



**WIT &
WISDOM®**

Curiosity, Inquiry, Knowledge

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

GRADE 4 | 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: 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> |
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| <p>3-5.F.P.4: Decoding & Encoding with Phonics Use knowledge of phonics to decode and encode grade-level words. Use grade-level phonics skills to decode words in context and in isolation.</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.</p> |
| <p>4.F.P.4.a Decode and encode words with graphemes that represent multiple letter-sound correspondences.</p> | <p><i>Wit & Wisdom</i> intentionally does not address foundational skills within their core materials. Please see general statement regarding recommendations for foundational skills instruction.</p> |
| <p>4.F.P.4.b Decode and encode single-syllable and multisyllabic words of all syllable types.</p> | <p><i>Wit & Wisdom</i> intentionally does not address foundational skills within their core materials. Please see general statement regarding recommendations for foundational skills instruction.</p> |
| <p>4.F.P.4.c Decode and encode words with common prefixes and suffixes.</p> | <p><i>Wit & Wisdom</i> intentionally does not address foundational skills within their core materials. Please see general statement regarding recommendations for foundational skills instruction.</p> |

Foundations Standards

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

| Georgia Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| <p>3-5.F.F.1: Oral & Silent Reading Fluency 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 4.F.F.1.a-d below.</p> |
| <p>4.F.F.1.a Increase sight word vocabulary by reading regularly and irregularly spelled words in isolation and context with accuracy and 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.</p> |
| <p>4.F.F.1.b Read a variety of unfamiliar grade-level texts 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.</p> |
| <p>4.F.F.1.c Read a wide range of grade-level texts aloud with accurate prosody (phrasing, expression, juncture/pause, and intonation) to aid comprehension.</p> | <p>Grade 4, Module 1, Lessons 2, 12, 18, 23 Grade 4, Module 2, Lessons 1, 7, 18, 25 Grade 4, Module 3, Lessons 16, 21, 26 Grade 4, Module 4, Lessons 15, 19, 23, 28</p> |
| <p>4.F.F.1.d Self-correct while reading grade-level text (silently or aloud) to aid 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.</p> |

Foundations Standards

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

| Georgia Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| <p>3-5.F.H.3: Read Cursive Read texts written in cursive.</p> | <p><i>Wit & Wisdom</i> does not address cursive.</p> |
| <p>4.F.H.3.a Read short texts written in cursive</p> | <p><i>Wit & Wisdom</i> does not address cursive.</p> |
| <p>3-5.F.H.4: Write Cursive Use fine motor skills to form legible letters and words in cursive.</p> | <p><i>Wit & Wisdom</i> does not address cursive.</p> |
| <p>4.F.H.3.a Form cursive letters and words legibly, using connectors between letters inside words.</p> | <p><i>Wit & Wisdom</i> does not address cursive.</p> |
| <p>4.F.H.3.b Use appropriate spacing between cursive words in a sentence across lines on a page.</p> | <p><i>Wit & Wisdom</i> does not address cursive.</p> |

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>3-5.L.GC.2: Syntax Apply understandings of sentence structure to comprehend and compose varied sentences.</p> | <p>See 4.L.GC.2.a-d below.</p> |
| <p>4.L.GC.2.a Apply understandings of sentence structure to comprehend a wide variety of grade-level texts.</p> | <p><i>Wit & Wisdom</i> does not explicitly address applying understandings of sentence structure to comprehend a wide variety of grade-level texts. The following lessons address describing the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>Grade 4, Module 1, Lesson 8 Grade 4, Module 2, Lessons 11, 12, 13, 14, 15, 16 Grade 4, Module 3, Lesson 3</p> <p>Additionally, regarding literature, the following lessons address explaining major differences between poems, drama, and prose, and referring to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>Grade 4, Module 1, Lessons 18, 20, 21, 22, 23, 24, 27, 30 Grade 4, Module 4, Lessons 8, 9, 14, 15, 25</p> |

| Georgia Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| <p>4.L.GC.2.b</p> <p>Use a variety of simple, compound, and complex sentences to strengthen clarity and coherence, maintaining consistent verb tense within and between paragraphs.</p> | <p>Grade 4, Module 1, Lessons 28, 31DD, 32</p> <p>Grade 4, Module 2, Lessons 6, 7DD, 15, 19, 20, 23, 23DD, 24, 25, 26, 27, 28, 29, 30, 31</p> <p>Grade 4, Module 3, Lessons 8, 13DD, 34, 34DD, 35, 35DD</p> <p>Grade 4, Module 4, Lessons 7, 7DD, 14, 22, 25, 31, 34, 35</p> <p>Additionally, the below lessons</p> |
| <p>4.L.GC.2.c</p> <p>Use correct subject and verb agreement to consistently achieve clarity in a variety of sentences.</p> | <p><i>Wit & Wisdom</i> addresses this standard in Grade 3.</p> <p>Grade 3, Module 3, Lessons 8DD, 9DD, 10DD, 12, 13, 14, 14DD, 23, 24, 24DD, 33, 33DD, 35, 35DD</p> |
| <p>4.L.GC.2.d</p> <p>Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning and engage audiences.</p> | <p><i>Wit & Wisdom</i> addresses this standard in Grade 3.</p> <p>Grade 3, Module 1 Lessons 5DD, 28DD</p> <p>Grade 3, Module 2 Lessons 1DD, 2DD, 3DD 14, 14DD, 15DD, 16DD</p> <p>Grade 3, Module 4 Lessons 25, 33DD</p> |

