

A young woman with dark hair in a ponytail, wearing a colorful plaid shirt over a teal top, is sitting at a desk in a classroom. She is looking down at an open book she is holding. In the background, other students are blurred, and a teacher in a pink shirt is visible. On the desk in front of her is a spiral notebook, a red pen, and a teal pencil holder.

# WIT & WISDOM<sup>®</sup>

MORE MEANINGFUL ENGLISH

Missouri Learning  
Standards: English  
Language Arts Correlation  
to *Wit & Wisdom*

## GRADE 1

June 2019

## ABOUT *WIT & WISDOM*

*Wit & Wisdom*<sup>®</sup> is a Kindergarten through Grade 8 English language arts (ELA) curriculum created by Great Minds<sup>®</sup>, 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](http://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)

# Missouri Learning Standards: English Language Arts Correlation to *Wit & Wisdom*

## GRADE 1 ENGLISH LANGUAGE ARTS

The majority of the Grade 1 Missouri Learning Standards: English Language Arts are fully covered by Grade 1 of the *Wit & Wisdom* curriculum. The areas where the Grade 1 Missouri standards and Grade 1 of the *Wit & Wisdom* curriculum do not align will require supplemental materials and use of *Wit & Wisdom* content from other grade levels. 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 Missouri standards while benefiting from the rich texts and knowledge building of *Wit & Wisdom*.

### KEY

G = grade level

Examples:

M = module

G1 M1 L6 = Grade 1 Module 1 Lesson 6

L = lesson

G1 M1 L6DD = Grade 1 Module 1 Lesson 6 Deep Dive

DD = Deep Dive

**Please note: *Wit & Wisdom* is intentionally designed to be implemented alongside a research-based, high-quality foundational skills program.**

**Strand: Reading**

Big Idea	Concept	Expectation	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>Develop and apply skills to the reading process.</b></p>	<p><b>Comprehension</b></p>	<p><b>1.R.1.A</b> Develop and demonstrate reading skills in response to reading text and read-alouds by:</p>	
		<p><b>a.</b> predicting what will happen next using prior knowledge.</p>	<p>G1 M3 L1, L7, L14–15, L20, L25, L31</p>
		<p><b>b.</b> asking and responding to relevant questions.</p>	<p>G1 M1 L1–2, L7 G1 M3 L6, L8, L13 G1 M4 L22, L36</p>
		<p><b>c.</b> seeking clarification and locating facts and details about stories and other texts.</p>	<p>G1 M1 L1–15, L17–24, L28–29 G1 M2 L1–7, L11–12, L14, L16–18, L21–23, L26–28, L30–31 G1 M3 L3, L11, L30 G1 M4 L6</p>
		<p><b>d.</b> retelling main ideas in sequence including key details.</p>	<p>G1 M1 L2–4, L8–9, L11, L18, L24, L26 G1 M2 L2, L6, L11, L16–17, L21–22, L26, L31 G1 M3 L3–4, L11, L14, L16, L18, L24, L30 G1 M4 L10, L18, L23, L26</p>
<p><b>e.</b> recognizing beginning, middle, and end.</p>	<p>G1 M1 L25 G1 M3 L27</p>		

**Strand: Reading**

Big Idea	Concept	Expectation	Aligned Components of <i>Wit &amp; Wisdom</i>
		<b>f.</b> monitoring comprehension and making corrections and adjustments when that understanding breaks down.	<i>Wit &amp; Wisdom</i> does not explicitly address monitoring comprehension and making adjustments.
	<b>Vocabulary</b>	<b>1.R.1.B</b> Develop an understanding of vocabulary by:	
		<b>a.</b> using common affixes to figure out the meaning of a word.	G1 M1 L10DD, L12DD  G1 M3 L26DD, L27DD, L28DD  G1 M4 L26DD
		<b>b.</b> identifying common root words and their inflectional endings.	G1 M1 L10DD, L12DD  G1 M3 L18DD, L22DD, L24DD, L31
		<b>c.</b> identifying words that name actions and words that name persons, places, or things.	G1 M1 L1DD, L3DD, L4DD, L7DD  G1 M3 L15DD, L17DD, L23–24  G1 M4 L12DD
		<b>d.</b> recognizing that compound words are made up of shorter words.	<i>Wit &amp; Wisdom</i> addresses this standard in Grade 2.  G2 M1 L3DD  G2 M3 L13DD, L24DD, L28DD
		<b>e.</b> determining what words mean from how they are used in context of a sentence either heard or read.	G1 M1 L8DD, L18DD, L21DD, L24DD  G1 M2 L10–11, L27, L29, L30DD  G1 M3 L8, L14DD, L17, L21, L26, L27DD, L28, L29DD  G1 M4 L3, L5DD, L8, L10DD, L11, L13, L18, L22, L33

