, 19, 21, 23, 25, 27, 28 Grade 1, Module 4, Lessons 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 16, 18, 19, 21, 22, 23, 24, 25, 27, 29, 33</p> |
| <p>RL.1.8 <i>Not applicable to literature.</i></p> | <p>n/a</p> |

| Connecticut Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|---|
| <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p> | <p>Grade 1, Module 1, Lesson 11 Grade 1, Module 2, Lesson 7 Grade 1, Module 3, Lesson 20 Grade 1, Module 4, Lessons 9, 16, 21, 33, 34</p> |

Reading Standards for Literature

Range of Reading and Level of Text Complexity

| Connecticut Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|---|
| <p>RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> | <p>Grade 1 Modules 1-4 <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.</p> |

Reading Standards for Informational Text

Key Ideas and Details

| Connecticut Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|---|
| <p>RI.1.1 Ask and answer questions about key details in a text.</p> | <p>Grade 1, Module 1, Lessons 1, 2, 3, 4, 6, 7, 8, 12, 13, 14, 15, 16, 17, 18, 21, 22, 28 Grade 1, Module 2, Lessons 10, 11, 12, 14, 15, 16, 18, 20, 21, 26, 27, 28, 30, 31, 33, 34, 35, 36 Grade 1, Module 3, Lessons 1, 2, 3, 4, 5, 6, 8, 9, 10, 17, 26, 28, 29, 35 Grade 1, Module 4, Lessons 30, 36</p> |

| Connecticut Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|---|
| <p>RI.1.2 Identify the main topic and retell key details of a text.</p> | <p>Grade 1, Module 1, Lessons 2, 3, 4, 8, 15, 16, 21, 28 Grade 1, Module 2, Lessons 11, 13, 14, 16, 17, 21, 22, 26, 31 Grade 1, Module 3, Lessons 3, 4, 6, 11, 30</p> |
| <p>RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> | <p>Grade 1, Module 1, Lessons 3, 4, 6, 8, 12, 21, 30 Grade 1, Module 2, Lessons 11, 14, 16, 19, 23, 24, 26, 30 Grade 1, Module 3, Lessons 7, 29, 30</p> |

Reading Standards for Informational Text

Craft and Structure

| Connecticut Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|--|
| <p>RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> | <p>Grade 1, Module 1, Lessons 14, 24DD Grade 1, Module 2, Lessons 10, 11, 16, 27, 29 Grade 1, Module 3, Lessons 2, 5, 6, 8, 17, 26, 27, 28</p> |
| <p>RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> | <p>Grade 1, Module 1, Lessons 14, 15, 16, 28 Grade 1, Module 2, Lessons 12, 14, 18, 19, 21, 23, 29, Grade 1, Module 3, Lesson 10 Grade 1, Module 4, Lesson 8</p> |
| <p>RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> | <p>Grade 1, Module 3, Lessons 5, 8, 9, 10, 17, 27, 28 Grade 1, Module 4, Lessons 25, 29</p> |

Reading Standards for Informational Text
 Integration of Knowledge and Ideas

| Connecticut Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|---|
| <p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> | <p>Grade 1, Module 1, Lessons 1, 2, 3, 4, 7, 8, 12, 13, 15, 16, 17, 23, 28 Grade 1, Module 2, Lessons 10, 11, 12, 14, 17, 21, 22, 23, 24, 25, 26, 30, 31, 33, 35 Grade 1, Module 3, Lessons 3, 5, 6, 8, 9, 10, 11, 27, 28</p> |
| <p>RI.1.8 Identify the reasons an author gives to support points in a text.</p> | <p>Grade 1, Module 2, Lessons 26, 28, 29, 30, 32 Grade 1, Module 3, Lesson 9</p> |
| <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> | <p>Grade 1, Module 1, Lessons 6, 21 Grade 1, Module 2, Lessons 20, 26, 30 Grade 1, Module 3, Lessons 3, 4, 5, 6, 31 Grade 1, Module 4, Lesson 27</p> |

