WIT & WISDOM®

MORE MEANINGFUL ENGLISH

District of Columbia Academic Standards for English/Language Arts Correlation to *Wit & Wisdom*

GRADE K

September 2019

WIT & WISDOM®

ABOUT *WIT & WISDOM*

Wit & Wisdom® is a Kindergarten through Grade 8 English language arts (ELA) curriculum created by Great Minds®, an organization that brings together teachers and experts who believe all students deserve access to rich, rigorous content. With *Wit & Wisdom*, every text a student explores is authentic and of the highest quality. Students use these texts at every turn—to learn, and eventually master, essential reading, writing, speaking, listening, grammar, and vocabulary skills. Instead of basals, students read books they love to build knowledge of important topics and to develop and refine literacy skills. All students read and discuss grade-level texts, and the curriculum includes suggestions for supporting this learning at key moments in the lessons.

Wit & Wisdom is composed of four modules per grade level. Each artfully explores a specific topic to develop depth of understanding and inspire curiosity. The core of each module is a selection of literary works, informational texts, and visual art. Modules are made up of approximately 30 lessons that are covered in six to eight weeks. All modules integrate reading, writing, speaking, listening, and language instruction.

Wit & Wisdom integrates ELA strands so that students read to learn; the curriculum does not systematically teach the youngest students to learn to read. For structured foundational skills instruction, *Wit & Wisdom* teacher–writers recommend that early elementary educators use *Wit & Wisdom* alongside a proven, research-based foundational skills program.

HIGH RATINGS

The independent, nonprofit reviewer EdReports.org gives *Wit & Wisdom* top ratings for text quality, building knowledge, and usability. *Wit & Wisdom* is the only ELA resource to receive a Tier 1 designation for all grades, Kindergarten through Grade 8, from the Louisiana Department of Education.

PROVEN RESULTS

Schools and districts nationwide are experiencing increased student engagement and growth with *Wit & Wisdom*. See their stories and data at greatminds.org/english.

ONGOING SUPPORT

To support and sustain successful implementation, *Wit & Wisdom*'s team offers customizable professional development—online or on-site. *Wit & Wisdom* also includes support resources available only from Great Minds:

Introducing *Wit & Wisdom*	- Core text list - Implementation Guide - Module 0 (GK–2, G3–5, G6–8)
Extending *Wit & Wisdom*	- Parent Tip Sheets - Volume of Reading text list *Wit & Wisdom* assessment resources (Standards Trackers and Question Sets) - The Art of *Wit & Wisdom* (lessons and vocabulary relating to the curriculum's rich artwork)

District of Columbia Academic Standards for English/Language Arts Correlation to *Wit & Wisdom*

GRADE K ENGLISH LANGUAGE ARTS

The majority of the Grade K District of Columbia Academic Standards for English/Language Arts are fully covered by Grade K of the *Wit & Wisdom* curriculum. The areas where the Grade K District of Columbia standards and Grade K of the *Wit & Wisdom* curriculum do not align will require supplemental materials. A detailed analysis of alignment is provided in the table below. With strategic placement of supplemental materials, students can be successful in achieving the proficiencies of the District of Columbia standards while benefiting from the rich texts and knowledge building of *Wit & Wisdom.*

KEY

▮ *Wit & Wisdom* fully addresses the District of Columbia standard.

▮ *Wit & Wisdom* may not completely address the District of Columbia standard.

▮ *Wit & Wisdom* does not address the District of Columbia standard.

▮ *Wit & Wisdom* addresses the District of Columbia standard at a different grade level.

G = grade level	Examples:
M = module	GK M1 L6 = Grade K Module 1 Lesson 6
L = lesson	GK M1 L6DD = Grade K Module 1 Lesson 6 Deep Dive
DD = Deep Dive	

Strand	Sub-Strand	Standard	Aligned Components of *Wit & Wisdom*
Reading Standards for Literature	**Key Ideas and Details**	**RL.K.1** With prompting and support, ask and answer questions about key details in a text.	GK M1 L2–3, L3DD, L4, L11, L11DD, L12–13, L13DD, L14–22, L29 GK M2 L1, L13–29, L31–32 GK M3 L2, L12, L15–17 GK M4 L5, L16–21, L23, L25, L36
		RL.K.2 With prompting and support, retell familiar stories, including key details.	GK M1 L4, L12, L15, L18, L21 GK M2 L22, L24–27, L29–30 GK M3 L3, L6, L12–14, L16–17, L20, L24, L27 GK M4 L2–3, L17, L20
		RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	GK M1 L11, L17, L20 GK M2 L9, L11–24, L24DD, L25–29, L29DD, L30–31 GK M3 L12–17 GK M4 L3, L18–19
	Craft and Structure	**RL.K.4** Ask and answer questions about unknown words in a text.	GK M1 L3, L3DD, L4, L12DD, L17, L20DD GK M2 L15 GK M3 L2, L7–10, L12–13, L27–28 GK M4 L3, L16, L18–20, L23
		RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	GK M1 L12, L17, L30 GK M2 L1, L5, L7, L13, L18, L24, L29 GK M3 L1–2, L7, L12, L18, L22, L27 GK M4 L32