**Strand: Reading**

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		<p><b>f.</b> sorting words into conceptual categories.</p>	<p>G1 M2 L1DD, L8DD, L16DD, L18DD, L22DD, L24DD, L26DD, L27DD, L28DD</p> <p>G1 M3 L3DD</p> <p>G1 M4 L14DD, L17DD, L25DD, L28DD, L29DD, L33</p>
		<p><b>g.</b> distinguishing shades of meaning among verbs and adjectives.</p>	<p>G1 M2 L2DD, L3DD, L5DD, L11DD, L12DD, L21, L30DD, L32DD</p> <p>G1 M3 L1DD, L12DD, L16DD, L23DD, L31</p> <p>G1 M4 L8DD</p>
		<p><b>h.</b> locating words in a dictionary.</p>	<p><i>Wit &amp; Wisdom</i> addresses this standard in Grade 2.</p> <p>G2 M1 L1DD, L2DD, L3DD, L4DD, L5DD, L6DD, L11DD, L15DD, L22DD, L26DD, L27DD</p> <p>G2 M2 L8, L9DD, L10DD, L14DD, L17DD, L18DD, L24DD</p> <p>G2 M3 L25DD</p> <p>G2 M4 L2DD, L3DD, L7DD</p>
		<p><b>i.</b> using words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>G1 M1–4</p> <p><i>Wit &amp; 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>

**Strand: Reading**

Big Idea	Concept	Expectation	Aligned Components of <i>Wit &amp; Wisdom</i>
	<b>Making Connections</b>	<b>1.R.1.C</b> Determine the connection between:	
		<b>a.</b> text to text (text ideas, including similarities and differences in fiction and nonfiction).	G1 M1 L6, L12, L21  G1 M2 L9, L14, L20, L26, L30  G1 M3 L3–5, L20, L31  G1 M4 L1, L7, L9–10, L12, L16, L26–27, L34
	<b>Independent Text</b>	<b>1.R.1.D</b> Read independently for multiple purposes over sustained periods of time by:	
		<b>a.</b> engaging with and reading text that is developmentally appropriate.	Each <i>Wit &amp; Wisdom</i> module includes a Volume of Reading list (Appendix D) which lists texts at a variety of complexity levels that students can select from and read independently.
<b>b.</b> producing evidence of reading.	Each <i>Wit &amp; Wisdom</i> module includes a Volume of Reading list (Appendix D) which lists texts at a variety of complexity levels that students can select from and read independently.		
<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</b>	<b>Fiction</b>	<b>1.R.2.A</b> Read, infer, analyze, and draw conclusions to:	
<b>a.</b> describe characters, setting, problem, solution, and events in logical sequences.	G1 M1 L2–6, L8–11, L18–26, L31  G1 M2 L2–3, L6–7  G1 M3 L14, L17–25  G1 M4 L3–8, L10–11, L13–14, L16, L18–19, L21–24, L27–29		

**Strand: Reading**

Big Idea	Concept	Expectation	Aligned Components of <i>Wit &amp; Wisdom</i>
		<b>b.</b> describe the main idea of a story.	G1 M1 L26 G1 M2 L4, L8–9, L16 G1 M4 L6
		<b>c.</b> describe sensory details.	G1 M3 L15, L19, L22–23 G1 M4 L20, L25
		<b>d.</b> explain recurring phrases and why they are used.	G1 M1 L26 G1 M4 L26
		<b>e.</b> explain the actions of the main character and the reasons for those actions.	G1 M1 L2, L5, L8, L10–11, L19–25, L31 G1 M2 L2–3, L6–7 G1 M3 L14, L18, L20, L23 G1 M4 L3, L5, L11, L19, L24
		<b>f.</b> identify who is telling the story.	G1 M1 L25 G1 M4 L4–5, L8
		<b>g.</b> compare and contrast adventures and experiences of characters in stories.	G1 M1 L10–11 G1 M3 L20 G1 M4 L9, L16, L21, L33–34