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>3-5.L.V.1: General, Academic, & Specialized Vocabulary</p> <p>Acquire and use general, academic, and specialized vocabulary words and phrases in a variety of settings.</p> | <p>See 4.L.V</p> |

| Georgia Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| <p>4.L.V.1.a Acquire a range of general, academic, and specialized vocabulary words and phrases through grade-level texts and content.</p> | <p>Grade 4 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>4.L.V.1.b Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings.</p> | <p>Grade 4 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>3-5.L.V.2: Word Analysis Acquire and apply word analysis skills to determine the meanings of words and to communicate with precision in a variety of settings.</p> | <p>See 4.L.V.2.a-c below.</p> |
| <p>4.L.V.2.a Deconstruct words using knowledge of Greek and Latin roots, root words, and affixes to determine meaning.</p> | <p>Grade 4, Module 1, Lessons 1DD, 7DD, 8DD, 21DD, 22DD, 29DD, 30DD Grade 4, Module 2, Lessons 12DD, 13DD, 14DD, 16DD, 17DD, 26DD, 33DD, 34DD Grade 4, Module 3, Lessons 1DD, 2, 2DD, 3, 4DD, 5DD, 16DD, 21, 22 Grade 4, Module 4, Lessons 1DD, 3DD, 8DD, 13, 13DD, 16DD, 17DD, 26, 30DD, 32DD, 33DD, 34DD</p> |

| Georgia Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| <p>4.L.V.2.b Explain how the part of speech and the meaning of a root or root word changes based on the use of different affixes (e.g., beautiful as an adjective vs. beautifully as an adverb).</p> | <p>Supplemental material is necessary to address explaining how the part of speech and the meaning of a root or root word changes based on the use of different affixes. The following lessons address using knowledge of roots, affixes, synonyms, antonyms, and homophones to determine the meaning of new words.</p> <p>Grade 4, Module 1 Lessons 1DD, 3DD, 7DD, 8DD, 21DD, 22DD, 28DD, 29DD, 30DD</p> <p>Grade 4, Module 2 Lessons 2DD, 12DD, 13DD, 14DD, 16DD, 17DD, 24DD, 25DD, 26DD, 33DD, 34DD</p> <p>Grade 4, Module 3 Lessons 1DD, 2, 2DD, 3, 3DD, 4DD, 5DD, 13, 14DD, 16DD, 21, 29DD</p> <p>Grade 4, Module 4 Lessons 1DD, 2DD, 3DD, 8DD, 13, 13DD, 16DD, 17DD, 18DD, 19DD, 21DD</p> |
| <p>4.L.V.2.c Construct words using knowledge of Greek and Latin roots, root words, and affixes.</p> | <p><i>Wit & Wisdom</i> does not explicitly address constructing words using common roots, root words, and affixes.</p> |
| <p>3-5.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 4.L.V.3.a-c below.</p> |

| Georgia Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| <p>4.L.V.3.a</p> <p>Use context (e.g., definitions, examples, or restatements in text) to determine or clarify the meaning of unknown and multiple-meaning words and phrases.</p> | <p>Grade 4, Module 1, Lessons 1, 2, 3DD, 9DD 18, 19, 29DD, 30DD</p> <p>Grade 4, Module 2, Lessons 2DD, 12DD 15, 16DD, 24DD, 33DD, 34DD</p> <p>Grade 4, Module 3, Lessons 9DD, 21, 21DD, 22, 23, 25, 28, 29, 30, 30DD, 31DD, 32DD</p> <p>Grade 4, Module 4, Lessons 1DD, 2, 2DD, 3DD, 8DD, 14, 15DD, 18DD, 19DD, 21DD, 23DD, 26, 26DD, 30DD, 33DD, 34DD</p> |
| <p>4.L.V.3.b</p> <p>Demonstrate understanding of words by relating them to their synonyms, antonyms, homophones, and homographs.</p> | <p>Grade 4, Module 1 Lessons 1DD, 3DD, 7DD, 8DD, 21DD, 22DD, 28DD, 29DD, 30DD</p> <p>Grade 4, Module 2 Lessons 2DD, 12DD, 13DD, 14DD, 16DD, 17DD, 24DD, 25DD, 26DD, 33DD, 34DD</p> <p>Grade 4, Module 3 Lessons 1DD, 2, 2DD, 3, 3DD, 4DD, 5DD, 13, 14DD, 16DD, 21, 29DD</p> <p>Grade 4, Module 4 Lessons 1DD, 2DD, 3DD, 8DD, 13, 13DD, 16DD, 17DD, 18DD, 19DD, 21DD</p> |
| <p>4.L.V.3.c</p> <p>Distinguish shades of meaning among closely related adverbs (e.g., quickly, swiftly, rapidly).</p> | <p><i>Wit & Wisdom</i> addresses these skills in Grade 3</p> <p>Grade 3, Module 1, Lessons 21DD, 24DD, 29DD</p> <p>Grade 3, Module 2, Lessons 4DD, 5DD, 8</p> <p>Grade 3, Module 3, Lessons 2DD, 18DD</p> <p>Grade 3, Module 4, Lesson 25DD</p> |
| <p>4.L.V.3.d</p> <p>Use print and digital reference materials (e.g., dictionaries, glossaries, thesauruses) to check spelling and determine or clarify the precise meaning of words and phrases.</p> | <p>Grade 4, Module 1, Lessons 3DD, 28DD</p> <p>Grade 4, Module 2, Lesson 11DD</p> <p>Grade 4, Module 3, Lessons 1DD, 4DD, 5DD, 13, 14DD, 16DD, 21DD, 25DD, 29DD, 30DD, 31DD, 32DD</p> <p>Grade 4, Module 4, Lessons 13DD, 16DD, 32DD</p> |

