



**WIT &
WISDOM®**

Curiosity, Inquiry, Knowledge

Georgia's K-12 English
Language Arts
Standards (2023)
Alignment to *Wit &
Wisdom*

GRADE 1 | October 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 Georgia K-12 English Language Arts 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 Georgia K-12 English Language Arts Standards 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)

Foundations Standards

I. Big Idea: Phonological Awareness (PA) - Students develop the ability to identify and produce the sound structures of spoken language and how they can be divided into smaller components and manipulated.

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>K-1.F.PA.4: Syllables Identify and manipulate syllables in spoken words.</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. <i>Geodes</i>®, 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>1.F.PA.4.a Reinforce as appropriate: <i>Know that syllables are word parts with one vowel sound.</i></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 <i>Geodes</i> to support critical foundational skills instruction.</p>
<p>1.F.PA.4.b Reinforce as appropriate: <i>Count and pronounce syllables in single and multisyllabic spoken words.</i></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 <i>Geodes</i> to support critical foundational skills instruction.</p>
<p>1.F.PA.4.c Add, delete, and substitute syllables in spoken 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 <i>Geodes</i> to support critical foundational skills instruction.</p>
<p>1.F.PA.4.d Reinforce as appropriate: <i>Delete syllables in spoken words.</i></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 <i>Geodes</i> to support critical foundational skills instruction.</p>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>1-1.F.PA.5: Onsets & Rimes Blend and segment onsets and rimes in spoken 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 <i>Geodes</i> to support critical foundational skills instruction.</p>
<p>1.F.PA.5.a Blend onsets and rimes of spoken one-syllable words with blends, digraphs, and trigraphs in the initial and final positions.</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 <i>Geodes</i> to support critical foundational skills instruction.</p>
<p>1.F.PA.5.b Segment onsets and rimes of spoken one-syllable words with blends, digraphs, and trigraphs in the initial and final positions.</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 <i>Geodes</i> to support critical foundational skills instruction.</p>
<p>1-1.F.PA.6: Phonemic Awareness Identify and manipulate the individual sounds in spoken words.</p>	<p>See 1.F.PA.6.a-d below.</p>
<p>1.F.PA.6.a Isolate and pronounce initial, medial, and final sounds in spoken one-syllable words, including words with digraphs and 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 <i>Geodes</i> to support critical foundational skills instruction.</p>
<p>1.F.PA.6.b Distinguish between short and long vowel sounds in spoken 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 <i>Geodes</i> to support critical foundational skills instruction.</p>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>1.F.PA.6.c Blend and segment up to five phonemes, including consonant blends and digraphs, in spoken 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 <i>Geodes</i> to support critical foundational skills instruction.</p>
<p>1.F.PA.6.d Add, delete, and substitute phonemes in spoken one-syllable words with three or more 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 <i>Geodes</i> to support critical foundational skills instruction.</p>

Foundations Standards

III. BIG IDEA: Phonics (P) - Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>1-2.F.P.1: Phoneme-Grapheme Correspondences Identify and produce phoneme-grapheme correspondences.</p>	<p>See 1.F.P.1.a-b below.</p>
<p>1.F.P.1.a Identify and produce phoneme-grapheme correspondences for frequently used consonant blends and 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 <i>Geodes</i> to support critical foundational skills instruction.</p>
<p>1.F.P.1.b Identify and produce both long and short vowel sounds for A, E, I, O, U, including final -e and vowel 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 <i>Geodes</i> to support critical foundational skills instruction.</p>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>K-2.F.P.2: Decoding with Phonics Use grade-level phonics skills to decode words in context and in isolation.</p>	<p>See 1.,F.P.2.a-e below.</p>
<p>1.F.P.2.a Decode regularly spelled one-syllable words with a variety of spelling patterns (VC, CV, CVC, CVCe, VCC, CCVC, CVCC, CCVCC), including high- frequency 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 <i>Geodes</i> to support critical foundational skills instruction.</p>
<p>1.F.P.2.b Identify and decode parts of irregularly spelled words, including high-frequency 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 <i>Geodes</i> to support critical foundational skills instruction.</p>
<p>1.F.P.2.c Decode one-syllable nonsense words with a variety of spelling patterns (VC, CVC, CVCe, VCC, CCVC, CVCC, CCVCC).</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 <i>Geodes</i> to support critical foundational skills instruction.</p>
<p>1.F.P.2.d Decode two-syllable words with basic patterns by applying knowledge of basic syllable types.</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 <i>Geodes</i> to support critical foundational skills instruction.</p>
<p>1.F.P.2.e This progression ends in kindergarten.</p>	<p>n/a</p>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>K-2.F.P.3: Encoding with Phonics Use grade-level phonics skills to encode words in context and in isolation.</p>	<p>See 1.F.P.3.a-d below.</p>
<p>1.F.P.3.a Encode regularly spelled one-syllable words with a variety of spelling patterns (VC, CVC, CVCe, VCC, CCVC, CVCC, CCVCC), including high-frequency 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 <i>Geodes</i> to support critical foundational skills instruction.</p>
<p>1.F.P.3.b Identify and encode irregularly spelled words, including high-frequency 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 <i>Geodes</i> to support critical foundational skills instruction.</p>
<p>1.F.P.3.c Encode one-syllable nonsense words with a variety of spelling patterns (VC, CVC, CVCe, VCC, CCVC, CVCC, CCVCC).</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 <i>Geodes</i> to support critical foundational skills instruction.</p>
<p>1.F.P.3.d Encode two-syllable words with basic patterns by applying knowledge of basic syllable types.</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 <i>Geodes</i> to support critical foundational skills instruction.</p>

Foundations Standards

IV. BIG IDEA: Fluency (F) - Students read text aloud or silently with speed, accuracy, and expression.

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>K-2.F.F.1: Oral & Silent Reading Fluency</p> <p>Demonstrate oral and silent reading fluency while reading grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.</p>	<p>See 1.F.F.1.a-d below.</p>
<p>1.F.F.1.a</p> <p>Increase sight word vocabulary using decoding skills by reading grade-appropriate regularly and irregularly spelled words, including high-frequency words, in isolation and context with increasing automaticity.</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 <i>Geodes</i> to support critical foundational skills instruction.</p>
<p>1.F.F.1.b</p> <p>Read a wide range of grade-level texts aloud with increasing accuracy.</p>	<p>The following lessons address reading grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Grade 1, Module 1, Lessons 7, 9, 10, 11, 12, 31</p> <p>Grade 1, Module 2, Lessons 4, 8, 9, 17, 20, 24, 25, 30, 31, 32</p> <p>Grade 1, Module 3, Lessons 4, 6, 11, 20, 24, 32, 35</p> <p>Grade 1, Module 4, Lessons 23, 35</p>
<p>1.F.F.1.c</p> <p>Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/pause, and intonation) to demonstrate understanding.</p>	<p>The following lessons address reading grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Grade 1, Module 1, Lessons 7, 9, 10, 11, 12, 31</p> <p>Grade 1, Module 2, Lessons 4, 8, 9, 17, 20, 24, 25, 30, 31, 32</p> <p>Grade 1, Module 3, Lessons 4, 6, 11, 20, 24, 32, 35</p> <p>Grade 1, Module 4, Lessons 23, 35</p>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>1.F.F.1.d Self-correct while reading text (silently or aloud) to improve comprehension and fluency, 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 <i>Geodes</i> to support critical foundational skills instruction.</p>

