



**WIT &
WISDOM®**

Curiosity, Inquiry, Knowledge

Massachusetts
Curriculum Framework
for English Language
Arts and Literacy (2016)
Correlation to *Wit &
Wisdom*

GRADE 4 | August 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 Massachusetts Curriculum Framework for English Language Arts and Literacy 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 Massachusetts Curriculum Framework for English Language Arts and Literacy 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)

Reading Standards for Literature

Key Ideas and Details

<p>Massachusetts Curriculum Framework for English Language Arts and Literacy Standards</p>	<p>Aligned Components of <i>Wit & Wisdom</i></p>
<p>RL.4.1</p> <p>Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.</p>	<p>Grade 4 Module 1 Lessons 19, 20, 26, 30, 31, 32</p> <p>Grade 4 Module 2 Lessons 1, 1DD, 2, 3, 4, 5, 6, 7, 8, 9, 10, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30</p> <p>Grade 4 Module 3 Lessons 5, 9, 11, 16, 17, 18, 19, 20, 21, 23, 24, 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>RL.4.2</p> <p>Determine a theme of a story, drama, or poem from details in the text; summarize a text.</p>	<p>Grade 4 Module 1 Lessons 18, 19, 20, 21, 22, 24, 27, 28, 29, 30</p> <p>Grade 4 Module 2 Lessons 2, 5, 6, 7, 8, 9, 17, 18, 19, 22, 24, 25, 27, 28, 29, 30, 31, 32</p> <p>Grade 4 Module 3 Lessons 10, 11, 12, 14, 19, 20, 22, 26, 27, 28, 29, 30, 32, 33</p> <p>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>RL.4.3</p>	<p>Grade 4 Module 1 Lessons 22, 23, 24, 25, 26, 27, 28, 29, 30,</p>

<p>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p>	<p>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</p> <p>Grade 4 Module 3 Lessons 10, 12, 14, 15, 17, 18, 19, 22, 23, 24, 25, 27, 28, 30, 31, 34, 35</p> <p>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>
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Reading Standards for Literature

Craft and Structure

<p>Massachusetts Curriculum Framework for English Language Arts and Literacy Standards</p>	<p>Aligned Components of <i>Wit & Wisdom</i></p>
<p>RL.4.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>); explain how figurative language (e.g., simile, metaphor) enriches a text.</p>	<p>Grade 4 Module 2 Lessons 22, 24, 27</p> <p>Grade 4 Module 3 Lessons 11, 21, 22, 28</p> <p>Grade 4 Module 4 Lessons 1, 1DD, 4, 5, 7, 14, 18, 20, 22, 23DD, 24, 25, 26, 26DD, 27, 28, 29, 30, 33DD, 34DD</p>
<p>RL.4.5</p> <p>Explain major differences among prose, poetry, and drama and refer to the structural elements of each (e.g., paragraphs and chapters for prose; stanza and verse for poetry; scene, stage</p>	<p>Grade 4 Module 1 Lessons 18, 20, 21, 22, 23, 24, 27, 30</p> <p>Grade 4 Module 4 Lessons 8, 9, 14, 15, 25</p>

<p>directions, cast of characters for drama) when writing or speaking about a text.</p>	
<p>RL.4.6 Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>Grade 4 Module 3 Lessons 9, 10, 11, 16, 18, 25, 27</p>

Reading Standards for Literature

Integration of Knowledge and Ideas

<p>Massachusetts Curriculum Framework for English Language Arts and Literacy Standards</p>	<p>Aligned Components of <i>Wit & Wisdom</i></p>
<p>RL.4.7 Make connections between a written story or drama and its visual or oral presentation, identifying where the presentation reflects specific descriptions and directions in the written text.</p>	<p>Grade 4 Module 2 Lessons 4, 5, 6, 10, 14, 24</p>
<p>RL.4.9</p>	<p>Grade 4 Module 2 Lesson 31</p>

<p>Compare and contrast the treatment of 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 different cultures.</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>
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Reading Standards for Literature