| Georgia Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| <p>4.L.V.3.e Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing.</p> | <p>Grade 4 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> |
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| <p>3-5.T.C.1: Purpose & Audience Use knowledge of purposes and audiences, as well as the language that develops those relationships, to make meaning of texts in multiple modes.</p> | <p>See 4.T.C.1.a-c below.</p> |
| <p>4.T.C.1.a Determine audience and identify the development of the purpose across a text.</p> | <p>Supplemental material is necessary to address determining audience and identifying the development of the purpose across a text. The following lessons address explaining how an author uses reason and evidence to support particular points in a text. Grade 4, Module 1, Lessons 5, 9, 16, 17 Grade 4, Module 3, Lessons 1, 3, 4, 7, 13</p> |
| <p>4.T.C.1.b Classify various texts by mode and describe how the mode is impacted by audiences and contributes to the overall purpose and effect.</p> | <p>Grade 4 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> |
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| <p>4.T.C.1.c Create multimodal texts, using features of pre-selected modes for a specific purpose and audience.</p> | <p>Grade 4, Module 3, Lessons 4, 5, 6, 7, 8, 17, 18, 19, 20</p> |
| <p>3-5.T.C.2: Authors & Speakers Make connections between authors of texts, speakers in texts, varying perspectives, and the circumstances in which texts are produced.</p> | <p>See 4.T.C.2.a-d below.</p> |
| <p>4.T.C.2.a Compare and contrast the perspectives of different narrators or speakers in a text.</p> | <p>Grade 4, Module 3, Lessons 3, 4, 6, 7, 8, 13, 17</p> |
| <p>4.T.C.2.b Determine the credibility of a source text based on known information about the author and/or organization.</p> | <p><i>Wit & Wisdom</i> addresses identifying reliable sources in Grade 5 Grade 5, Module 4, Lessons 18, 20, 21, 25, 26, 27</p> |
| <p>4.T.C.2.c Identify the context in which a text is written (e.g., time period, individual, situational).</p> | <p>Grade 4 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>4.T.C.2.d This progression begins in 6th grade.</p> | <p>n/a</p> |

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> |
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| <p>3-5.T.SS.1: Organization</p> <p>Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts.</p> | <p>See 4.T.SS.1.a-d below.</p> |
| <p>4.T.SS.1.a</p> <p>Compare and contrast the text features (e.g. icons, hyperlinks) and structures (e.g. chronological order, rhyme pattern) of texts written in different genres/for certain purposes, on the same topic.</p> | <p>Grade 4, Module 2, Lesson 31</p> <p>Grade 4, Module 4, Lessons 6, 9, 10, 11, 12, 13, 14, 20, 24, 25, 26, 29, 31, 32, 33, 34, 35, 36</p> |
| <p>4.T.SS.1.b</p> <p>Design texts using a variety of text structures and features, according to purpose and audience.</p> | <p>Grade 4 Modules 1-4</p> <p><i>Wit & Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p> |
| <p>4.T.SS.1.c</p> <p>Use text connectives, such as similarly and in contrast, to show relationships between ideas and information.</p> | <p>Grade 4, Module 3, Lesson 7</p> <p>Grade 4, Module 4, Lessons 15, 16, 19</p> |
| <p>4.T.SS.1.d</p> <p>Craft related sentences into coherent paragraphs that follow a chosen structure using transitions.</p> | <p>Grade 4, Module 1, Lessons 1, 18, 32</p> <p>Grade 4, Module 2, Lesson 27</p> <p>Grade 4, Module 3, Lessons 8, 15, 29</p> <p>Grade 4, Module 4, Lessons 6, 7, 9, 10, 13, 19, 21, 29, 30, 34, 35</p> |

| Georgia Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| <p>3-5.T.SS.2: Craft Use language to interpret meaning and craft engaging texts.</p> | <p>See 4.T.SS.2.a-c below.</p> |
| <p>4.T.SS.2.a Identify and explain how figurative language, such as hyperboles and personification, shapes how ideas and information in texts are understood.</p> | <p>Grade 5, Module 1, Lessons 10DD, 18DD, 26, 29, 30 Grade 5, Module 2, Lesson 29 Grade 5, Module 3, Lessons 8, 9, 21, 21DD, 22, 26DD, 30, 31, 32, 35 Grade 5, Module 4, Lessons 6, 12</p> |
| <p>4.T.SS.2.b Use figurative language for intentional effects when expressing ideas or conveying information.</p> | <p>Grade 4, Module 2, Lessons 1, 2, 3, 4, 10, 10DD</p> |
| <p>4.T.SS.2.c This progression begins in 6th grade.</p> | <p>n/a</p> |

Texts Standards

III. **BIG IDEA: Techniques (T)** - Students explain, analyze, and use various techniques to comprehend and shape meaning.