Foundations Standards

V. BIG IDEA: Handwriting (H) - Students develop print handwriting skills.

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>K-2.F.H.1: Motor Skills & Letter/Word Formation Use fine motor skills to form legible letters and words in print.</p>	<p>See 1.F.H.1.a-c below.</p>
<p>1.F.H.1.a Form all uppercase and lowercase letters and words with accuracy and consistency.</p>	<p>Grade 1, Module 4, Lessons 30DD, 31, 31DD, 32, 32DD</p>
<p>1.F.H.1.b Form words with accuracy and consistency.</p>	<p><i>Wit & Wisdom</i> does not address handwriting skills.</p>
<p>1.F.H.1.c Use appropriate spacing between letters, words, and sentences across lines on a page.</p>	<p><i>Wit & Wisdom</i> does not address handwriting skills.</p>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>K-2.F.H.2: Transcription & Handwriting Fluency Use working memory to transcribe oral language to written text and maintain meaning while writing letters, words, and sentences quickly and accurately.</p>	See 1.F.H.2.a-b below.
<p>1.F.H.2.a Perform basic transcription skills.</p>	Wit and Wisdom does not explicitly address transcription skills.
<p>1.F.H.2.b Build handwriting fluency by forming accurate letters and words with increasing speed.</p>	<i>Wit & Wisdom</i> does not address handwriting skills.

Language Standards

I. Big Idea: Grammar Conventions (GC) - Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>K-2.L.GC.2: Syntax Recognize and compose coherent sentences that express complete thoughts.</p>	See 1.L.GC.2.a-d below.

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>1.L.GC.2.a Distinguish between complete and incomplete simple sentences, and identify sentence type (i.e., declarative, imperative, interrogative, and exclamatory).</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</p> <p>Grade 1, Module 2, Lessons 5, 7DD, 9, 12, 13, 14, 19, 22, 23, 24, 25, 30, 31, 32, 34, 34DD, 35DD</p> <p>Grade 1, Module 3, Lessons 30, 33, 33DD, 34</p> <p>Grade 1, Module 4, Lessons 6DD, 7DD, 9DD, 11DD, 17, 31</p>
<p>1.L.GC.2.b Use a variety of simple sentences (i.e., declarative, imperative, interrogative, and exclamatory) to develop clarity in written texts.</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</p> <p>Grade 1, Module 2, Lessons 5, 7DD, 9, 12, 13, 14, 19, 22, 23, 24, 25, 30, 31, 32, 34, 34DD, 35DD</p> <p>Grade 1, Module 3, Lessons 30, 33, 33DD, 34</p> <p>Grade 1, Module 4, Lessons 6DD, 7DD, 9DD, 11DD, 17, 31</p>
<p>1.L.GC.2.c Use singular and plural subjects with matching verbs.</p>	<p>Grade 1, Module 3, Lessons 4DD, 5DD, 6DD, 7, 7DD</p>
<p>1.L.GC.2.d With adult support, use adjectives or adverbs to add details or clarify meaning.</p>	<p>Adjectives</p> <p>Grade 1, Module 1, Lessons 17DD, 19, 20DD, 21, 22, 22DD</p> <p>Grade 1, Module 3, Lessons 8DD, 10DD, 11DD, 23, 24, 25, 25DD, 7, 28, 29, 30, 31, 32, 33, 34, 34DD, 35</p> <p><i>Wit & Wisdom</i> addresses adverbs in Grade 2</p> <p>Grade 2, Module 1, Lessons 12DD, 13, 13DD, 14DD, 18, 27, 29</p> <p>Grade 2, Module 2, Lessons 19DD, 34</p>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
	Grade 2, Module 3, Lessons 5DD, 8DD, 9DD, 10DD, 14DD, 15, 15DD, 18DD, 22, 22DD Grade 2, Module 4, Lesson 30

Language Standards

II. Big Idea: Vocabulary (V) - Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>K-2.L.V.1: General, Academic, & Specialized Vocabulary Acquire and use general, academic, and specialized vocabulary words and phrases in a variety of settings.</p>	See 1.L.V.1.a-b below.
<p>1.L.V.1.a Acquire and apply general, academic, and specialized vocabulary words and phrases through grade-level texts and content.</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>1.L.V.1.b Use grade-level general, academic, and specialized vocabulary words and phrases to communicate in a variety of settings.</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>K-2.L.V.2: Word Analysis Acquire and apply word analysis skills to deconstruct and construct words to make meaning.</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 <i>Geodes</i> to support critical foundational skills instruction.

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>1.L.V.2.a Identify frequently occurring root words (e.g., look) and inflectional endings used to form and comprehend new words (e.g., looks, looked, looking).</p>	<p>Grade 1, Module 1, Lessons 10DD, 12DD Grade 1, Module 3, Lessons 18DD, 22DD, 24DD, 31</p>
<p>1.L.V.2.b This progression begins in 3rd grade.</p>	<p>n/a</p>
<p>1.L.V.2.c Construct words using frequently occurring roots words and inflectional endings.</p>	<p>The following lessons address identifying frequently occurring root words and their inflectional forms. Grade 1, Module 1, Lessons 10DD, 12DD Grade 1, Module 3, Lessons 18DD, 22DD, 24DD, 31</p>
<p>K-2.L.V.3: Meaning & Purpose Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.</p>	<p>See 1.L.V.3.a-e below.</p>
<p>1.L.V.3.a Use context within and beyond a sentence to determine or clarify the meaning of unknown and multiple-meaning words and phrases.</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>1.L.V.3.b Identify the relationship between words and their synonyms and antonyms.</p>	<p>Grade 1, Module 4, Lessons 14, 19</p>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>1.L.V.3.c Distinguish shades of meaning among verbs that describe the same general action (e.g., walk, march, strut, prance).</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>1.L.V.3.d With teacher support, use a picture dictionary or digital resource to clarify the meaning of unknown words and phrases.</p>	<p><i>Wit & Wisdom</i> addresses this standard in Grade 2. Grade 2, Module 1, Lessons 1DD, 2DD, 3DD, 4DD, 5DD, 6DD, 11DD, 15DD, 22DD, 26DD, 27DD Grade 2, Module 2, Lessons 8, 9DD, 10DD, 14DD, 17DD, 18DD, 24DD Grade 2, Module 3, Lesson 25DD Grade 2, Module 4, Lessons 2DD, 3DD, 7DD</p>
<p>1.L.V.3.e Use knowledge of word relationships and learned vocabulary words and phrases when making word choices in speaking and writing.</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>