Range of Reading and Level of Text Complexity

<p>Massachusetts Curriculum Framework for English Language Arts and Literacy Standards</p>	<p>Aligned Components of <i>Wit & Wisdom</i></p>
<p>RL.4.10 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 4.</p>	<p>Grade 4 Modules 1, 2, 3, 4 <i>Wit & Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p>

Reading Standards for Informational Text

Key Ideas and Details

<p>Massachusetts Curriculum Framework for English Language Arts and Literacy Standards</p>	<p>Aligned Components of <i>Wit & Wisdom</i></p>
<p>RI.4.1 Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text.</p>	<p>Grade 4 Module 1 Lesson 5, 7, 8, 10, Lesson 13, 16, 31 Grade 4 Module 2 Lessons 11, 12, 13, 14, 15 16 Grade 4 Module 3 Lessons 1, 2, 4, 6, 7, 8, Lesson 10, Lessons 12, 13, Lesson 21, Lessons 23, 24, Lesson 26, Lessons 34, 35 Grade 4 Module 4 Lessons 1, 2, 3, 4, 7, 8, 32, 35</p>
<p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize a text.</p>	<p>Grade 4 Module 1 Lessons 1, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15 16, 17 Grade 4 Module 2 Lessons 13, 14, 15, 16 Grade 4 Module 3 Lessons 2, 3, 7, 8, 14 Grade 4 Module 4 Lessons 1, 2, 3, 7, 33</p>
<p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.</p>	<p>Grade 4 Module 1 Lessons 11, 12, 14 Grade 4 Module 3 Lessons 1, 2, 3, 4, 6, 7, 8, 13, 23, 24, 34</p>

Reading Standards for Informational Text

Craft and Structure

<p>Massachusetts Curriculum Framework for English Language Arts and Literacy Standards</p>	<p><i>Aligned Components of Wit & Wisdom</i></p>
<p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p>Grade 4 Module 1 Lessons 1, 2, 6, 9DD, 11, 12, 13, 16DD Grade 4 Module 3 Lessons 1, 3, 12, 30 Grade 4 Module 4 Lesson 2</p>
<p>RI.4.5 Describe 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>RL.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>Grade 4 Module 3 Lessons 3, 4, 6, 7, 8, 13, 17</p>

Reading Standards for Informational Text

Integration of Knowledge and Ideas

<p>Massachusetts Curriculum Framework for English Language Arts and Literacy Standards</p>	<p><i>Aligned Components of Wit & Wisdom</i></p>
<p>RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p>Grade 4 Module 1 Lessons 8, 11, 13, 16, 16DD Grade 4 Module 2 Lessons 12, 13, 14 Grade 4 Module 3 Lessons 2, 3, 4, 6, 25 Grade 4 Module 4 Lessons 1, 2</p>
<p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>Grade 4 Module 1 Lessons 5, 9, Lessons 16, 17 Grade 4 Module 3 Lessons 1, 3, 4, 7, 13</p>
<p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak knowledgeably about the subject.</p>	<p>Grade 4 Module 1 Lesson 31 Grade 4 Module 3 Lessons 6, 7, 8, 15, 22, 26, 34 Grade 4 Module 4 Lessons 6, 33, 34, 35, 36</p>

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

Massachusetts Curriculum Framework for English Language Arts and Literacy Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>RI.4.10 Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.</p>	<p>Grade 4 Modules 1, 2, 3, 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>

Reading Standards for Foundational Skills

Phonics and Word Recognition

Massachusetts Curriculum Framework for English Language Arts and Literacy Standards	Aligned Components of <i>Wit & Wisdom</i>
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	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.