| Georgia Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| <p>3-5.T.T.1: Narrative Techniques Explain, analyze, and use narrative techniques to shape understandings.</p> | <p>See 4.T.T.1.a-e below.</p> |

| Georgia Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| <p>4.T.T.1.a Analyze the use of narrative techniques to present ideas, design texts, and convey information about characters, setting, and plot.</p> | <p>Grade 4, Module 1, Lessons 18, 20, 21, 22, 23, 24, 27, 30 Grade 4, Module 4, Lessons 8, 9, 14, 15, 25</p> |
| <p>4.T.T.1.b Describe how the text’s protagonist and antagonist function in the plot, drive the conflict, and contribute to the development of other characters.</p> | <p>Grade 4, Module 1, Lessons 22, 23, 24, 25, 26, 27, 28, 29, 30 Grade 4, Module 2, Lessons 2, 3, 4, 5, 8, 9, 10, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32 Grade 4, Module 3, Lessons 10, 12, 14, 15, 17, 18, 19, 20, 22, 23, 24, 25, 27, 28, 30, 31, 34, 35 Grade 4, Module 4, Lessons 3, 12, 14, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30 31, 36</p> |
| <p>4.T.T.1.c Identify and describe common themes in texts (e.g., good vs. evil) that are revealed through details about characters.</p> | <p>Grade 4, Module 1, Lessons 18, 19, 20, 21, 22, 24, 27, 28, 29, 30 Grade 4, Module 2, Lessons 2, 5, 6, 7, 8, 9, 17, 18, 19, 22, 24, 25, 27, 28, 29, 30, 31, 32 Grade 4, Module 3, Lessons 10, 11, 12, 14, 19, 20, 22, 26, 27, 28, 29, 30, 32 Grade 4, Module 4, Lessons 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30, 31, 33, 36</p> |
| <p>4.T.T.1.d Compare and contrast the approach to similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from diverse cultures.</p> | <p>Grade 4, Module 2, Lesson 31 Grade 4, Module 4, Lessons 6, 9, 10, 11, 12, 13, 14, 20, 24, 25, 26, 29, 31, 32, 33, 34, 35, 36</p> |

| Georgia Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| <p>4.T.T.1.e Apply narrative techniques (e.g., character, setting, problem, resolution, and dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a conclusion.</p> | <p>Grade 4, Module 2, Lessons 1, 2, 3, 4, 10, 10DD, 18, 30</p> |
| <p>3-5.T.T.2: Expository Techniques Explain, analyze, and use expository techniques to shape understandings.</p> | <p>See 4.T.T.2.a-c below.</p> |
| <p>4.T.T.2.a Discuss and evaluate techniques used to present and design expository texts, including facts and key details used to support the main idea.</p> | <p>Grade 4, Module 1, Lesson 8 Grade 4, Module 2, Lessons 11, 12, 13, 14, 15, 16 Grade 4, Module 3, Lesson 3</p> |
| <p>4.T.T.2.b Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> | <p>Grade 4, Module 1, Lessons 3, 11, 12, 14, 17, 31, 32 Grade 4, Module 2, Lesson 12 Grade 4, Module 3, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 12, 13, 23, 24, 30, 34, 35 Grade 4, Module 4, Lesson 36</p> |
| <p>4.T.T.2.c Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section.</p> | <p>Grade 4, Module 1, Lessons 24, 32 Grade 4, Module 2, Lessons 4, 5, 8, 11, 20, Grade 4, Module 3, Lessons 7, 8, 17, 20 Grade 4, Module 4, Lessons 3, 6, 8, 11, 12, 13, 15, 16, 19, 23, 24, 25, 29, 30, 34</p> |
| <p>3-5.T.T.3: Opinion Techniques Explain, analyze, and use opinion techniques to shape understandings.</p> | <p>See 4.T.T.3.a-c below</p> |

| Georgia Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| <p>4.T.T.3.a Discuss and evaluate techniques used to present and design opinion and argumentative texts, including author’s opinion or claim, supporting reasons, and evidence.</p> | Grade 4, Module 3, Lessons 9, 11, 13, 15, 25, 30, 31, 35 |
| <p>4.T.T.3.b This progression begins in 9th grade.</p> | n/a |
| <p>4.T.T.3.c Apply opinion techniques to create opinion pieces that introduce the topic, state an opinion about the topic, supply reasons and evidence to support the opinion with linking words (e.g., because, therefore, since, for example) to connect the opinion and reasons, and provide a concluding statement or section.</p> | Grade 4, Module 3, Lessons 9, 11, 12, 13, 25, 30, 31, 35 |
| <p>4.T.T.3.d This progression begins in 9th grade.</p> | n/a |
| <p>3-5.T.T.4: Poetic Techniques Explain, analyze, and use poetic techniques to shape understandings.</p> | See 4.T.T.4.a-b below. |
| <p>4.T.T.4.a Discuss and explain techniques used to present and design different types of poetry, including free verse, rhymed verse, haiku, and limerick.</p> | Grade 4, Module 1, Lessons 18, 18DD, 19, 20, 21, 22, 23, 24, 25, 27, 30 Grade 4, Module 2, Lessons 7, 8, 9 |

| Georgia Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| <p>4.T.T.4.b Apply poetic techniques to produce poetry and engage audiences that use a predetermined rhyme scheme to achieve an intended effect.</p> | Grade 4, Module 1, Lesson 18 |