Texts Standards

I. Big Idea: Context (C) - Students explore the relationships and roles of authors, purposes, and audiences of texts

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>K-2.T.C.1: Purpose & Audience Explain how authors of texts use language for a specific purpose and a target audience.</p>	<p>See 1.T.C.1.a-c below.</p>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>1.T.C.1.a Identify the general purpose (e.g., to tell stories, to provide information, to share opinions, to explain ideas) and target audience in a variety of texts.</p>	<p>The following lessons address explaining major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. Grade 1, Module 3, Lessons 1, 7, 12, 13, 20, 25, 31</p> <p>The following lessons address using various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. 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>1.T.C.1.b Identify different modes of communication: print, digital, auditory, and visual.</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>
<p>1.T.C.1.c Create texts in teacher-selected modes (e.g., print, digital, auditory, and/or visual).</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>
<p>K-2.T.C.2: Authors & Speakers Investigate the relationships between authors and speakers in texts.</p>	<p>See 1.T.C.2.a-d below.</p>
<p>1.T.C.2.a Identify who is speaking or telling the story at various points in a text.</p>	<p>Grade 1, Module 1, Lesson 25 Grade 1, Module 4, Lessons 4, 5, 8, 14, 17</p>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>1.T.C.2.b This progression begins in 3rd grade.</p>	n/a
<p>1.T.C.2.c This progression begins in 3rd grade.</p>	n/a
<p>1.T.C.2.d This progression begins in 6th grade.</p>	n/a

Texts Standards

II. BIG IDEA: Structures & Style (SS) - Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>K-2.T.SS.1: Organization Identify and use organizational structures to craft meaning.</p>	See 1.T.SS.1.a-d below.
<p>1.T.SS.1.a Identify and use various text features (e.g., diagrams, tables of contents) to locate information and make meaning in texts.</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>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>1.T.SS.1.b Use text features (e.g., illustrations, page numbers, bold print, headings) to add clarity and meaning to texts.</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>1.T.SS.1.c Use transition words or phrases, such as once upon a time, next, and last to sequence events and actions.</p>	<p><i>Wit & Wisdom</i> addresses using transitional words in Grade 2. Grade 2 Module 2 Lessons 7DD, 9DD, 19DD, 23DD, 24 Grade 2 Module 4 Lesson 17 The following Grade 1 lessons address writing narratives in which they recount two or more appropriately sequenced events, including some details regarding what happened, using temporal words to signal event order, and provide some sense of closure. Grade 1, Module 1, Lessons 4, 5, 11, 12, 21, 22, 25, 26, 26DD, 27, 27DD, 28, 29, 30, 30DD, 31, 32 Grade 1, Module 3, Lessons 9, 10, 11, 12, 14, 15, 16, 18, 19, 24, 25, 28, 29, 32, 33, 34, 35</p>
<p>1.T.SS.1.d This progression begins in 3rd grade.</p>	<p>n/a</p>
<p>K-2.T.SS.2: Craft Identify and use descriptive and engaging language.</p>	<p>See 1.T.SS.2.a-c below.</p>
<p>1.T.SS.2.a Identify and explain the use of descriptive words in texts.</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>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>1.T.SS.2.b Use descriptive words to craft engaging texts.</p>	Grade 1, Module 4, Lessons 17, 18, 22, 28, 34
<p>1.T.SS.2.c This progression begins in 6th grade.</p>	n/a

Texts Standards

III. BIG IDEA: Techniques (T) - Students identify and use narrative, expository, opinion, and poetic techniques as they interpret and construct a variety of texts.

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>K-2.T.T.1: Narrative Techniques Identify and use narrative techniques to shape understanding.</p>	See 1.T.T.1.a-e below.
<p>1.T.T.1.a Identify techniques used to craft stories, including characters, setting, major events, and dialogue.</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>
<p>1.T.T.1.b Identify a simple plot with a problem and solution.</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>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>1.T.T.1.c Describe traits of the main characters and explain how their words and actions support the central message, lesson, or moral of the story.</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>
<p>1.T.T.1.d With adult support, compare and contrast characters and their experiences in stories across diverse cultures.</p>	<p>Grade 1, Module 1, Lesson 11</p> <p>Grade 1, Module 2, Lesson 7</p> <p>Grade 1, Module 3, Lesson 20</p> <p>Grade 1, Module 4, Lessons 9, 16, 21, 33, 34</p>
<p>1.T.T.1.e Use knowledge of narrative techniques (e.g., characters, settings, events) to create texts that share real or imagined experiences and events with a 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>
<p>K-2.T.T.2: Expository Techniques Identify and use expository techniques to shape understanding.</p>	<p>See 1.T.T.2.a-c below.</p>
<p>1.T.T.2.a Identify techniques used to craft expository texts, including main topic and supporting details.</p>	<p>Grade 1, Module 1, Lessons 3, 16</p> <p>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</p> <p>Grade 1, Module 3, Lessons 6, 7</p>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>1.T.T.2.b 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>
<p>1.T.T.2.c Use knowledge of expository techniques to introduce a topic, supply facts about the topic, and provide a 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>
<p>K-2.T.T.3: Opinion Techniques Identify and use opinion techniques to shape understanding.</p>	<p>See 1.T.T.3.a-d below.</p>
<p>1.T.T.3.a Identify techniques used to craft opinion texts, including the author's opinion, and supporting reasons.</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>1.T.T.3.b This progression begins in 9th grade.</p>	<p>n/a</p>
<p>1.T.T.3.c Use knowledge of opinion techniques to create opinion pieces that introduce the topic, state an opinion about the topic, and provides two or more reasons to support the opinion with linking words <i>and</i> and <i>because</i>.</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>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>1.T.T.3.d This progression begins in 9th grade.</p>	<p>n/a</p>
<p>K-2.T.T.4: Poetic Techniques Identify and use poetic techniques to shape understanding.</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>1.T.T.4.a Identify and describe poetic techniques used to craft texts, including rhyme, alliteration, and repeated lines.</p>	<p>Supplemental material is necessary to address identifying and describing poetic techniques used to craft poetic texts, including rhyme. <i>Wit & Wisdom</i> addresses in Grade 2 identifying how word choice enhances meaning in poetry. Grade 2, Module 1, Lessons 2, 3 Grade 2, Module 3, Lessons 11, 16, 17</p>
<p>1.T.T.4.b Use poetic techniques to create poems using simple words and/or phrases that may or may not rhyme.</p>	<p>Supplemental material is necessary to address creating poems. <i>Wit & Wisdom</i> addresses creating poems beginning in Grade 3.</p>

Texts Standards

IV. BIG IDEA: Research & Analysis (RA) - Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>K-2.RA.1: Research & Inquiry Build knowledge about the world by asking or generating questions about topics of interest, researching the answers, using multiple sources, and communicating relevant and accurate information about the topic.</p>	<p>See 1.T.RA.1.a-c below.</p>
<p>1.T.RA.1.a Ask questions about topics of interest for research.</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>1.T.RA.1.b Work collaboratively or individually to conduct research on a shared or personal topic of interest by gathering and organizing information from provided sources (including print, digital, and personal communication) using graphic organizers or other support aids.</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>1.T.RA.1.c Share relevant and accurate information through a variety of different modes.</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>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>K-2.RA.2: Curating Sources & Evidence Reference parts of texts to address a specific topic or question and explore various sources of information to make connections across a broad range of topics.</p>	<p>See 1.T.RA.2.a-c below.</p>
<p>1.T.RA.2.a Refer to parts of texts when supporting an idea, answer, or opinion.</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>1.T.RA.2.b Explore various sources of information, including print, digital, and personal communication.</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>
<p>1.T.RA.2.c This progression begins in 5th grade.</p>	<p>n/a</p>