Reading Standards for Informational Text
 Range of Reading and Level of Text Complexity

| Connecticut Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|--|
| <p>RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.</p> | <p>Grade 1 Modules 1-4 <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.</p> |

Reading Standards: Foundational Skills

Print Concepts

| Connecticut Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|--|
| <p>RF.1.1 Demonstrate understanding of the organization and basic features of print.</p> | <p>See <i>RF.1.1a</i></p> |
| <p>RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> | <p>Grade 1, Module 1, Lesson 25DD Grade 1, Module 2, Lessons 4DD, 6DD, 7DD</p> |

Reading Standards: Foundational Skills

Phonological Awareness

| Connecticut Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|--|
| <p>RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> | <p>General Statement Regarding Foundational Skills in <i>Wit & Wisdom</i> <i>Wit & Wisdom</i> is designed to pair with an explicit and systematic foundational skills program. Geodes®, our accessible and information-rich books for emerging and developing readers, allow students to apply their growing decoding skills while building knowledge on topics that align with <i>Wit & Wisdom</i> modules.</p> |
| <p>RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.</p> | <p><i>Wit & Wisdom</i> intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills instruction and the use of Geodes to support critical foundational skills instruction.</p> |
| <p>RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> | <p><i>Wit & Wisdom</i> intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills instruction and the use of Geodes to support critical foundational skills instruction.</p> |

| Connecticut Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|--|
| <p>RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> | <p><i>Wit & Wisdom</i> intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills instruction and the use of Geodes to support critical foundational skills instruction.</p> |
| <p>RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> | <p><i>Wit & Wisdom</i> intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills instruction and the use of Geodes to support critical foundational skills instruction.</p> |

Reading Standards: Foundational Skills

Phonics and Word Recognition

| Connecticut Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|--|
| <p>RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> | <p><i>Wit & Wisdom</i> intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills instruction and the use of Geodes to support critical foundational skills instruction.</p> |
| <p>RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.</p> | <p><i>Wit & Wisdom</i> intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills instruction and the use of Geodes to support critical foundational skills instruction.</p> |
| <p>RF.1.3b Decode regularly spelled one-syllable words.</p> | <p><i>Wit & Wisdom</i> intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills instruction and the use of Geodes to support critical foundational skills instruction.</p> |

| Connecticut Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|--|
| <p>RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.</p> | <p><i>Wit & Wisdom</i> intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills instruction and the use of Geodes to support critical foundational skills instruction.</p> |
| <p>RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> | <p><i>Wit & Wisdom</i> intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills instruction and the use of Geodes to support critical foundational skills instruction.</p> |
| <p>RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.</p> | <p><i>Wit & Wisdom</i> intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills instruction and the use of Geodes to support critical foundational skills instruction.</p> |
| <p>RF.1.3f Read words with inflectional endings.</p> | <p>Grade 1, Module 1, Lessons 10DD, 12DD</p> |
| <p>RF.1.3g Recognize and read grade-appropriate irregularly spelled words.</p> | <p><i>Wit & Wisdom</i> intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills instruction and the use of Geodes to support critical foundational skills instruction.</p> |

Reading Standards: Foundational Skills

Fluency

| Connecticut Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|--|
| <p>RF.1.4 Read with sufficient accuracy and fluency to support comprehension.</p> | <p><i>Wit & Wisdom</i> intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills instruction and the use of Geodes to support critical foundational skills instruction.</p> |

| Connecticut Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|--|
| <p>RF.1.4a Read grade-level text with purpose and understanding.</p> | Grade 1, Module 1, Lessons 23, 24, 25, 26, 27 |
| <p>RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> | <p>Grade 1, Module 1, Lessons 7, 9, 10, 11, 12, 31 Grade 1, Module 2, Lessons 4, 8, 9, 17, 20, 24, 25, 30, 31, 32 Grade 1, Module 3, Lessons 4, 6, 11, 20, 24, 32, 35 Grade 1, Module 4, Lessons 23, 35</p> |
| <p>RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p><i>Wit & Wisdom</i> intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills instruction and the use of Geodes to support critical foundational skills instruction.</p> |