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> |
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| <p>3-5.RA.1: Research & Inquiry Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.</p> | See 4.T.RA.1.a-c below. |
| <p>4.T.RA.1.a Generate questions about a self-selected topic of interest to be researched, asking open-ended questions to deepen and extend understanding of the topic and related ideas and information.</p> | Grade 4, Module 3, Lessons 4, 5, 6, 7, 8, 17, 18, 19, 20 |
| <p>4.T.RA.1.b Conduct research by locating, gathering, curating, and integrating information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic.</p> | Grade 4, Module 3, Lessons 4, 5, 6, 7, 8, 17, 18, 19, 20 |

| Georgia Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| <p>4.T.RA.1.c Consider and integrate information from research, including relevant and accurate evidence from two or more credible sources.</p> | <p>Grade 4, Module 1, Lessons 1, 3, 4, 6, 8, 9, 10, 11, 12, 13, 15, 17, 19, 21, 22, 24, 25, 26, 27, 29, 30, 31, 32</p> <p>Grade 4, Module 3, Lessons 4, 5, 6, 7, 17, 18, 23, 26, 27, 30, 33, 34</p> <p>Grade 4, Module 4, Lessons 3, 4, 6, 10, 11, 12, 16, 17, 18, 19, 20, 21, 26, 27, 28, 29, 30, 31, 32, 33</p> |
| <p>3-5.RA.2: Curating Sources & Evidence Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.</p> | <p>See 4.T.RA.2.a-c below.</p> |
| <p>4.T.RA.2.a Refer to specific passages or quotations from a text to support an idea, answer, or opinion.</p> | <p>Grade 4, Module 1, Lessons 5, 7, 8, 10, 13, 16, 19, 20, 26, 30, 31, 32</p> <p>Grade 4, Module 2, Lessons 1, 1DD, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30</p> <p>Grade 4, Module 3, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17, 18, 19, 20, 21, 23, 24, 26, 28, 29, 31, 34, 35</p> <p>Grade 4, 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>4.T.RA.2.b Determine the credibility and relevance of a source text based on known information about the author and/or organization.</p> | <p>Wit and Wisdom addresses source credibility in Grade 6.</p> |
| <p>4.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> |
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| <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 4, Module 1, Lessons 4, 5, 9, 16, 21</p> <p>Grade 4, Module 2, Lessons 12, 16, 17, 23</p> <p>Grade 4, Module 3, Lessons 5, 9, 7, 17</p> <p>Grade 4, Module 4, Lessons 7, 14, 21, 30</p> |
| <p>K-12.P.EICC.1.b</p> <p>Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.</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> |

| Georgia Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| <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 4, Module 1, Lessons 3, 10, 12, 14 Grade 4, Module 2, Lessons 7, 12, 18, 27 Grade 4, Module 3, Lessons 2, 5, 10, 11 Grade 4, Module 4, Lessons 2, 9, 16, 17</p> |
| <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 4, Module 1, Lessons 6, 16, 26, 31 Grade 4, Module 2, Lesson 27, 30, 32 Grade 4, Module 3, Lessons 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 15, 19, 20, 21, 24, 26, 27, 28, 29, 34 Grade 4, Module 4, Lessons 6, 10, 15, 17, 18, 20, 21, 23, 30, 33</p> |

| Georgia Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| <p>K-12.P.EICC.1.f Develop independence and autonomy as a reader and writer.</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.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 <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. Grade 4, Module 2, Lessons 1, 2, 3, 4, 10, 10DD, 18, 30</p> |

| Georgia Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| <p>K-12.P.EICC.2.b 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 4, Module 1, Lessons 5, 17, 29, 31, 32</p> <p>Grade 4, Module 2, Lessons 6, 10, 16, 30, 32, 33, 34</p> <p>Grade 4, Module 3, Lessons 8, 15, 20, 29, 33</p> <p>Grade 4, Module 4, Lessons 7, 14, 22, 30, 31, 32, 33, 34, 35, 36</p> |
| <p>K-12.P.EICC.2.c 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 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 4, Module 1, Lessons 9, 11, 13, 20, 21, 22, 23, 25, 26, 27, 30</p> <p>Grade 4, Module 2, Lessons 3, 4, 9, 13, 14, 20, 21, 23, 26, 28</p> <p>Grade 4, Module 3, Lessons 4, 6, 12, 13, 18, 23, 24, 25, 27, 28, 30, 31</p> |

| Georgia Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| | <p>Grade 4, Module 4, Lessons 3, 4, 5, 10, 11, 12, 18, 19, 24, 25, 26, 27</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 4, Module 1, Lessons 6, 16, 24, 28</p> <p>Grade 4, Module 2, Lessons 5, 8, 15, 25, 30</p> <p>Grade 4, Module 3, Lessons 7, 14, 19, 26, 32</p> <p>Grade 4, Module 4, Lessons 6, 13, 20, 21, 28, 29</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>Wit & Wisdom 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 4, Module 1, Lessons 5, 17, 29, 31, 32</p> <p>Grade 4, Module 2, Lessons 6, 10, 16, 31, 32, 33, 34</p> <p>Grade 4, Module 3, Lessons 8, 15, 20, 29, 33</p> <p>Grade 4, Module 4, Lessons 7, 14, 22, 30, 31, 32, 33, 34, 35, 36</p> |

| Georgia Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| <p>K-12.P.EICC.3: Comprehension Strategies 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 Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.</p> | <p>Grades K-8</p> <p>Wit & Wisdom 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 4, Module 1, Lessons 4, 5, 9, 16, 21 Grade 4, Module 2, Lessons 12, 16, 17, 23 Grade 4, Module 3, Lessons 5, 9, 7, 17 Grade 4, 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 4, Module 1, Lessons 3, 8, 10, 12, 14, 15 Grade 4, Module 2, Lessons 2, 7, 12, 18, 19, 22, 24, 27, 29 Grade 4, Module 3, Lessons 2, 3, 5, 10, 11, 17, 22 Grade 4, Module 4, Lessons 2, 9, 16, 17</p> |