Practices Standards

I. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC) - Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>K-12.P.EICC.1: Reader & Writer Identity</p> <p>Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.</p>	<p>See K-12.P.EICC.1.a-f below.</p>
<p>K-12.P.EICC.1.a</p> <p>Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.</p>	<p>Grades K-8</p> <p><i>Wit & Wisdom</i> considers this standard a Continuing Standard because it is fundamental to the learning design. Each lesson contains a Content Framing Question and a majority contain a Craft Question that guides students' exploration, monitoring, and discussion of texts that they read and write. The following lessons are some examples of Content Framing Questions and Craft Questions.</p> <p>Grade 1, Module 1, Lessons 2, 3, 4, 8, 9, 14, 18, 24, Grade 1, Module 2, Lessons 2, 6, 11, 16, 17, 22, 28 Grade 1, Module 3, Lessons 3, 4, 9, 14, 18, 22, 27 Grade 1, Module 4, Lessons 3, 4, 7, 10, 13, 18, 23, 28</p>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>K-12.P.EICC.1.b Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.</p>	<p>Grade 1, Module 1, Lessons 21, 27, 32 Grade 1, Module 2, Lessons 9, 20, 36 Grade 1, Module 3, Lessons 29, 35 Grade 1, Module 4, Lessons 28, 34</p>
<p>K-12.P.EICC.1.c Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.</p>	<p><i>Wit & Wisdom</i> encourages students to choose texts from a list of Volume of Reading titles that align with module topics and reflect a range of Lexiles®, supporting all students in deepening their topical knowledge.</p>
<p>K-12.P.EICC.1.d Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.</p>	<p>Grades K-8</p> <p><i>Wit & Wisdom</i> considers this standard a Continuing Standard because it is fundamental to the learning design. In Organize lessons, students explore what the text is about, demonstrating their literal comprehension of a text.</p> <p>Readers get the gist of the text by sorting out characters, settings, and plot for literary texts, or speaker, audience, main ideas, and purpose for informational texts. TDQs and tasks in this stage focus on specific and challenging areas that are crucial to understanding the text and set the stage for deeper interpretation and analysis.</p> <p>These skills are supported and reinforced in the Craft sections of lessons where students practice composition skills in the context of specific writing types. The following are some examples of Organize lessons with Craft sections.</p> <p>Grade 1, Module 1, Lessons 2, 4, 8, 18 Grade 1, Module 2, Lessons 6, 11, 16, 17 Grade 1, Module 3, Lessons 14, 18, 22, 27 Grade 1, Module 4, Lessons 3, 4, 7, 10</p>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>K-12.P.EICC.1.e Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.</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 1, 2, 4, 7, 10, 12, 17, 18, 20, 22, 23, 25, 27, 28, 34</p>
<p>K-12.P.EICC.1.f Develop independence and autonomy as a reader and writer.</p>	<p>Grades K-8</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>
<p>K-12.P.EICC.2: Engagement & Intention Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.</p>	<p>See K-12.P.EICC.2.a-e below.</p>
<p>K-12.P.EICC.2.a Share real or imagined experiences by interpreting and constructing texts that tell or include stories.</p>	<p>Grades K-8</p> <p><i>Wit & Wisdom</i> considers this standard a Continuing Standard. Because interpreting and discussing literary and informational texts is fundamental to the learning design, it is addressed continually across all lessons and modules. The following lessons address constructing narratives.</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>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>K-12.P.EICC.2.b</p> <p>Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.</p>	<p>Grades K-8</p> <p><i>Wit & Wisdom</i> considers this standard a Continuing Standard because it is fundamental to the learning design. In Know lessons, students consider the text in the context of their own knowledge and learning. They examine the impact of the text on their world and articulate how a text builds and expands their knowledge by connecting the text to other texts and topics of study.</p> <p>The following are some examples of Know lessons.</p> <p>Grade 1, Module 1, Lessons 6, 11, 12, 21, 22, 27, 29, 30, 31, 32</p> <p>Grade 1, Module 2, Lessons 9, 14, 20, 25, 26, 32, 33, 34, 35, 36</p> <p>Grade 1, Module 3, Lessons 7, 12, 20, 25, 31, 32, 33, 34, 35</p> <p>Grade 1, Module 4, Lessons 9, 16, 21, 27, 31, 32, 33, 34, 35, 36</p>
<p>K-12.P.EICC.2.c</p> <p>Explain and learn concepts and processes by interpreting and constructing texts.</p>	<p>Grades K-8</p> <p><i>Wit & Wisdom</i> considers this standard a Continuing Standard. Explaining and learning concepts and processes about English Language arts and interpreting and constructing texts are inherent practices and values that run through each lesson.</p>
<p>K-12.P.EICC.2.d</p> <p>Interpret and construct texts to aid the analysis and evaluation of texts and ideas.</p>	<p>Grades K-8</p> <p><i>Wit & Wisdom</i> considers this standard a Continuing Standard because it is fundamental to the learning design. In Reveal Lessons, students evaluate the author’s craft and word choices, analyze the text’s structure and its implicit meaning, and attend to other unique features of the text.</p> <p>The following are some examples of Reveal lessons.</p> <p>Grade 1, Module 1, Lessons 5, 10, 15, 16, 19, 20, 25</p> <p>Grade 1, Module 2, Lessons 3, 7, 12, 18, 19, 23, 29, 30</p> <p>Grade 1, Module 3, Lessons 5, 10, 15, 23, 28, 29</p>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
	<p>Grade 1, Module 4, Lessons 5, 8, 11, 14, 19, 24, 25, 29, 30</p> <p>In Distill Lessons, students synthesize their understanding of a text's elements to discern the full impact of the elements they studied. They seek to understand the text as a sum of its parts, with the goal of achieving a profound understanding of the whole work. Students express the central ideas or themes of the text and determine how key aspects of the text support these ideas and themes.</p> <p>The following are some examples of Distill lessons.</p> <p>Grade 1, Module 1, Lessons 26, 28</p> <p>Grade 1, Module 2, Lessons 4, 8, 13, 24, 31</p> <p>Grade 1, Module 3, Lessons 6, 11, 16, 19, 24, 30</p> <p>Grade 1, Module 4, Lessons 6, 15, 20, 26</p>