Writing Standards

Text Types and Purposes

| Connecticut Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|--|
| <p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.</p> | <p>Grade 1, Module 2, Lesson 26 Grade 1, Module 4, Lessons 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, 32</p> |
| <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> | <p>Grade 1, Module 1, Lessons 3, 16 Grade 1, Module 2, Lessons 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 22, 23, 24, 28, 29, 30, 31, 32, 33, 34, 35, 36 Grade 1, Module 3, Lessons 6, 7</p> |

| Connecticut Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|--|
| <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> | <p>Grade 1, Module 1, Lessons 4, 5, 11, 12, 21, 22, 25, 26, 26DD, 27, 27DD, 28, 29, 30, 30DD, 31, 32</p> <p>Grade 1, Module 3, Lessons 9, 10, 11, 12, 14, 15, 16, 18, 19, 24, 25, 28, 29, 32, 33, 34, 35</p> |

Writing Standards

Production and Distribution of Writing

| Connecticut Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|--|
| <p>W.1.4 <i>Begins in Grade 3</i></p> | <p>n/a</p> |
| <p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> | <p>Grade 1, Module 1, Lessons 6, 28, 29, 29DD, 30, 31, 31DD</p> <p>Grade 1, Module 2, Lessons 14, 32, 34DD, (X</p> <p>Grade 1, Module 3, Lessons 33DD, 34</p> <p>Grade 1, Module 4, Lessons 33</p> |
| <p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> | <p>Grade 1, Module 2, Lessons 24, 25</p> |

Writing Standards K-5

Research to Build and Present Knowledge

| Connecticut Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|--|
| <p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> | <p>Grade 1, Module 2, Lessons 26, 33, 34, 35 Grade 1, Module 3, Lessons 3, 4, 5, 6, 7 Grade 1, Module 4, Lesson 30</p> |
| <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> | <p>Grade 1, Module 1, Lessons 3, 4, 5, 10, 11, 16, 21, 23, 26, 28, 29, 30, 31 Grade 1, Module 2, Lessons 8, 9, 12, 13, 18, 19, 23, 24, 26, 30, 33, 34, 35 Grade 1, Module 3, Lessons 3, 4, 5, 6, 7 Grade 1, Module 4, Lessons 8, 9, 15, 16, 24, 25, 26, 29, 30, 31, 32</p> |
| <p>W.1.9 <i>Begins in Grade 4</i></p> | <p>n/a</p> |

Writing Standards K-5

Range of Writing

| Connecticut Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|---|
| <p>W.1.10 <i>Begins in Grade 3</i></p> | <p>n/a</p> |

Speaking & Listening Standards

Comprehension and Collaboration

| Connecticut Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|--|
| <p>SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> | <p>See SL.1.1a-c</p> |
| <p>SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> | <p>Grade 1, Module 1, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32</p> <p>Grade 1, Module 2, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 34, 36</p> <p>Grade 1, Module 3, Lessons 1, 5, 6, 14, 17, 21</p> <p>Grade 1, Module 4, Lessons 34, 35</p> |
| <p>SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> | <p>Grade 1, Module 1, Lessons 18, 19, 21, 22, 23, 24, 25, 26, 27, 31, 32</p> <p>Grade 1, Module 2, Lessons 9, 20, 36</p> <p>Grade 1, Module 4, Lesson 34</p> |
| <p>SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.</p> | <p>Grade 1, Module 3, Lessons 2, 7, 8, 13, 29, 35</p> |
| <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> | <p>Grade 1, Module 1, Lessons 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 20</p> <p>Grade 1, Module 2, Lessons 1, 2, 5, 6, 10, 11, 12, 13, 14, 15, 16, 21, 26, 27, 28</p> <p>Grade 1, Module 3, Lessons 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 21, 22, 23, 27, 29, 35</p> <p>Grade 1, Module 4, Lessons 1, 2, 4, 7, 10, 12, 17, 18, 20, 22, 23, 25, 27, 28, 34</p> |

| Connecticut Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|--|
| <p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> | Grade 1, Module 3, Lessons 8, 13, 20, 26, 29, 35 |