Strand	Sub-Strand	Standard	Aligned Components of *Wit & Wisdom*
		RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	GK M1 L13–21 GK M2 L1
	Integration of Knowledge and Ideas	**RL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	GK M1 L11, L11DD, L12–14, L15DD, L17, L17DD, L18, L18DD, L19–21 GK M2 L1, L1DD, L14–15, L21–22, L27 GK M3 L13, L15–16, L20, L27 GK M4 L3, L5, L17–19, L25
		RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	GK M2 L13, L16–17, L23–24, L27
	Range of Reading and Level of Text Complexity	**RL.K.10** Actively engage in group reading activities with purpose and understanding.	GK M1–4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.
Reading Standards for Informational Text	**Key Ideas and Details**	**RI.K.1** With prompting and support, ask and answer questions about key details in a text.	GK M1 L1, L1DD, L2–3, L3DD, L4–7, L7DD, L8–11, L17, L23, L23DD, L24, L26–28, L30–31 GK M2 L2, L4–12 GK M3 L1–11, L18–30 GK M4 L1–15, L22–36

Strand	Sub-Strand	Standard	Aligned Components of *Wit & Wisdom*
		RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	GK M1 L2, L4–5, L7, L9–10, L24, L27 GK M2 L3, L5, L8–11 GK M3 L3–10, L19–28, L30 GK M4 L1–4, L6–8, L10, L23–24, L28–29
		RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	GK M1 L8–9, L23, L23DD, L24, L24DD GK M2 L3 GK M3 L10–11, L20–21, L23, L25–30 GK M4 L1, L24
	Craft and Structure	**RI.K.4** With prompting and support, ask and answer questions about unknown words in a text.	GK M1 L1, L1DD, L2–3, L3DD, L4, L6, L6DD, L9, L23, L25 GK M2 L5, L8–9 GK M3 L4–5, L10, L18, L20–21, L23, L25 GK M4 L2, L4–7, L11–13, L24–26, L30
		RI.K.5 Identify the front cover, back cover, and title page of a book.	GK M1 L1–2, L5–6, L10, L23–24 GK M2 L2 GK M3 L20–21
		RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	GK M1 L3, L5, L8, L23, L25 GK M3 L2, L20–21

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	Integration of Knowledge and Ideas	**RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	GK M1 L3–4, L8–10, L23, L23DD, L24, L24DD, L25, L25DD, L26–27 GK M2 L2–4, L8–11 GK M3 L3–5, L9–11, L18, L20–27, L30 GK M4 L1, L3–6, L8, L11–12, L24–26, L29–30, L32
		RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.	GK M1 L7, L24 GK M3 L3–10, L19–21, L23, L25–28, L30 GK M4 L1–3, L6–7, L13
		RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	GK M1 L6, L8, L23–25 GK M2 L2 GK M3 L3–5, L10–11, L18, L20–21, L23, L25–27, L30 GK M4 L3, L8, L14, L27, L31–32
	Range of Reading and Level of Text Complexity	**RI.K.10** Actively engage in group reading activities with purpose and understanding.	GK M1–4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.
Reading Standards: Foundational Skills	**Print Concepts**	**RF.K.1** Demonstrate understanding of the organization and basic features of print.	
		RF.K.1.a Follow words from left to right, top to bottom, and page by page.	*Wit & Wisdom* does not address foundational skills.

Strand	Sub-Strand	Standard		Aligned Components of *Wit & Wisdom*
		RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters.		*Wit & Wisdom* does not address foundational skills.
		RF.K.1.c Understand that words are separated by spaces in print.		*Wit & Wisdom* does not address foundational skills.
		RF.K.1.d Recognize and name all upper- and lowercase letters of the alphabet.		*Wit & Wisdom* does not address foundational skills.
	Phonological Awareness	**RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
		RF.K.2.a Recognize and produce rhyming words.		Supplemental material is necessary to address producing rhyming words. The following lesson addresses recognizing rhyming words. GK M1 L26
		RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.		*Wit & Wisdom* does not address foundational skills.
		RF.K.2.c Blend and segment onsets and rimes of single syllable spoken words.		*Wit & Wisdom* does not address foundational skills.
		RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)		*Wit & Wisdom* does not address foundational skills.