<p>K-12.P.EICC.2.e</p> <p>Consume and produce texts in order to solve problems or influence decisions.</p>	<p>Grades K-8</p> <p><i>Wit & Wisdom</i> considers this standard a Continuing Standard because it is fundamental to the learning design. In Know lessons, students consider the text in the context of their own knowledge and learning. They examine the impact of the text on their world and articulate how a text builds and expands their knowledge by connecting the text to other texts and topics of study.</p> <p>The following are some examples of Know lessons.</p> <p>Grade 1, Module 1, Lessons 6, 11, 12, 21, 22, 27, 29, 30, 31, 32</p> <p>Grade 1, Module 2, Lessons 9, 14, 20, 25, 26, 32, 33, 34, 35, 36</p> <p>Grade 1, Module 3, Lessons 7, 12, 20, 25, 31, 32, 33, 34, 35</p> <p>Grade 1, Module 4, Lessons 9, 16, 21, 27, 31, 32, 33, 34, 35, 36</p>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>K-12.P.EICC.3: Comprehension Strategies</p> <p>Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension* before, during, and after reading as part of the meaning-making process.</p>	<p>See K-12.P.EICC.3.a-g below.</p>
<p>K-12.P.EICC.3.a</p> <p>Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.</p>	<p>Grades K-8</p> <p><i>Wit & Wisdom</i> considers this standard a Continuing Standard because it is fundamental to the learning design. Each lesson contains a Content Framing Question that guides students’ exploration, monitoring, and discussion of texts that they read. The following lessons contain some examples of Content Framing Questions.</p> <p>Grade 1, Module 1, Lessons 4, 5, 9, 16, 21</p> <p>Grade 1, Module 2, Lessons 12, 16, 17, 23</p> <p>Grade 1, Module 3, Lessons 5, 9, 7, 17</p> <p>Grade 1, Module 4, Lessons 7, 14, 21, 30</p> <p>In Organize lessons, students explore what the text is about and monitor comprehension by demonstrating their literal knowledge of what is happening in a text. Readers get the gist of the text by sorting out characters, settings, and plot for literary texts, or speaker, audience, main ideas, and purpose for informational texts. TDQs and tasks in this stage focus on specific and challenging areas that are crucial to understanding the text and set the stage for deeper interpretation and analysis.</p> <p>The following are some examples of Organize lessons.</p> <p>Grade 1, Module 1, Lessons 8, 9, 14, 18, 24,</p> <p>Grade 1, Module 2, Lessons 2, 6, 11, 16, 17, 22, 28,</p> <p>Grade 1, Module 3, Lessons 3, 4, 9, 14, 18, 22, 27,</p> <p>Grade 1, Module 4, Lessons 3, 4, 7, 10, 13, 18, 23, 28,</p>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>K-12.P.EICC.3.b Scan and skim the text, making note of structures and sections that might be most useful.</p>	<p><i>Wit & Wisdom</i> does not explicitly address scanning and skimming the text. However, <i>Wit & Wisdom</i> considers annotation to be one of its Core Practices. Students use annotation to note observations and unknown words during the Wonder stage and also to highlight text evidence essential for a summary in the Organize stage. Students also employ annotation during the Reveal stage to indicate specific textual elements, such as types of figurative language, or shifts in point of view.</p>
<p>K-12.P.EICC.3.c Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.</p>	<p>Grades K-8</p> <p><i>Wit & Wisdom</i> considers this standard a Continuing Standard because it is fundamental to the learning design. In Wonder lessons, students read the text with curiosity and attention and ask key questions about what they read. Students generate their own observations and questions based on background knowledge, their own curiosity, and their interests.</p> <p>The following are some examples of Wonder lessons.</p> <p>Grade 1, Module 1, Lessons 1, 7, 13, 17, 23, Grade 1, Module 2, Lessons 1, 5, 10, 15, 21, 27, Grade 1, Module 3, Lessons 1, 2, 8, 13, 17, 21, 26 Grade 1, Module 4, Lessons 1, 2, 12, 17, 22</p> <p>Additionally, discussion of texts is inherent in the learning design, and is represented in every lesson. Students engage in Socratic Seminars where they prepare for and participate in a structured, text-based, academic conversation. Students apply the crafts of speaking and listening to express what they have learned from their reading and writing and to share their ideas, prior knowledge, and other aspects that are pertinent to the module's texts and knowledge.</p> <p>The following are some examples of lessons that contain Socratic Seminars.</p> <p>Grade 1, Module 1, Lessons 21, 27, 32 Grade 1, Module 2, Lessons 9, 20, 36</p>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
	<p>Grade 1, Module 3, Lessons 29, 35</p> <p>Grade 1, Module 4, Lessons 28, 34</p>
<p>K-12.P.EICC.3.d</p> <p>Summarize and visualize sections of the text to maintain understanding.</p>	<p>Grades K-8</p> <p><i>Wit & Wisdom</i> considers this standard a Continuing Standard because it is fundamental to the learning design. In Organize lessons, students explore what the text is about and monitor comprehension by demonstrating their literal knowledge of what is happening in a text. Readers get the gist of the text by sorting out characters, settings, and plot for literary texts, or speaker, audience, main ideas, and purpose for informational texts. TDQs and tasks in this stage focus on specific and challenging areas that are crucial to understanding the text and set the stage for deeper interpretation and analysis.</p> <p>The following are some examples of Organize lessons.</p> <p>Grade 1, Module 1, Lessons 8, 9, 14, 18, 24,</p> <p>Grade 1, Module 2, Lessons 2, 6, 11, 16, 17, 22, 28,</p> <p>Grade 1, Module 3, Lessons 3, 4, 9, 14, 18, 22, 27,</p> <p>Grade 1, Module 4, Lessons 3, 4, 7, 10, 13, 18, 23, 28,</p>