Speaking & Listening K-5

Presentation of Knowledge and Ideas

| Connecticut Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|--|
| <p>SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> | Grade 1, Module 4, Lessons 17, 18, 22, 28, 34 |
| <p>SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> | Grade 1, Module 2, Lessons 17, 18, 19, 22, 23, 24, 25, 30, 34, 35 |
| <p>SL.1.6 Produce complete sentences when appropriate to task and situation.</p> | Grade 1, Module 1, Lessons 2, 6, 7, 9, 28, 29 Grade 1, Module 2, Lessons 7, 9, 14, 20, 22, 23, 36 Grade 1, Module 3, Lessons 1, 24, 25, 28, 29, 30, 33, 35 Grade 1, Module 4, Lessons 1DD, 1 8, 9, 15, 16, 26, 28, 31, 34, 35, 36 |

Language Standards

Conventions of Standard English

| Connecticut Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|---|
| <p>L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> | See L1.1a-f |

| Connecticut Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|--|
| <p>L.1.1a Print all upper- and lowercase letters.</p> | Grade 1, Module 4, Lessons 30DD, 31, 31DD, 32, 32DD |
| <p>L.1.1b Use common, proper, and possessive nouns.</p> | Grade 1, Module 1, Lessons 1, 1DD, 3DD, 4DD, 14, 15, 16, 21, 23, 28, 29, 29DD, 30, 31 Grade 1, Module 4, Lessons 13DD |
| <p>L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> | Grade 1, Module 3, Lessons 4DD, 5DD, 6DD, 7, 7DD |
| <p>L.1.1d Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</p> | Grade 1, Module 4, Lessons 12DD, 13DD, 15DD, 16DD, 18DD, 19DD, 24, 25, 26, 33 |
| <p>L.1.1e Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> | Grade 1, Module 1, Lessons 7DD, 9DD, 12DD Grade 1, Module 3, Lessons 15DD, 17DD, 18, 19, 19DD, 20DD, 24, 25 |
| <p>L.1.1f Use frequently occurring adjectives.</p> | Grade 1, Module 1, Lessons 17DD, 19, 20DD, 21, 22, 22DD Grade 1, Module 3, Lessons 8DD, 10DD, 11DD, 23, 24, 25, 25DD, 7, 28, 29, 30, 31, 32, 33, 34, 34DD, 35 |
| <p>L.1.1g Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> | Grade 1, Module 4, Lessons 2DD, 3DD, 4DD, 6DD, 9DD, 11DD, 15, 16 |