Reading Standards for Foundational Skills

Fluency

<p>Massachusetts Curriculum Framework for English Language Arts and Literacy Standards</p>	<p>Aligned Components of <i>Wit & Wisdom</i></p>
<p>RF.4.4 Read with sufficient accuracy and fluency to support comprehension.</p>	
<p>RF.4.4a Read grade-level text with purpose and understanding.</p>	<p>Grade 4 Module 1 Lessons 13, 14, 20, 21 Grade 4 Module 2 Lessons 7, 19, 26 Grade 4 Module 3 Lessons 1, 22, 26 Grade 4 Module 4 Lessons 14, 17, 18</p>
<p>RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</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>RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	<p><i>Wit & Wisdom</i> intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills instruction.</p>

Writing Standards

Text Types and Purposes

<p>Massachusetts Curriculum Framework for English Language Arts and Literacy Standards</p>	<p>Aligned Components of <i>Wit & Wisdom</i></p>
<p>W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	
<p>W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped in paragraphs and sections to support the writer’s purpose.</p>	<p>Grade 4 Module 3 Lessons 11, 13, 25, 30, 31, 35</p>
<p>W.4.1b Provide reasons that are supported by facts and details.</p>	<p>Grade 4 Module 3 Lessons 11, 12, 25, 30, 35</p>
<p>W.4.1c Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p>	<p>Grade 4 Module 3 Lessons 14, 35</p>
<p>W.4.1d</p>	<p>Grade 4 Module 3 Lessons 15, 31, 35</p>

<p>Provide a concluding statement or section related to the opinion presented.</p>	
<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	
<p>W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p>Grade 4 Module 1 Lessons 24, 32 Grade 4 Module 2 Lessons 15 Grade 4 Module 3 Lessons 8, 20 Grade 4 Module 4 Lessons 3, 6, 8, 11, 12, 13, 34</p>
<p>W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic</p>	<p>Grade 4 Module 3 Lessons 2, 4, 6, 7, 19 Grade 4 Module 4 Lessons 2, 6, 13</p>
<p>W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p>	<p>Grade 4 Module 3 Lesson 7 Grade 4 Module 4 Lessons 15, 16, 19</p>
<p>W.4.2d</p>	<p>Grade 4 Module 2 Lesson 14</p>

<p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>Grade 4 Module 3 Lesson 7 Grade 4 Module 4 Lesson 17</p>
<p>W.4.2e Provide a concluding statement or section related to the information or explanation presented.</p>	<p>Grade 4 Module 1 Lessons 24, 32 Grade 4 Module 3 Lessons 8, 20 Grade 4 Module 4 Lessons 13, 23, 24, 25, 29, 30</p>
<p>W.4.3 Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.</p>	
<p>W.4.3a Orient the reader by establishing a situation and introducing a speaker, narrator, and/or characters; organize an appropriate narrative sequence.</p>	<p>Grade 4 Module 2 Lessons 10, 18</p>
<p>W.4.3b Use dialogue and description to develop experiences or events or show responses to situations.</p>	<p>Grade 4 Module 2 Lessons 3, 4, 10, 10DD</p>
<p>W.4.3c</p>	<p>Grade 4 Module 2 Lessons 4, 10</p>

<p>Use a variety of transitional words and phrases to manage sequence.</p>	
<p>W.4.3d</p> <p>Use concrete words and phrases, figurative language such as similes and metaphors, and sensory details to convey experiences or events precisely.</p>	<p>Grade 4 Module 2 Lessons 3, 4, 10, 10DD</p>
<p>W.4.3e</p> <p>Provide a sense of closure appropriate to the narrated experiences or events.</p>	<p>Grade 4 Module 2 Lessons 10, 30</p>
<p>W.4.3f</p> <p>For poems, use patterns of sound (e.g., rhyme, rhythm, alliteration, consonance) and visual patterns (e.g., line length, grouped lines as stanzas or verses) to create works that are distinctly different in form from prose narratives.</p>	<p>Supplemental material is necessary to address this standard thoroughly.</p> <p>Grade 4 Module 1 Lesson 18</p>