<p>K-12.P.EICC.3.e</p> <p>Make and track predictions about the events and information likely to come next.</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</p> <p>Grade 1, Module 2, Lessons 2, 3, 4, 6, 7</p> <p>Grade 1, Module 3, Lessons 9, 17, 18, 19, 21, 23, 25, 27, 28</p> <p>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>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>K-12.P.EICC.3.f Make, track, and support inferences about different levels of meaning within the text.</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>K-12.P.EICC.3.g Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.</p>	<p>Grade 1, Module 1, Lessons 14, 24DD Grade 1, Module 2, Lessons 10, 11, 16, 27, 29 Grade 1, Module 3, Lessons 15, 19, 22, 23, 24, 25, 27, 28, 29, 31 Grade 1, Module 4, Lessons 2, 5, 6, 8, 17, 20, 25, 26, 27, 28</p>
<p>K-12.P.EICC.4: Writing Processes Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.</p>	<p>See K-12.P.EICC.4.a-h below.</p>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>K-12.P.EICC.4.a Establish a purpose and goals for writing and identify a target audience.</p>	<p>Grades K-8</p> <p><i>Wit & Wisdom</i> considers this standard a Continuing Standard because it is fundamental to the learning design. Each lesson contains a Content Framing Question and a majority contain a Craft Question that guides students' exploration, monitoring, and discussion of texts that they read and write. The following lessons are some examples of Content Framing Questions and Craft Questions.</p> <p>Grade 1, Module 1, Lessons 4, 5, 9, 16, 21 Grade 1, Module 2, Lessons 12, 16, 17, 23 Grade 1, Module 3, Lessons 5, 9, 7, 17 Grade 1, Module 4, Lessons 7, 14, 21, 30</p> <p><i>Wit & Wisdom</i> addresses target audience, beginning in Grade 3</p> <p>Grade 3, Module 2, Lessons 6, 10, 14, 18, 20, 21, 22, 23, 24, 27, 29, 31, 32, 33, 34, 35, 36</p> <p>Grade 3, Module 3, Lessons 10, 12, 20, 22, 28 Grade 3, Module 4, Lessons 12, 14, 16, 17, 24, 28</p>
<p>K-12.P.EICC.4.b Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.</p>	<p>Grades K-8</p> <p><i>Wit & Wisdom</i> considers this standard a Continuing Standard because it is fundamental to the learning design. A majority of the lesson contains a Craft section, where students walk through the Craft Stages: Examine, Experiment, Execute, Excel.</p> <p>In the Examine Craft Stage, students analyze an exemplar of a writing or speaking skill to recognize criteria for quality communication and, ultimately, to execute the skill on their own. The exemplar can come from authentic texts, class collaborative writing, or a module resource.</p> <p>The following lessons are some examples of Examine lessons.</p> <p>Grade 1, Module 1, Lessons 2, 9, 14, 18, 20, 24, 28 Grade 1, Module 2, Lessons 2, 3, 4, 7, 9, 10, 16, 17, 24, 28</p>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
	<p>Grade 1, Module 3, Lessons 2, 3, 4, 8, 9, 13, 14, 15, 22</p> <p>Grade 1, Module 4, Lessons 2, 4, 6, 10, 12, 17, 18, 20, 23</p>
<p>K-12.P.EICC.4.c</p> <p>Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.</p>	<p>Grades K-8</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>
<p>K-12.P.EICC.4.d</p> <p>Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.</p>	<p>Grades K-8</p> <p><i>Wit & Wisdom</i> considers this standard a Continuing Standard because it is fundamental to the learning design. A majority of the lesson contains a Craft section, where students walk through the Craft Stages: Examine, Experiment, Execute, Excel.</p> <p>In the Examine Craft Stage, students analyze an exemplar of a writing or speaking skill to recognize criteria for quality communication and, ultimately, to execute the skill on their own. The exemplar can come from authentic texts, class collaborative writing, or a module resource.</p> <p>The following lessons are some examples of Examine lessons.</p> <p>Grade 1, Module 1, Lessons 2, 9, 14, 18, 20, 24, 28</p> <p>Grade 1, Module 2, Lessons 2, 3, 4, 7, 9, 10, 16, 17, 24, 28</p> <p>Grade 1, Module 3, Lessons 2, 3, 4, 8, 9, 13, 14, 15, 22</p> <p>Grade 1, Module 4, Lessons 2, 4, 6, 10, 12, 17, 18, 20, 23</p>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>K-12.P.EICC.4.e</p> <p>Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.</p>	<p>Grades K-8</p> <p><i>Wit & Wisdom</i> considers this standard a Continuing Standard because it is fundamental to the learning design. A majority of the lesson contains a Craft section, where students walk through the Craft Stages: Examine, Experiment, Execute, Excel.</p> <p>In the Experiment Craft Stage, Students practice and hone the target writing or speaking skill in a scaffolded task. Scaffolded tasks provide significant support by limiting the volume of writing, providing parts of a writing piece, or focusing on a relatively simple topic. The following lessons are some examples of Experiment lessons.</p> <p>Grade 1, Module 1, Lessons 3, 7, 10, 15, 19, 25, 28</p> <p>Grade 1, Module 2, Lessons 5, 11, 13, 14, 17, 22, 24, 26, 29</p> <p>Grade 1, Module 3, Lessons 5, 8, 10, 15, 16, 17, 20, 23, 27,</p> <p>Grade 1, Module 4, Lessons 3, 5, 7, 11, 13, 14, 15, 16, 19, 20, 21, 22, 23, 24, 30</p>
<p>K-12.P.EICC.4.f</p> <p>Evaluate the text’s effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.</p>	<p>Grade 1, Module 1, Lessons 6, 28, 29, 29DD, 30, 31, 31DD</p> <p>Grade 1, Module 2, Lessons 14, 32, 34DD</p> <p>Grade 1, Module 3, Lessons 33DD, 34</p> <p>Grade 1, Module 4, Lesson 33</p>
<p>K-12.P.EICC.4.g</p> <p>Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text’s effectiveness.</p>	<p>Grade 1, Module 1, Lessons 6, 28, 29, 29DD, 30, 31, 31DD</p> <p>Grade 1, Module 2, Lessons 14, 32, 34DD</p> <p>Grade 1, Module 3, Lessons 33DD, 34</p> <p>Grade 1, Module 4, Lesson 33</p>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>K-12.P.EICC.4.h Edit the text, ensuring it adheres to the conventions of written language.</p>	<p>Grade 1, Module 1, Lessons 6, 28, 29, 29DD, 30, 31, 31DD Grade 1, Module 2, Lessons 14, 32, 34DD Grade 1, Module 3, Lessons 33DD, 34 Grade 1, Module 4, Lesson 33</p>