**Strand: Reading**

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	<b>Poetry</b>	<b>1.R.2.B</b> Read, infer, and draw conclusions to:	<i>Wit &amp; Wisdom</i> addresses this standard in Grade 2.  G2 M1 L2–3, L13, L15, L26–27, L27DD, L28, L28DD  G2 M3 L5–6, L11, L16–18  G2 M4 L12				
	<b>Drama</b>	<b>1.R.2.C</b> Read, infer, and draw conclusions to:					
		<b>a.</b> identify characters and dialogue in plays or performances by actors.	<i>Wit &amp; Wisdom</i> does not address identifying characters and dialogue in plays in the lower elementary grades. <i>Wit &amp; Wisdom</i> addresses this standard in Grade 5.				
		<b>b.</b> recognize sensory details in literary texts.	<i>Wit &amp; Wisdom</i> does not address recognizing sensory details in drama.				
<b>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</b>	<b>Text Features</b>	<b>1.R.3.A</b> Read, infer, and draw conclusions to:	<table border="1"> <tr> <td data-bbox="1234 963 1268 1146"><b>a.</b> use text features to restate the main idea.</td> <td data-bbox="1268 963 2003 1146">                             G1 M1 L28                               G1 M2 L18, L21, L23                               G1 M3 L10                         </td> </tr> <tr> <td data-bbox="1234 1146 1268 1469"><b>b.</b> explain facts or details using text features and distinguish between which facts were provided by pictures and which facts were conveyed via words.</td> <td data-bbox="1268 1146 2003 1469">                             G1 M1 L1, L13, L28                               G1 M2 L17–19, L21, L23                               G1 M3 L8, L10, L27–28                         </td> </tr> </table>	<b>a.</b> use text features to restate the main idea.	G1 M1 L28  G1 M2 L18, L21, L23  G1 M3 L10	<b>b.</b> explain facts or details using text features and distinguish between which facts were provided by pictures and which facts were conveyed via words.	G1 M1 L1, L13, L28  G1 M2 L17–19, L21, L23  G1 M3 L8, L10, L27–28
<b>a.</b> use text features to restate the main idea.	G1 M1 L28  G1 M2 L18, L21, L23  G1 M3 L10						
<b>b.</b> explain facts or details using text features and distinguish between which facts were provided by pictures and which facts were conveyed via words.	G1 M1 L1, L13, L28  G1 M2 L17–19, L21, L23  G1 M3 L8, L10, L27–28						

**Strand: Reading**

Big Idea	Concept	Expectation	Aligned Components of <i>Wit &amp; Wisdom</i>
		<p><b>c.</b> use text features to locate specific information in text.</p>	<p>G1 M1 L15–16, L28</p> <p>G1 M2 L12, L18–19, L21, L23, L29</p> <p>G1 M3 L10</p>
		<p><b>d.</b> follow written multi-step directions with picture cues to assist with understanding.</p>	<p>G1 M4 L13, L29, L33</p>
	<p><b>Literary Techniques</b></p>	<p><b>1.R.3.B</b> Read, infer, and draw conclusions to:</p>	
		<p><b>a.</b> distinguish between fiction and nonfiction.</p>	<p>G1 M3 L7, L12–13, L20</p>
		<p><b>b.</b> identify examples of sensory details.</p>	<p>G1 M3 L27–28, L30–31</p> <p>G1 M4 L25</p>
	<p><b>Text Structures</b></p>	<p><b>1.R.3.C</b> Read, infer, and draw conclusions to:</p>	
		<p><b>a.</b> ask and answer questions to clarify meaning.</p>	<p>G1 M1 L1–4, L6, L8, L12, L14, L17, L21, L28</p> <p>G1 M2 L10–12, L14–16, L18, L20–21, L26–28, L30–31, L33, L36</p> <p>G1 M3 L2–6, L8</p>
		<p><b>b.</b> identify main ideas and provide supporting details.</p>	<p>G1 M1 L1, L3, L13, L28</p> <p>G1 M2 L11, L17, L21–22, L31</p> <p>G1 M3 L6, L11, L30</p>