| Connecticut Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| <p>L.1.1h Use determiners (e.g., <i>articles, demonstratives</i>).</p> | <p>Grade 1, Module 2, Lessons 10DD, 13DD, 14DD, 15DD, 17DD, 19, 19DD, 30, 34, 34DD</p> |
| <p>L.1.1i Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> | <p>Grade 1, Module 1, Lessons 26DD, 27DD Grade 1, Module 2, Lessons 21DD, 23DD, 25DD, 29DD, 31, 31DD, 34</p> |
| <p>L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> | <p>Grade 1, Module 1, Lessons 2, 3, 7, 10, 11, 12, 13, 13DD, 16, 21, 23, 23DD, 25DD, 28, 29, 29DD, 30, 30DD, 31, 31DD Grade 1, Module 2, Lessons 5, 7DD, 9, 12, 13, 14, 19, 22, 23, 24, 25, 30, 31, 32, 34, 34DD, 35DD Grade 1, Module 3, Lessons 30, 33, 33DD, 34 Grade 1, Module 4, Lessons 6DD, 7DD, 9DD, 11DD, 17, 31</p> |
| <p>L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>See 1.2a-e</p> |
| <p>L.1.2a Capitalize dates and names of people.</p> | <p>Grade 1, Module 1, Lessons 4DD, 14, 16, 21, 28, 29, 29DD, 30, 31 Grade 1, Module 4, Lessons 20DD, 21DD, 31, 32, 33</p> |
| <p>L.1.2b Use end punctuation for sentences.</p> | <p>Grade 1, Module 1, Lessons 4, 5, 7, 10, 11, 12, 13, 16, 21, 23, 25DD, 28, 29, 29DD, 30, 31, 31DD Grade 1, Module 2, Lessons 4DD, 6DD, 7DD, 9, 9DD, 12, 13, 14, 19, 22, 23, 24, 25, 30, 31, 32, 34, 35, 35DD</p> |
| <p>L.1.2c Use commas in dates and to separate single words in a series.</p> | <p>Grade 1, Module 4, Lessons 6DD, 7DD, 9DD, 11DD, 17, 33</p> |

| Connecticut Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| <p>L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> | Grade 1, Module 4, Lessons 23DD, 24DD, 27DD, 29, 31, 32, 33DD |
| <p>L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> | Grade 1, Module 2, Lessons 9, 13, 19, 23, 32 |

Language Standards

Knowledge of Language

| Connecticut Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|---|
| <p>L.1.3 <i>Begins in Grade 2</i></p> | n/a |

Language Standards

Vocabulary Acquisition and Use

| Connecticut Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|---|
| <p>L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.</p> | See L1.4a-e |

| Connecticut Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|--|
| <p>L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p> | <p>Grade 1, Module 1, Lessons 2DD, 8DD, 14, 18DD, 21DD, 24DD Grade 1, Module 2, Lessons 10, 11, 14, 16, 27, 29, 30DD Grade 1, Module 3, Lessons 5, 13, 14DD, 17, 21, 26, 27DD, 28, 29DD Grade 1, Module 4, Lessons 3, 5DD, 8, 10DD, 11, 13, 18, 22, 33</p> |
| <p>L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.</p> | <p>Grade 1, Module 1, Lessons 10DD, 12DD Grade 1, Module 2, Lessons 27 Grade 1, Module 3, Lessons 21, 26, 26DD, 27DD, 28DD, 31 Grade 1, Module 4, Lessons 3, 26DD</p> |
| <p>L.1.4c Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p> | <p>Grade 1, Module 1, Lessons 10DD, 12DD Grade 1, Module 3, Lessons 18DD, 22DD, 24DD, 31</p> |
| <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> | <p>See L1.5a-d</p> |
| <p>L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> | <p>Grade 1, Module 2, Lessons 1DD, 8DD, 16DD, 18DD, 22DD, 24DD, 26DD, 27DD, 28DD Grade 1, Module 3, Lesson 3DD Grade 1, Module 4, Lessons 14DD, 15DD, 17DD, 25DD, 28DD, 29DD, 33</p> |
| <p>L.1.5b Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> | <p>Grade 1, Module 2, Lessons 1DD, 16DD, 18DD, 22DD, 24DD, 26DD, 27DD, 28DD, 32 Grade 1, Module 3, Lesson 3DD</p> |

| Connecticut Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| <p>L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> | <p>Grade 1, Module 3, Lessons 2DD, 3DD, 9DD, 13DD, 17, 30DD Grade 1, Module 4, Lesson 1DD</p> |
| <p>L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p> | <p>Grade 1, Module 2, Lessons 2DD, 3DD, 5DD, 11DD, 12DD, 21, 30DD, 32, 32DD Grade 1, Module 3, Lessons 1DD, 12DD, 16DD, 23DD, 31 Grade 1, Module 4, Lesson 8DD</p> |
| <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p> | <p>Grade 1 Modules 1-4 <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.</p> |