Practices Standards

II. BIG IDEA: Situating Texts (ST) - Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>K-12.P.ST.1: Context Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.</p>	<p>See K-12.P.ST.1.a-c below.</p>
<p>K-12.P.ST.1.a Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.</p>	<p>Grades K-8</p> <p><i>Wit & Wisdom</i> considers this standard a Continuing Standard because it is fundamental to the learning design. In Wonder lessons, students read the text with curiosity and attention and ask key questions about what they read. Students generate their own observations and questions based on background knowledge, their own curiosity, and their interests.</p> <p>The following are some examples of Wonder lessons.</p> <p>Grade 1, Module 1, Lessons 1, 7, 13, 17, 23, Grade 1, Module 2, Lessons 1, 5, 10, 15, 21, 27, Grade 1, Module 3, Lessons 1, 2, 8, 13, 17, 21, 26 Grade 1, Module 4, Lessons 1, 2, 12, 17, 22</p>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
	<p>Additionally, discussion of texts is inherent in the learning design, and is represented in every lesson. Students engage in Socratic Seminars where they prepare for and participate in a structured, text-based, academic conversation. Students apply the crafts of speaking and listening to express what they have learned from their reading and writing and to share their ideas, prior knowledge, and other aspects that are pertinent to the module's texts and knowledge.</p> <p>The following are some examples of lessons that contain Socratic Seminars.</p> <p>Grade 1, Module 1, Lessons 21, 27, 32</p> <p>Grade 1, Module 2, Lessons 9, 20, 36</p> <p>Grade 1, Module 3, Lessons 29, 35</p> <p>Grade 1, Module 4, Lessons 28, 34</p>
<p>K-12.P.ST.1.b</p> <p>Consider how context impacts the purposes of the author and the audience.</p>	<p>Grades K-8</p> <p><i>Wit & Wisdom</i> considers this standard a Continuing Standard because it is fundamental to the learning design. In Reveal Lessons, students evaluate the author's craft and word choices, analyze the text's structure and its implicit meaning, and attend to other unique features of the text.</p> <p>The following are some examples of Reveal lessons.</p> <p>Grade 1, Module 1, Lessons 5, 10, 15, 16, 19, 20, 25</p> <p>Grade 1, Module 2, Lessons 3, 7, 12, 18, 19, 23, 29, 30</p> <p>Grade 1, Module 3, Lessons 5, 10, 15, 23, 28, 29</p> <p>Grade 1, Module 4, Lessons 5, 8, 11, 14, 19, 24, 25, 29, 30</p> <p>In Distill Lessons, students synthesize their understanding of a text's elements to discern the full impact of the elements they studied. They seek to understand the text as a sum of its parts, with the goal of achieving a profound understanding of the whole work. Students express the central ideas or themes of the text and determine how key aspects of the text support these ideas and themes.</p>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
	<p>The following are some examples of Distill lessons.</p> <p>Grade 1, Module 1, Lessons 26, 28</p> <p>Grade 1, Module 2, Lessons 4, 8, 13, 24, 31</p> <p>Grade 1, Module 3, Lessons 6, 11, 16, 19, 24, 30</p> <p>Grade 1, Module 4, Lessons 6, 15, 20, 26</p>
<p>K-12.P.ST.1.c</p> <p>Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.</p>	<p>Grades K-8</p> <p><i>Wit & Wisdom</i> considers this standard a Continuing Standard because it is fundamental to the learning design. In Reveal Lessons, students evaluate the author's craft and word choices, analyze the text's structure and its implicit meaning, and attend to other unique features of the text.</p> <p>The following are some examples of Reveal lessons.</p> <p>Grade 1, Module 1, Lessons 5, 10, 15, 16, 19, 20, 25</p> <p>Grade 1, Module 2, Lessons 3, 7, 12, 18, 19, 23, 29, 30</p> <p>Grade 1, Module 3, Lessons 5, 10, 15, 23, 28, 29</p> <p>Grade 1, Module 4, Lessons 5, 8, 11, 14, 19, 24, 25, 29, 30</p> <p>In Distill Lessons, students synthesize their understanding of a text's elements to discern the full impact of the elements they studied. They seek to understand the text as a sum of its parts, with the goal of achieving a profound understanding of the whole work. Students express the central ideas or themes of the text and determine how key aspects of the text support these ideas and themes.</p> <p>The following are some examples of Distill lessons.</p> <p>Grade 1, Module 1, Lessons 26, 28</p> <p>Grade 1, Module 2, Lessons 4, 8, 13, 24, 31</p> <p>Grade 1, Module 3, Lessons 6, 11, 16, 19, 24, 30</p> <p>Grade 1, Module 4, Lessons 6, 15, 20, 26</p>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>K-12.P.ST.2: Author, Audience, & Purpose</p> <p>Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text’s purpose.</p>	<p>See K-12.P.ST.2.a-c below.</p>
<p>K-12.P.ST.2.a</p> <p>Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.</p>	<p>Grades K-8</p> <p><i>Wit & Wisdom</i> considers this standard a Continuing Standard because it is fundamental to the learning design. In Distill Lessons, students synthesize their understanding of a text’s elements to discern the full impact of the elements they studied. They seek to understand the text as a sum of its parts, with the goal of achieving a profound understanding of the whole work. Students express the central ideas or themes of the text and determine how key aspects of the text support these ideas and themes.</p> <p>The following are some examples of Distill lessons.</p> <p>Grade 1, Module 1, Lessons 26, 28</p> <p>Grade 1, Module 2, Lessons 4, 8, 13, 24, 31</p> <p>Grade 1, Module 3, Lessons 6, 11, 16, 19, 24, 30</p> <p>Grade 1, Module 4, Lessons 6, 15, 20, 26</p>
<p>K-12.P.ST.2.b</p> <p>Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.</p>	<p>Grades K-8</p> <p><i>Wit & Wisdom</i> considers this standard a Continuing Standard because it is fundamental to the learning design. In Distill Lessons, students synthesize their understanding of a text’s elements to discern the full impact of the elements they studied. They seek to understand the text as a sum of its parts, with the goal of achieving a profound understanding of the whole work. Students express the central ideas or themes of the text and determine how key aspects of the text support these ideas and themes.</p> <p>The following are some examples of Distill lessons.</p> <p>Grade 1, Module 1, Lessons 26, 28</p>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
	<p>Grade 1, Module 2, Lessons 4, 8, 13, 24, 31</p> <p>Grade 1, Module 3, Lessons 6, 11, 16, 19, 24, 30</p> <p>Grade 1, Module 4, Lessons 6, 15, 20, 26</p> <p>In Know lessons, students consider the text in the context of their own knowledge and learning. They examine the impact of the text on their world and articulate how a text builds and expands their knowledge by connecting the text to other texts and topics of study.</p> <p>The following are some examples of Know lessons.</p> <p>Grade 1, Module 1, Lessons 6, 11, 12, 21, 22, 27, 29, 30, 31, 32</p> <p>Grade 1, Module 2, Lessons 9, 14, 20, 25, 26, 32, 33, 34, 35, 36</p> <p>Grade 1, Module 3, Lessons 7, 12, 20, 25, 31, 32, 33, 34, 35</p> <p>Grade 1, Module 4, Lessons 9, 16, 21, 27, 31, 32, 33, 34, 35, 36</p>
<p>K-12.P.ST.2.c</p> <p>Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful.</p>	<p>Grade 1-8</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>

Practices Standards

III. BIG IDEA: Author’s Craft (AC) - Students apply knowledge of author’s craft to enhance the interpretation and construction of texts.