Writing Standards

Production and Distribution of Writing

<p>Massachusetts Curriculum Framework for English Language Arts and Literacy Standards</p>	<p><i>Aligned Components of Wit & Wisdom</i></p>
<p>W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>Grade 4 Module 1 Lessons 1, 18, 32 Grade 4 Module 2 Lesson 27 Grade 4 Module 3 Lessons 8, 15, 29 Grade 4 Module 4 Lessons 6, 7, 9, 10, 13, 19, 21, 29, 30, 34, 35</p>
<p>W.4.5 Develop and strengthen writing as needed by planning, revising, and editing.</p>	
<p>W.4.5a Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 4).</p>	<p>Grade 4 Module 1 Lessons 17, 28, 32</p>
<p>W.4.5b Demonstrate the ability to use general academic and domain-specific vocabulary appropriately (as described in Language Standards 4–6 up to and including grade 4).</p>	<p>Grade 4 Module 2 Lesson 10DD</p>

<p>W.4.6</p> <p>Use technology, including current web based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>Supplemental material is necessary to address using web-based communication platforms to interact and collaborate. The following lessons address using technology to produce and publish writing and to interact and collaborate with others.</p> <p>Grade 4 Module 2 Lesson 27</p> <p>Grade 4 Module 3 Lessons 20, 33</p>
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Writing Standards

Research to Build and Present Knowledge

<p>Massachusetts Curriculum Framework for English Language Arts and Literacy Standards</p>	<p>Aligned Components of <i>Wit & Wisdom</i></p>
<p>W.4.7</p> <p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>Grade 4 Module 3 Lessons 4, 5, 6, 7, 8, 17, 18, 19, 20, 23, 27, 30</p>
<p>W.4.8</p> <p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of 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>W.4.9</p> <p>Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed.</p>	<p>Grade 4 Module 3 Lessons 6, 7, 11, 12, 30, 35</p> <p>Grade 4 Module 4 Lessons 6, 13</p>
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Writing Standards

Range of Writing

<p>Massachusetts Curriculum Framework for English Language Arts and Literacy Standards</p>	<p><i>Aligned Components of Wit & Wisdom</i></p>
<p>W.4.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Grade 4 Module 3 Lessons 1, 18, 21, 22</p> <p>Grade 4 Module 4 Lessons 8, 9, 10, 14, 18, 19, 22, 26, 32, 36</p>

Speaking and Listening Standards

Comprehension and Collaboration

<p>Massachusetts Curriculum Framework for English Language Arts and Literacy Standards</p>	<p>Aligned Components of <i>Wit & Wisdom</i></p>
<p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p>	
<p>SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>Grade 4 Module 2 Lesson 30 Grade 4 Module 3 Lessons 1, 3, 5, 8, 9, 20, 21, 27, 28, 29, 34</p>
<p>SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>Grade 4 Module 2 Lessons 27, 30, 32 Grade 4 Module 3 Lessons 2, 5, 6, 9, 10, 15, 19</p>
<p>SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>	<p>Grade 4 Module 2 Lessons 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, 23</p>

<p>SL.4.1d</p> <p>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>Grade 4 Module 1 Lesson 6</p> <p>Grade 4 Module 3 Lessons 29, 34</p> <p>Grade 4 Module 4 Lessons 6, 10, 17, 18, 20, 21, 30, 33</p>
<p>SL.4.2</p> <p>Paraphrase portions of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally</p>	<p>Grade 4 Module 1 Lessons 6, 7, 8, 15, 19</p> <p>Grade 4 Module 2 Lessons 11, 12, 17, 31, 32</p> <p>Grade 4 Module 3 Lesson 34</p>
<p>SL.4.3</p> <p>Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>Grade 4 Module 1 Lessons 16, 24, 26</p> <p>Grade 4 Module 2 Lesson 5</p> <p>Grade 4 Module 3 Lessons 8, 9, 15, 22, 25, 29, 32, 34</p> <p>Grade 4 Module 4 Lessons 6, 36</p>