| Georgia Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| <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>Wit & Wisdom does not explicitly address scanning and skimming the text. However, Wit & Wisdom 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>Wit & Wisdom 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 4, Module 1, Lessons 1, 7, 18, 19</p> <p>Grade 4, Module 2, Lessons 1, 11, 17</p> <p>Grade 4, Module 3, Lessons 1, 9, 16, 21</p> <p>Grade 4, Module 4, Lessons 1, 8, 15, 23</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 4, Module 1, Lessons 16, 26</p> <p>Grade 4, Module 2, Lesson 5</p> <p>Grade 4, Module 4, Lesson 33</p> |

| Georgia Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| <p>K-12.P.EICC.3.d Summarize and visualize sections of the text to maintain understanding.</p> | <p>Grades K-8</p> <p>Wit & Wisdom 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 4, Module 1, Lessons 3, 8, 10, 12, 14, 15</p> <p>Grade 4, Module 2, Lessons 2, 7, 12, 18, 19, 22, 24, 27, 29</p> <p>Grade 4, Module 3, Lessons 2, 3, 5, 10, 11, 17, 22</p> <p>Grade 4, Module 4, Lessons 2, 9, 16, 17</p> |
| <p>K-12.P.EICC.3.e Make and track predictions about the events and information likely to come next.</p> | <p>Wit & Wisdom 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. Students make predictions in Wonder lessons and then track them as they read the texts.</p> <p>The following are some examples of Wonder lessons.</p> <p>Grade 4, Module 1, Lessons 1, 7, 18, 19</p> <p>Grade 4, Module 2, Lessons 1, 11, 17</p> <p>Grade 4, Module 3, Lessons 1, 9, 16, 21</p> <p>Grade 4, Module 4, Lessons 1, 8, 15, 23</p> |

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| <p>K-12.P.EICC.3.f Make, track, and support inferences about different levels of meaning within the text.</p> | <p>Wit & Wisdom 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. Students make predictions in Wonder lessons and then track them as they read the texts.</p> <p>The following are some examples of Wonder lessons.</p> <p>Grade 4, Module 1, Lessons 1, 7, 18, 19 Grade 4, Module 2, Lessons 1, 11, 17 Grade 4, Module 3, Lessons 1, 9, 16, 21 Grade 4, Module 4, Lessons 1, 8, 15, 23</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 4, Module 1, Lessons 1, 2, 3DD, 9DD 18, 19, 29DD, 30DD Grade 4, Module 2, Lessons 2DD, 12DD 15, 16DD, 24DD, 33DD, 34DD Grade 4, Module 3, Lessons 9DD, 21, 21DD, 22, 23, 25, 28, 29, 30, 30DD, 31DD, 32DD Grade 4, Module 4, Lessons 1DD, 2, 2DD, 3DD, 8DD, 14, 15DD, 18DD, 19DD, 21DD, 23DD, 26, 26DD, 30DD, 33DD, 34DD</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> |
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| <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 4, Module 1, Lessons 4, 5, 9, 16, 21 Grade 4, Module 2, Lessons 12, 16, 17, 23 Grade 4, Module 3, Lessons 5, 9, 7, 17 Grade 4, Module 4, Lessons 7, 14, 21, 30</p> <p>The following lessons address writing routinely over extended time frames for a range of tasks, purposes, and audiences.</p> <p>Grade 4, Module 3, Lessons 4, 5, 6, 7, 8, 17, 18, 19, 20</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 4, Module 1, Lessons 1, 2, 3, 10, 13, 14, 18, 19, 23 Grade 4, Module 2, Lessons 1, 5, 7, 8, 11, 12, 17, 18, 19, 21 Grade 4, Module 3, Lessons 1, 3, 9, 10, 21, 22, 23 Grade 4, Module 4, Lessons 2, 8, 15, 17, 23, 28</p> |

| Georgia Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| <p>K-12.P.EICC.4.c Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.</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.EICC.4.d Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.</p> | <p>Grades K-8 <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 4, Module 1, Lessons 1, 2, 3, 10, 13, 14, 18, 19, 23 Grade 4, Module 2, Lessons 1, 5, 7, 8, 11, 12, 17, 18, 19, 21 Grade 4, Module 3, Lessons 1, 3, 9, 10, 21, 22, 23 Grade 4, Module 4, Lessons 2, 8, 15, 17, 23, 28</p> |
| <p>K-12.P.EICC.4.e 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 <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,</p> |

| Georgia Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| | <p>or focusing on a relatively simple topic. The following lessons are some examples of Experiment lessons.</p> <p>Grade 4, Module 1, Lessons 4, 6, 9, 10, 11, 14, 19, 24</p> <p>Grade 4, Module 2, Lessons 3, 6, 8, 9, 13, 18, 19, 22</p> <p>Grade 4, Module 3, Lessons 2, 4, 6, 24</p> <p>Grade 4, Module 4, Lessons 3, 9, 11, 12, 16, 18, 24, 26, 29</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 4, Module 1, Lessons 28, 31DD, 32</p> <p>Grade 4, Module 2, Lessons 6, 7DD, 15, 19, 20, 23, 23DD, 24, 25, 26, 27, 28, 29, 30, 31</p> <p>Grade 4, Module 3, Lessons 8, 13DD, 34, 34DD, 35, 35DD</p> <p>Grade 4, Module 4, Lessons 7, 7DD, 14, 22, 25, 31, 34, 35</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 4, Module 1, Lessons 28, 31DD, 32</p> <p>Grade 4, Module 2, Lessons 6, 7DD, 15, 19, 20, 23, 23DD, 24, 25, 26, 27, 28, 29, 30, 31</p> <p>Grade 4, Module 3, Lessons 8, 13DD, 34, 34DD, 35, 35DD</p> <p>Grade 4, Module 4, Lessons 7, 7DD, 14, 22, 25, 31, 34, 35</p> |
| <p>K-12.P.EICC.4.h</p> <p>Edit the text, ensuring it adheres to the conventions of written language.</p> | <p>Grade 4, Module 1, Lessons 28, 31DD, 32</p> <p>Grade 4, Module 2, Lessons 6, 7DD, 15, 19, 20, 23, 23DD, 24, 25, 26, 27, 28, 29, 30, 31</p> <p>Grade 4, Module 3, Lessons 8, 13DD, 34, 34DD, 35, 35DD</p> <p>Grade 4, Module 4, Lessons 7, 7DD, 14, 22, 25, 31, 34, 35</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> |
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| <p>K-12.P.ST.1: Context</p> <p>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</p> <p>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>Wit & Wisdom 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 4, Module 1, Lessons 1, 7, 18, 19</p> <p>Grade 4, Module 2, Lessons 1, 11, 17</p> <p>Grade 4, Module 3, Lessons 1, 9, 16, 21</p> <p>Grade 4, Module 4, Lessons 1, 8, 15, 23</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 4, Module 1, Lessons 16, 26</p> |