**Strand: Reading**

Big Idea	Concept	Expectation	Aligned Components of <i>Wit &amp; Wisdom</i>
		<p><b>c.</b> describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>G1 M1 L2–4, L6, L8, L12, L21 G1 M2 L11, L14, L16, L23, L26, L30 G1 M3 L29–30</p>
		<p><b>d.</b> identify reasons an author gives to support points in a text.</p>	<p>G1 M2 L28, L30, L32 G1 M3 L9</p>
		<p><b>e.</b> identify similarities and differences between texts on the same topic.</p>	<p>G1 M1 L21 G1 M2 L20, L30 G1 M3 L3–6, L31</p>
<p><b>Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.</b></p>	<p><b>Digital and Media Literacy</b></p>	<p><b>1.R.4.A</b> With assistance, develop an awareness of media literacy by:</p>	<p><i>Wit &amp; Wisdom</i> addresses this standard in Grade 2.</p>
		<p><b>a.</b> distinguishing purposes of media.</p>	<p>G2 M3 L5–6 G2 M4 L8, L20–21, L31</p>
		<p><b>b.</b> explaining techniques used in media.</p>	<p><i>Wit &amp; Wisdom</i> does not address explaining techniques used in media.</p>

**Strand: Reading Foundations**

Big Idea	Concept	Expectation	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>Understand how English is written and read.</b></p>	<p><b>Print Awareness</b></p>	<p><b>1.RF.1.A</b> Develop print awareness in the reading process by:</p>	
		<p><b>a.</b> recognizing that sentences are comprised of words separated by spaces.</p>	<p><i>Wit &amp; Wisdom</i> does not address recognizing that sentences are comprised of words separated by spaces.</p>
		<p><b>b.</b> recognizing the distinguishing features of a sentence.</p>	<p>G1 M1 L25DD G1 M2 L4DD, L6DD, L7DD</p>
	<p><b>Phonemic Awareness</b></p>	<p><b>1.RF.2.A</b> Develop phonemic awareness in the reading process by:</p>	
		<p><b>a.</b> producing and identifying sounds and syllables in spoken words.</p>	<p><i>Wit &amp; Wisdom</i> does not address foundational skills.</p>
		<p><b>b.</b> distinguishing between long and short vowel sounds.</p>	<p><i>Wit &amp; Wisdom</i> does not address foundational skills.</p>
		<p><b>c.</b> recognizing the change in a spoken word when a specific phoneme is added, changed, or removed.</p>	<p><i>Wit &amp; Wisdom</i> does not address foundational skills.</p>
		<p><b>d.</b> blending spoken phonemes to form one- or two-syllable words including consonant blends.</p>	<p><i>Wit &amp; Wisdom</i> does not address foundational skills.</p>
		<p><b>e.</b> segmenting spoken words of three to five phonemes into individual phonemes.</p>	<p><i>Wit &amp; Wisdom</i> does not address foundational skills.</p>
	<p><b>Phonics</b></p>	<p><b>1.RF.3.A</b> Develop phonics in the reading process by:</p>	
		<p><b>a.</b> decoding words in context by using letter-sound knowledge.</p>	<p><i>Wit &amp; Wisdom</i> does not address foundational skills.</p>
		<p><b>b.</b> identifying letters for the spelling of short and long vowels.</p>	<p><i>Wit &amp; Wisdom</i> does not address foundational skills.</p>