Speaking and Listening Standards

Presentation of Knowledge and Ideas

<p>Massachusetts Curriculum Framework for English Language Arts and Literacy Standards</p>	<p>Aligned Components of <i>Wit & Wisdom</i></p>
<p>SL.4.4</p> <p>Report on a topic, text, procedure, or solution to a mathematical problem, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary.</p>	<p>Grade 4 Module 1 Lesson 16</p> <p>Grade 4 Module 2 Lessons 16, 23, 31, 32, 33, 34</p> <p>Grade 4 Module 4 Lesson 5</p>
<p>SL.4.5</p> <p>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>Grade 4 Module 2 Lessons 7, 8, 12, 13, 14, 15 16, 23</p> <p>Grade 4 Module 4 Lessons 5, 36</p>
<p>SL.4.6</p> <p>Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	<p>Grade 4 Module 3 Lessons 12DD, 15DD</p> <p>Grade 4 Module 4 Lessons 27DD, 28DD</p>

Language Standards

Conventions of Standard English

<p>Massachusetts Curriculum Framework for English Language Arts and Literacy Standards</p>	<p>Aligned Components of <i>Wit & Wisdom</i></p>
<p>L.4.1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</p>	
<p>Sentence Structure and Meaning</p>	
<p>L.4.1a</p> <p>Produce complete sentences, using knowledge of subject and predicate to recognize and correct inappropriate sentence fragments and run-on sentences.</p>	<p>Grade 4 Module 3 Lessons 6DD, 7DD, 8DD, 20DD, 33DD, 34DD, 35DD</p>
<p>L.4.1b</p> <p>Correctly use frequently confused words (e.g., <i>their/there</i>).</p>	<p>Grade 4 Module 4 Lessons 4DD, 6DD, 7DD, 14, 22DD, 31DD, 34, 35, 35DD</p>
<p>L.4.1c</p> <p>Use helping verbs, also known as auxiliaries (e.g., <i>can, may, might, should</i>), to convey various conditions of possibility,</p>	<p>Grade 4 Module 3 Lessons 34, 35</p> <p>Grade 4 Module 4 Lessons 9DD, 10DD, 11DD, 12DD, 13, 34, 35</p>

<p>likelihood, obligation, or permission, choosing among helping verbs depending on the overall meaning of the sentence</p>	
<p>L.4.1d Use relative pronouns and relative adverbs to add more information about a noun or verb used in a sentence.</p>	<p>Grade 4 Module 2 Lessons 21DD, 22DD, 23DD, 27DD, 28DD Grade 4 Module 3 Lessons 26DD, 27DD, 28DD, 33DD, 34DD, 35DD</p>
<p>L.4.1e Form and use prepositional phrases in sentences to add more information about qualities such as location, time, agency, and direction.</p>	<p>Grade 4 Module 2 Lessons 18DD, 19DD, 20DD, 27DD, 28DD</p>
<p>Word Usage</p>	
<p>L.4.1f Form and use progressive verb tenses.</p>	<p>Grade 4 Module 3 Lessons 22DD, 23DD, 24DD</p>
<p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
<p>L.4.2a Write legibly and fluently by hand, using either printing or cursive handwriting; write their given name signature in cursive.</p>	<p><i>Wit & Wisdom</i> does not address handwriting skills.</p>

<p>L.4.2b</p> <p>Use correct capitalization.</p>	<p>Grade 4 Module 1 Lessons 10DD, 11DD, 12DD, 13, 31DD, 32</p>
<p>L.4.2c</p> <p>Use commas and quotation marks to mark direct speech and quotations from a text.</p>	<p>Grade 4 Module 1 Lessons 2DD, 4DD, 5DD, 23DD, 24DD, 25DD, 31DD, 32</p> <p>Grade 4 Module 2 Lessons 7DD, 10DD, 27DD</p>
<p>L.4.2d</p> <p>Use a comma before a coordinating conjunction in a compound sentence.</p>	<p>G4 Module 1 Lessons 13DD, 14DD, 15DD, 31DD, Lesson 32</p> <p>G4 Module 3 Lessons 17DD, 18DD, 19DD, 20DD, 33DD, 34, Lesson 34DD, Lessons 35, 35DD</p>
<p>L.4.2e</p> <p>Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Grade 4 Module 1 Lesson 13</p> <p>Grade 4 Module 4 Lessons 6DD, 7DD, 13, 14DD, 21, 22, 22DD, 30, 31, 31DD, 34, 35, 35DD</p>