| Georgia Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| | <p>Grade 4, Module 2, Lesson 5</p> <p>Grade 4, Module 4, Lesson 33</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>Wit & Wisdom 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 4, Module 1, Lessons 9, 11, 13, 20, 21, 22, 23, 25, 26, 27, 30</p> <p>Grade 4, Module 2, Lessons 3, 4, 9, 13, 14, 20, 21, 23, 26, 28</p> <p>Grade 4, Module 3, Lessons 4, 6, 12, 13, 18, 23, 24, 25, 27, 28, 30, 31</p> <p>Grade 4, Module 4, Lessons 3, 4, 5, 10, 11, 12, 18, 19, 24, 25, 26, 27</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 4, Module 1, Lessons 6, 16, 24, 28</p> <p>Grade 4, Module 2, Lessons 5, 8, 15, 25, 30</p> <p>Grade 4, Module 3, Lessons 7, 14, 19, 26, 32</p> <p>Grade 4, Module 4, Lessons 6, 13, 20, 21, 28, 29</p> |

| Georgia Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| <p>K-12.P.ST.1.c 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>Wit & Wisdom 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 4, Module 1, Lessons 9, 11, 13, 20, 21, 22, 23, 25, 26, 27, 30</p> <p>Grade 4, Module 2, Lessons 3, 4, 9, 13, 14, 20, 21, 23, 26, 28</p> <p>Grade 4, Module 3, Lessons 4, 6, 12, 13, 18, 23, 24, 25, 27, 28, 30, 31</p> <p>Grade 4, Module 4, Lessons 3, 4, 5, 10, 11, 12, 18, 19, 24, 25, 26, 27</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 4, Module 1, Lessons 6, 16, 24, 28</p> <p>Grade 4, Module 2, Lessons 5, 8, 15, 25, 30</p> <p>Grade 4, Module 3, Lessons 7, 14, 19, 26, 32</p> <p>Grade 4, Module 4, Lessons 6, 13, 20, 21, 28, 29</p> |
| <p>K-12.P.ST.2: Author, Audience, & Purpose 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> |

| Georgia Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| <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>Wit & Wisdom 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 4, Module 1, Lessons 6, 16, 24, 28</p> <p>Grade 4, Module 2, Lessons 5, 8, 15, 25, 30</p> <p>Grade 4, Module 3, Lessons 7, 14, 19, 26, 32</p> <p>Grade 4, Module 4, Lessons 6, 13, 20, 21, 28, 29</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>Wit & Wisdom 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 4, Module 1, Lessons 6, 16, 24, 28</p> <p>Grade 4, Module 2, Lessons 5, 8, 15, 25, 30</p> <p>Grade 4, Module 3, Lessons 7, 14, 19, 26, 32</p> <p>Grade 4, Module 4, Lessons 6, 13, 20, 21, 28, 29</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</p> |

| Georgia Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| | <p>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 4, Module 1, Lessons 5, 17, 29, 31, 32</p> <p>Grade 4, Module 2, Lessons 6, 10, 16, 31, 32, 33, 34</p> <p>Grade 4, Module 3, Lessons 8, 15, 20, 29, 33</p> <p>Grade 4, Module 4, Lessons 7, 14, 22, 30, 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 4-8</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> |
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| <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> |

| Georgia Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| <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>Wit & Wisdom 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 4, Module 1, Lessons 9, 11, 13, 20, 21, 22, 23, 25, 26, 27, 30</p> <p>Grade 4, Module 2, Lessons 3, 4, 9, 13, 14, 20, 21, 23, 26, 28</p> <p>Grade 4, Module 3, Lessons 4, 6, 12, 13, 18, 23, 24, 25, 27, 28, 30, 31</p> <p>Grade 4, Module 4, Lessons 3, 4, 5, 10, 11, 12, 18, 19, 24, 25, 26, 27</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>Wit & Wisdom 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 4, Module 1, Lessons 9, 11, 13, 20, 21, 22, 23, 25, 26, 27, 30</p> <p>Grade 4, Module 2, Lessons 3, 4, 9, 13, 14, 20, 21, 23, 26, 28</p> <p>Grade 4, Module 3, Lessons 4, 6, 12, 13, 18, 23, 24, 25, 27, 28, 30, 31</p> <p>Grade 4, Module 4, Lessons 3, 4, 5, 10, 11, 12, 18, 19, 24, 25, 26, 27</p> |