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>K-12.P.AC.1: Reading like a Writer</p> <p>Interpret texts through the author’s lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.</p>	<p>See K-12.P.AC.1.a-d below.</p>
<p>K-12.P.AC.1.a</p> <p>Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text’s purpose.</p>	<p>Grades K-8</p> <p><i>Wit & Wisdom</i> considers this standard a Continuing Standard because it is fundamental to the learning design. In Reveal Lessons, students evaluate the author’s craft and word choices, analyze the text’s structure and its implicit meaning, and attend to other unique features of the text.</p> <p>The following are some examples of Reveal lessons.</p> <p>Grade 1, Module 1, Lessons 5, 10, 15, 16, 19, 20, 25</p> <p>Grade 1, Module 2, Lessons 3, 7, 12, 18, 19, 23, 29, 30</p> <p>Grade 1, Module 3, Lessons 5, 10, 15, 23, 28, 29</p> <p>Grade 1, Module 4, Lessons 5, 8, 11, 14, 19, 24, 25, 29, 30</p>
<p>K-12.P.AC.1.b</p> <p>Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text’s purpose.</p>	<p>Grades K-8</p> <p><i>Wit & Wisdom</i> considers this standard a Continuing Standard because it is fundamental to the learning design. In Reveal Lessons, students evaluate the author’s craft and word choices, analyze the text’s structure and its implicit meaning, and attend to other unique features of the text.</p> <p>Grade 1, Module 1, Lessons 5, 10, 15, 16, 19, 20, 25</p> <p>Grade 1, Module 2, Lessons 3, 7, 12, 18, 19, 23, 29, 30</p> <p>Grade 1, Module 3, Lessons 5, 10, 15, 23, 28, 29</p> <p>Grade 1, Module 4, Lessons 5, 8, 11, 14, 19, 24, 25, 29, 30</p>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>K-12.P.AC.1.c Explain, analyze, and evaluate how the author’s use of sentence structure and syntax affects the target audience and supports the text’s purpose.</p>	<p>Grades K-8</p> <p><i>Wit & Wisdom</i> considers this standard a Continuing Standard because it is fundamental to the learning design. In Reveal Lessons, students evaluate the author’s craft and word choices, analyze the text’s structure and its implicit meaning, and attend to other unique features of the text.</p> <p>The following are some examples of Reveal lessons.</p> <p>Grade 1, Module 1, Lessons 5, 10, 15, 16, 19, 20, 25</p> <p>Grade 1, Module 2, Lessons 3, 7, 12, 18, 19, 23, 29, 30</p> <p>Grade 1, Module 3, Lessons 5, 10, 15, 23, 28, 29</p> <p>Grade 1, Module 4, Lessons 5, 8, 11, 14, 19, 24, 25, 29, 30</p>
<p>K-12.P.AC.1.d Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text’s accessibility, and support the text’s purpose.</p>	<p>Grades K-8</p> <p><i>Wit & Wisdom</i> considers this standard a Continuing Standard because it is fundamental to the learning design. In Organize lessons, students explore what the text is about and monitor comprehension by demonstrating their literal knowledge of what is happening in a text. Readers get the gist of the text by sorting out characters, settings, and plot for literary texts, or speaker, audience, main ideas, and purpose for informational texts. TDQs and tasks in this stage focus on specific and challenging areas that are crucial to understanding the text and set the stage for deeper interpretation and analysis.</p> <p>The following are some examples of Organize lessons.</p> <p>Grade 1, Module 1, Lessons 8, 9, 14, 18, 24,</p> <p>Grade 1, Module 2, Lessons 2, 6, 11, 16, 17, 22, 28,</p> <p>Grade 1, Module 3, Lessons 3, 4, 9, 14, 18, 22, 27,</p> <p>Grade 1, Module 4, Lessons 3, 4, 7, 10, 13, 18, 23, 28,</p>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>K-12.P.AC.2: Writing like a Reader Construct texts with the audience’s experience in mind, basing decisions about craft techniques on context and purpose.</p>	<p>See K-12.P.AC.2a-d below.</p>
<p>K-12.P.AC.2.a Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.</p>	<p>Literary (Narrative Writing) Grade 1, Module 1, Lessons 4, 5, 11, 12, 21, 22, 25, 26, 26DD, 27, 27DD, 28, 29, 30, 30DD, 31, 32 Grade 1, Module 3, Lessons 9, 10, 11, 12, 14, 15, 16, 18, 19, 24, 25, 28, 29, 32, 33, 34, 35</p> <p>Expository (Informative/Explanatory Writing) 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, 19</p> <p>Persuasive (Opinion Writing) 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, 35</p>
<p>K-12.P.AC.2.b Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.</p>	<p>Grades K-8</p> <p><i>Wit & Wisdom</i> considers this standard a Continuing Standard because it is fundamental to the learning design. A majority of the lesson contains a Craft section, where students walk through the Craft Stages: Examine, Experiment, Execute, Excel.</p> <p>In the Execute Craft Stage, students plan or draft a full writing piece, paying particular attention to applying the target strategy to support the purpose of the task.</p> <p>The following are examples of Execute lessons.</p>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
	<p>Grade 1, Module 1, Lessons 4, 5, 11, 16, 21, 22, 26, 29, 30, 31</p> <p>Grade 1, Module 2, Lessons 6, 9, 12, 18, 19, 20, 24, 25,</p> <p>Grade 1, Module 3, Lessons 6, 7, 11, 18, 19, 24, 28, 29,</p> <p>Grade 1, Module 4, Lessons 4, 9, 15, 18, 19, 21, 25, 27, 28, 31</p>
<p>K-12.P.AC.2.c</p> <p>Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.</p>	<p>Grades K-8</p> <p><i>Wit & Wisdom</i> considers this standard a Continuing Standard because it is fundamental to the learning design. A majority of the lesson contains a Craft section, where students walk through the Craft Stages: Examine, Experiment, Execute, Excel.</p> <p>In the Execute Craft Stage, students plan or draft a full writing piece, paying particular attention to applying the target strategy to support the purpose of the task.</p> <p>The following are examples of Execute lessons.</p> <p>Grade 1, Module 1, Lessons 4, 5, 11, 16, 21, 22, 26, 29, 30, 31</p> <p>Grade 1, Module 2, Lessons 6, 9, 12, 18, 19, 20, 24, 25,</p> <p>Grade 1, Module 3, Lessons 6, 7, 11, 18, 19, 24, 28, 29,</p> <p>Grade 1, Module 4, Lessons 4, 9, 15, 18, 19, 21, 25, 27, 28, 31</p>
<p>K-12.P.AC.2.d</p> <p>Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text’s purpose.</p>	<p>Grades K-8</p> <p><i>Wit & Wisdom</i> considers this standard a Continuing Standard because it is fundamental to the learning design. A majority of the lesson contains a Craft section, where students walk through the Craft Stages: Examine, Experiment, Execute, Excel. Together, the Craft Stages provide students with a scaffold and a framework to conceive of, organize, craft, and edit or revise a piece of writing.</p>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>K-12.P.AC.3: Text Design Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.</p>	<p>See K-12.P.AC.3.a below.</p>
<p>K-12.P.AC.3.a Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.</p>	<p>Grade 1, Module 1, Lessons 3, 4, 5, 11, 12, 16, 21, 22, 25, 26, 26DD, 27, 27DD, 28, 29, 30, 30DD, 31, 32</p> <p>Grade 1, Module 2, Lessons 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 22, 23, 24, 26, 28, 29, 30, 31, 32, 33, 34, 35, 36</p> <p>Grade 1, Module 3, Lessons 6, 7, 9, 10, 11, 12, 14, 15, 16, 18, 19, 24, 25, 28, 29, 32, 33, 34, 35</p> <p>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>K-12.P.AC.3.b Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.</p>	<p>Grade 1, Module 3, Lessons 1, 7</p> <p>Grade 1, Module 3, Lessons 1, 7, 12, 20, 31</p> <p>Grade 1, Module 4, Lessons 1, 4</p>
<p>K-12.P.AC.3.c Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.</p>	<p>Grades K-8</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>
<p>K-12.P.AC.3.d Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.</p>	<p>Grades K-8</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>

Practices Standards

IV. BIG IDEA: Collaboration & Presentation (CP) - Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>K-12.P.CP.1: Collaboration Collaborate with others to accomplish shared goals and projects.</p>	<p>See K-12.P.CP.1.a-d below.</p>
<p>K-12.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.</p>	<p>Grade 1, Module 1, Lessons 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 20 Grade 1, Module 2, Lessons 1, 2, 5, 6, 10, 11, 12, 13, 14, 15, 16, 21, 26, 27, 28 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 Grade 1, Module 4, Lessons 1, 2, 4, 7, 10, 12, 17, 18, 20, 22, 23, 25, 27, 28, 34</p>
<p>K-12.P.CP.1.b Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.</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 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 Grade 1, Module 3, Lessons 1, 5, 6, 14, 17, 21 Grade 1, Module 4, Lessons 34, 35</p>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>K-12.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.</p>	<p>Grade 1, Module 1, Lessons 1, 2, 3, 4, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 20 Grade 1, Module 2, Lessons 1, 2, 5, 6, 10, 11, 12, 13, 14, 15, 16, 21, 26, 27, 28 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 Grade 1, Module 4, Lessons 1, 2, 4, 7, 10, 12, 17, 18, 20, 22, 23, 25, 27, 28, 34</p>
<p>K-12.P.CP.1.d Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.</p>	<p>Grades K-8 <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>
<p>K-12.P.CP.2: Presentation Use presentation skills to tailor communication to target audiences for specific purposes.</p>	<p>See K-12.P.CP.2.a-e below.</p>
<p>K-12.P.CP.2.a Communicate clearly to present ideas, information, and texts.</p>	<p>Grade 1, Module 1, Lessons 2, 6, 7, 9, 28, 29 Grade 1, Module 2, Lessons 7, 9, 14, 17, 18, 19, 20, 22, 23, 24, 25, 30, 34, 35, 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, 17, 18, 22, 26, 28, 31, 34, 35, 36</p>

Georgia Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>K-12.P.CP.2.b Integrate modes and genres most appropriate to purpose and audience.</p>	<p>Grades K-8 <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>
<p>K-12.P.CP.2.c Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.</p>	<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</p>
<p>K-12.P.CP.2.d Engage in dialogue with audiences by asking and answering questions.</p>	<p>Grade 1, Module 4, Lessons 17, 18, 22, 28, 34</p>
<p>K-12.P.CP.2.e Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level.</p>	<p><i>Wit & Wisdom</i> does not explicitly address building background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level.</p>