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		RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	*Wit & Wisdom* does not address foundational skills.
	Phonics and Word Recognition	**RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding words.	
		RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	*Wit & Wisdom* does not address foundational skills.
		RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	Supplemental material is necessary to address this standard thoroughly. GK M1 L18–19, L22–24, L25DD GK M2 L4
		RF.K.3.c Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).	*Wit & Wisdom* does not address foundational skills.
		RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	*Wit & Wisdom* does not address foundational skills.
	Fluency	**RF.K.4** Read emergent-reader texts with purpose and understanding.	*Wit & Wisdom* does not address foundational skills.

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Writing Standards	**Text Types and Purposes**	**W.K.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is …*).	GK M2 L28DD, L31 GK M3 L4–10, L18–30 GK M4 L1–8, L10–15, L20–21, L25–31, L33–35
		W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	GK M1 L1, L9–10, L15–16, L18–19, L21–22, L22DD, L25DD, L26–28, L30–31 GK M2 L4–6, L10–12, L16–17, L28DD, L31 GK M3 L5–6, L8–11, L13–21, L23–29, L30DD GK M4 L4, L6, L8, L19
		W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	GK M1 L19 GK M2 L19–23, L25–28, L28DD, L30–32 GK M3 L5–6, L9, L12, L16–18, L23–29 GK M4 L4, L6
	Production and Distribution of Writing	**W.K.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	GK M2 L32DD GK M4 L17–19, L21–22, L24–25, L27, L29, L34
		W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	GK M2 L2, L4–6 GK M3 L14, L29

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	Research to Build and Present Knowledge	**W.K.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	GK M3 L14, L28–29 GK M4 L2, L13, L17, L32
		W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	GK M1 L1, L4–5, L7DD, L8–10, L13–16, L20–21, L30–31 GK M2 L4–7, L11–12, L14–18 GK M3 L4–6, L9–11, L15–17, L21, L24–29 GK M4 L4–8, L11–15, L20–21, L25–27, L29–36
Speaking and Listening Standards	**Comprehension and Collaboration**	**SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	
		SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	GK M1 L1–16, L19, L21–23, L25, L27, L29–31 GK M2 L1, L3, L5, L7–8, L11–16, L18–22, L24–32 GK M3 L1–2, L4–6, L12, L15, L17, L21–23, L26 GK M4 L1, L9, L16–17, L19, L21
		SL.K.1.b Continue a conversation through multiple exchanges.	GK M1 L6, L16, L22, L25, L27, L29–31 GK M2 L28
		SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	GK M1 L1–2, L4, L6, L8–15, L19, L22–23, L25–27 GK M2 L1, L3, L7, L13–15, L18–21, L24–28, L30–32 GK M3 L1–26 GK M4 L1–7, L9–28, L30–32, L35–36

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		SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	GK M1 L1, L4, L6–7 GK M3 L7, L10–11, L17–22 GK M4 L7
	Presentation of Knowledge and Ideas	**SL.K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	GK M1 L4DD, L5DD, L8DD, L9, L9DD, L10DD, L17, L18DD, L23, L24DD, L26DD, L28DD GK M2 L9DD, L12DD, L15, L17, L19 GK M4 L32–33, L35–36
		SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	GK M3 L23–30
		SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	GK M1 L10, L19–22, L27, L30–31 GK M2 L2–6, L9–10, L16–17, L20, L23, L28–32 GK M4 L15, L35
Language Standards	**Conventions of Standard English**	**L.K.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
		L.K.1.a Print many upper- and lowercase letters.	GK M2 L5DD, L6, L6DD, L11–12, L16–17, L19, L22–23, L27–28, L31–32
		L.K.1.b Use frequently occurring nouns and verbs.	GK M2 L2DD, L4DD, L13–15, L19–20, L20DD, L21DD, L23DD, L28DD GK M3 L1DD, L13DD, L15DD, L16–17, L17DD, L20–21, L23DD, L25–26, L26DD, L28–30 GK M4 L3DD