| Georgia Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| <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>Wit & Wisdom 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 4, Module 1, Lessons 9, 11, 13, 20, 21, 22, 23, 25, 26, 27, 30</p> <p>Grade 4, Module 2, Lessons 3, 4, 9, 13, 14, 20, 21, 23, 26, 28</p> <p>Grade 4, Module 3, Lessons 4, 6, 12, 13, 18, 23, 24, 25, 27, 28, 30, 31</p> <p>Grade 4, Module 4, Lessons 3, 4, 5, 10, 11, 12, 18, 19, 24, 25, 26, 27</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>Wit & Wisdom 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 4, Module 1, Lessons 3, 8, 10, 12, 14, 15</p> <p>Grade 4, Module 2, Lessons 2, 7, 12, 18, 19, 22, 24, 27, 29</p> <p>Grade 4, Module 3, Lessons 2, 3, 5, 10, 11, 17, 22</p> <p>Grade 4, Module 4, Lessons 2, 9, 16, 17</p> |

| Georgia Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| <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 4, Module 2, Lessons 1, 2, 3, 4, 10, 10DD, 18, 30</p> <p>Expository (Informative/Explanatory Writing) Grade 4, Module 1, Lessons 24, 32 Grade 4, Module 2, Lessons 14, 15 Grade 4, Module 3, Lessons 2, 4, 6, 7, 8, 19, 20 Grade 4, Module 4, Lessons 2, 3, 6, 8, 11, 12, 13, 15, 16, 17, 19, 23, 24, 25, 29, 30, 34</p> <p>Persuasive (Opinion Writing) Grade 4, Module 3, Lessons 9, 11, 12, 13, 14, 15, 25, 30, 31, 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>Wit & Wisdom 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 4, Module 1, Lessons 5, 12, 13, 15, 17, 20, 22, 24, 25, 26, 29, 32</p> <p>Grade 4, Module 2, Lessons 4, 5, 7, 10, 14, 15, 16, 20, 21, 22, 23, 28, 33, 34</p> |

| Georgia Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| | <p>Grade 4, Module 3, Lessons 5, 7, 8, 11, 12, 13, 14, 15, 17, 20, 25, 26, 27, 28, 29, 30, 31, 32, 34</p> <p>Grade 4, Module 4, Lessons 4, 5, 6, 10, 13, 19, 20, 21, 25, 27, 30, 32, 33, 34, 35, 36</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>Wit & Wisdom 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 4, Module 1, Lessons 5, 12, 13, 15, 17, 20, 22, 24, 25, 26, 29, 32</p> <p>Grade 4, Module 2, Lessons 4, 5, 7, 10, 14, 15, 16, 20, 21, 22, 23, 28, 33, 34</p> <p>Grade 4, Module 3, Lessons 5, 7, 8, 11, 12, 13, 14, 15, 17, 20, 25, 26, 27, 28, 29, 30, 31, 32, 34</p> <p>Grade 4, Module 4, Lessons 4, 5, 6, 10, 13, 19, 20, 21, 25, 27, 30, 32, 33, 34, 35, 36</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>Wit & Wisdom 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> |
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| <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 4, Module 1, Lessons 24, 32 Grade 4, Module 2, Lessons 14, 15 Grade 4, Module 3, Lessons 2, 4, 6, 7, 8, 9, 11, 12, 13, 14, 15, 19, 20, 25, 30, 31, 35 Grade 4, Module 4, Lessons 2, 3, 6, 8, 11, 12, 13, 15, 16, 17, 19, 23, 24, 25, 29, 30, 34</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 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.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 <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 <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> |
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| <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 4, Module 1, Lessons 6, 16, 26, 31 Grade 4, Module 2, Lesson 27, 30, 32 Grade 4, Module 3, Lessons 1, 2, 3, 5, 6, 7, 8, 9, 10, 15, 19, 20, 21, 24, 26, 27, 28, 29, 34 Grade 4, Module 4, Lessons 6, 10, 15, 17, 18, 20, 21, 23, 30, 33</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 4, Module 1, Lessons 16, 26, 31 Grade 4, Module 2, Lessons 27, 30, 32 Grade 4, Module 3, Lessons 2, 5, 6, 9, 10, 15, 19 Grade 4, Module 4, Lessons 21, 33</p> |
| <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 4, Module 1, Lessons 16, 26, 31 Grade 4, Module 2, Lesson 30 Grade 4, Module 3, Lessons 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 19, 20, 21, 24, 26, 29, 34 Grade 4, Module 4, Lessons 15, 21, 23, 33</p> |

| Georgia Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| <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 4, Module 1, Lessons 16, 28 Grade 4, Module 2, Lessons 10, 16, 18, 19, 23, 26, 28, 31, 32, 33, 34 Grade 4, Module 3, Lessons 29, 32, 34 Grade 4, Module 4, Lesson 5</p> |
| <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 4, Module 1, Lessons 16, 28 Grade 4, Module 2, Lessons 10, 16, 18, 19, 23, 26, 28, 31, 32, 33, 34 Grade 4, Module 3, Lessons 29, 32, 34 Grade 4, Module 4, Lesson 5</p> |

| Georgia Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| <p>K-12.P.CP.2.d Engage in dialogue with audiences by asking and answering questions.</p> | <p>Grade 4, Module 1, Lessons 16, 26, 31 Grade 4, Module 2, Lesson 30 Grade 4, Module 3, Lessons 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 19, 20, 21, 24, 26, 29, 34 Grade 4, Module 4, Lessons 15, 21, 23, 33</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> |