Language Standards

Knowledge of Language

<p>Massachusetts Curriculum Framework for English Language Arts and Literacy Standards</p>	<p>Aligned Components of <i>Wit & Wisdom</i></p>
<p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
<p>L.4.3a Choose words and phrases to convey ideas precisely</p>	<p>Grade 4 Module 1 Lesson 13 Grade 4 Module 2 Lessons 1DD, 8DD, 9DD, 10DD, 14DD, 27DD, 28DD Grade 4 Module 3 Lesson 35 Grade 4 Module 4 Lessons 18, 19</p>
<p>L.4.3b Choose punctuation for effect.</p>	<p>Grade 4 Module 2 Lessons 5DD, 6DD, 7DD, 10DD, 27DD, 28DD</p>
<p>L.4.3c Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p>Grade 4 Module 3 Lessons 11DD, 12DD, 13DD, 15DD, 34, 35 Grade 4 Module 4 Lessons 27DD, 28DD, 29DD, 31, 33</p>

Language Standards

Vocabulary Acquisition and Use

Massachusetts Curriculum Framework for English Language Arts and Literacy Standards	Aligned Components of <i>Wit & Wisdom</i>
<p>L.4.4</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p>	
<p>L.4.4a</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</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, 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>L.4.4b</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p>	<p>Grade 4 Module 1 Lessons 1DD, 7DD, 8DD, 21DD, 22DD, 29DD, 30DD</p> <p>Grade 4 Module 2 Lessons 12DD, 13DD, 14DD, 16DD, 17DD, 26DD, 33DD, 34DD</p> <p>Grade 4 Module 3 Lessons 1DD, 2, 2DD, 3, 4DD, 5DD, 16DD, 21, 22</p> <p>Grade 4 Module 4 Lessons 1DD, 3DD, 8DD, 13, 13DD, 16DD, Lesson 17DD, Lessons 26, 30DD, 32DD, 33DD, 34DD</p>

<p>L.4.4c</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key 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, Lesson 32DD</p> <p>Grade 4 Module 4 Lesson 13DD, 16DD, 32DD</p>
<p>L.4.4d</p> <p>Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., <i>hr.</i>, <i>min.</i>, <i>sec.</i>).</p>	<p><i>Wit & Wisdom</i> does not explicitly address use of abbreviations related to grade-level content and everyday life.</p>
<p>L.4.4e</p> <p>Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., &, #, *).</p>	<p><i>Wit & Wisdom</i> does not explicitly address use of symbols related to grade-level content and everyday life.</p>
<p>L.4.5</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
<p>L.4.5a</p> <p>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p>	<p>Grade 4 Module 1 Lessons 9, 32</p> <p>Grade 4 Module 2 Lessons 1, 3DD, 4DD, 12</p> <p>Grade 4 Module 3 Lesson 23</p> <p>Grade 4 Module 4 Lesson 15</p>
<p>L.4.5b</p>	<p>Grade 4 Module 3 Lesson 10DD</p>

<p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>Grade 4 Module 4 Lessons 5DD, 14, 18, 20, 20DD, 22, 23DD, 24, 24DD, 25, 25DD, 26, 26DD, 28, 29, 30, 33DD, 34DD</p>
<p>L.4.5c</p> <p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>Grade 4 Module 1 Lessons 3DD, 8DD, 28DD, 29DD, 30DD</p> <p>Grade 4 Module 2 Lessons 2DD, 24DD, 25DD, 33DD, 34DD</p> <p>Grade 4 Module 3 Lessons 2DD, 3DD, 4DD, 5DD, 13, 14DD, 29DD, 31DD, L32DD, Lesson 35</p> <p>Grade 4 Module 4 Lessons 2DD, 17, 18, 18DD, 19DD, 21DD</p>
<p>L.4.6</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>Grade 4 Modules 1, 2, 3, 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>