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		L.K.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog*, *dogs*; *wish*, *wishes*).	GK M2 L20DD GK M3 L23DD, L25DD, L26DD, L30
		L.K.1.d Understand and use question words (interrogatives) (e.g., *who*, *what*, *where*, *when*, *why*, *how*).	GK M1 L1, L1DD, L6, L6DD, L11, L11DD, L17, L23, L23DD, L29 GK M2 L1, L18, L29 GK M3 L1–2, L7, L12, L17–18, L22 GK M4 L1, L9, L16, L22, L28
		L.K.1.e Use the most frequently occurring prepositions (e.g., *to*, *from*, *in*, *out*, *on*, *off*, *for*, *of*, *by*, *with*).	GK M1 L24DD, L26DD, L27DD, L28DD GK M2 L8, L10–12, L12DD GK M4 L8DD, L21DD
		L.K.1.f Produce and expand complete sentences in shared language activities.	GK M1 L3DD, L4DD, L5, L5DD, L7DD, L8DD, L9DD, L10DD, L13DD, L14DD, L15, L15DD, L19DD, L26, L27DD, L28DD, L30DD, L31DD GK M2 L1DD, L2DD, L3DD, L4, L6–8, L10, L10DD, L11–12, L12DD, L14DD, L15–16, L16DD, L17, L17DD, L19–21, L21DD, L22–23, L23DD, L27, L30–31, L31DD, L32, L32DD GK M3 L4, L10–12, L14–17, L20–21, L24–26, L28–29, L29DD, L30DD GK M4 L2, L4, L4DD, L5–6, L8DD, L11–13, L13DD, L21DD, L24DD, L25, L25DD, L27DD, L28DD, L29DD, L30, L30DD, L31, L32DD, L33–34, L34DD, L35, L35DD

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		L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
		L.K.2.a Capitalize the first word in a sentence and the pronoun *I*.	GK M3 L4DD, L5, L5DD, L6, L7DD, L9DD, L11DD GK M4 L24DD, L25DD, L27DD, L30–31, L32DD, L33–35
		L.K.2.b Recognize and name end punctuation.	GK M1 L7, L24 GK M2 L11, L21 GK M3 L18DD, L20DD, L21 GK M4 L12, L28DD, L29DD, L30DD, L31, L32DD, L34
		L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).	GK M1 L17DD, L18–19, L21–22, L22DD, L23–24, L25DD, L26–28, L30–31 GK M2 L4–5, L5DD, L6, L6DD, L7, L8DD, L10DD, L11–12, L16–17, L17DD, L22–23, L27–28, L28DD, L31–32 GK M3 L4 GK M4 L36
		L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	GK M1 L17DD, L18–19, L21–22, L22DD, L23–24, L25DD, L26–28, L30–31 GK M2 L4–5, L5DD, L6, L6DD, L7, L8DD, L10DD, L11–12, L16–17, L17DD, L22–23, L27–28, L28DD, L31–32 GK M3 L4–6, L11–12, L16–17, L21–22, L25–26, L28–29 GK M4 L36

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	Vocabulary Acquisition and Use	**L.K.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	
		L.K.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).	GK M1 L2DD, L4, L6DD, L9, L12DD, L20DD GK M2 L14, L18DD, L25DD GK M3 L21DD GK M4 L5DD, L16DD, L20DD
		L.K.4.b Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.	GK M1 L20DD GK M2 L20DD GK M3 L1DD, L6DD, L27DD GK M4 L14DD, L15DD, L17DD, L19DD, L22DD, L23
		L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.	
		L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	GK M1 L4DD, L5DD, L8DD, L9DD, L10DD, L13DD GK M2 L4DD, L7DD, L9DD, L11–12, L24DD, L27DD, L29DD GK M3 L8DD, L12, L19DD, L27 GK M4 L1DD, L31DD
		L.K.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	GK M2 L11DD, L26DD GK M3 L1DD, L2DD, L3DD, L12DD GK M4 L2DD, L3DD, L9DD, L10DD, L11DD, L18DD, L23

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		L.K.5.c Identify real life connections between words and their use (e.g., note places at school that are *colorful*).	GK M1 L4DD, L5DD, L8DD, L9DD, L10DD, L11DD, L13DD, L18DD GK M2 L2DD, L4DD, L7DD, L9DD, L11–12, L13DD, L27DD, L29DD GK M3 L2, L4, L7–8, L8DD, L10DD, L12, L19DD, L24DD, L27 GK M4 L1DD, L11–12, L19, L32
		L.K.5.d Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.	GK M1 L13 GK M2 L15DD, L19DD, L26 GK M3 L1DD, L12DD, L14DD, L17DD, L22DD GK M4 L3DD, L6DD, L7DD, L12DD, L16, L21, L23DD
		L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	GK M1–4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.