Strand: Reading Foundations			
Big Idea	Concept	Expectation	Aligned Components of <i>Wit &amp; Wisdom</i>
		c. producing consonant blends.	<i>Wit &amp; Wisdom</i> does not address foundational skills.
		d. producing consonant digraphs.	<i>Wit &amp; Wisdom</i> does not address foundational skills.
		e. combining sounds from letters and common spelling patterns to create and decode recognizable words.	<i>Wit &amp; Wisdom</i> does not address foundational skills.
		f. using syllabication patterns to decode words.	<i>Wit &amp; Wisdom</i> does not address foundational skills.
		g. reading irregularly spelled words.	<i>Wit &amp; Wisdom</i> does not address foundational skills.
		h. reading root words with inflectional endings.	G1 M1 L10DD, L12DD
		i. reading contractions and compound words.	<i>Wit &amp; Wisdom</i> does not address foundational skills.
		j. reading high-frequency words.	<i>Wit &amp; Wisdom</i> does not address foundational skills.
		k. demonstrating decoding skills when reading.	<i>Wit &amp; Wisdom</i> does not address foundational skills.
		<b>Fluency</b>	<b>1.RF.4.A</b> Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension:
a. use context to confirm or self-correct word recognition and understanding, rereading as necessary.			<i>Wit &amp; Wisdom</i> does not address foundational skills.

**Strand: Writing**

Big Idea	Concept	Expectation	Aligned Components of <i>Wit &amp; Wisdom</i>	
<p><b>Apply a writing process to develop a text for audience and purpose.</b></p>	<p><b>Prewriting</b></p>	<p><b>1.W.1.A</b> Follow a writing process to plan a first draft by:</p>	<p>a. brainstorming and recording key ideas.</p> <p>G1 M2 L23, L28 G1 M3 L4, L5, L32</p>	
	<p><b>Draft</b></p>	<p><b>1.W.1.B</b> Appropriate to genre type, develop a draft from prewriting by:</p>	<p>a. sequencing ideas into sentences and staying on topic throughout the text.</p> <p>b. generating evidence of a simple opening and simple closing.</p>	<p>G1 M1 L26, L28 G1 M2 L6 G1 M3 L11, L18, L24, L32</p> <p>G1 M2 L4, L9–12, L19, L29, L34 G1 M4 L19–21, L23, L25, L32</p>
	<p><b>Revise/Edit</b></p>	<p><b>1.W.1.C</b> Reread, revise, and edit drafts with assistance from adults/peers to:</p>	<p>a. respond to questions and suggestions, clarifying meaning by adding details to sentence construction and strengthening writing.</p> <p>b. edit by leaving spaces between words in sentences.</p>	<p>G1 M1 L6, L29DD, L30DD, L31DD G1 M2 L32, L34DD, L35 G1 M3 L33DD, L34</p> <p><i>Wit &amp; Wisdom</i> does not address spacing.</p>

**Strand: Writing**

<b>Big Idea</b>	<b>Concept</b>	<b>Expectation</b>	<b>Aligned Components of <i>Wit &amp; Wisdom</i></b>
		<b>c.</b> edit for language conventions.	G1 M1 L12, L16 G1 M2 L9DD, L19DD, L35DD G1 M3 L20DD, L33DD G1 M4 L11DD, L32–33
	<b>Produce/ Publish and Share Writing</b>	<b>1.W.1.D</b> With assistance from adults/peers:	
		<b>a.</b> use a variety of conventional/digital tools to produce and publish writing.	G1 M2 L24–25
<b>Compose well-developed writing texts for audience and purpose.</b>	<b>Opinion/ Argumentative</b>	<b>1.W.2.A</b> Write opinion texts that:	
		<b>a.</b> introduce a topic or text being studied.	G1 M4 L27, L31–32
		<b>b.</b> state an opinion about the topic or text and provide a reason for the opinion.	G1 M2 L26 G1 M4 L24, L27, L31–32
		<b>c.</b> use some specific words that are related to the topic.	<i>Wit &amp; Wisdom</i> addresses this standard in Grade 3. G3 M2 L27–28, L34, L36
		<b>d.</b> follow a sense of order in writing.	G1 M4 L24
		<b>e.</b> provide some sense of closure.	G1 M4 L24, L27, L31–32

**Strand: Writing**

Big Idea	Concept	Expectation	Aligned Components of <i>Wit &amp; Wisdom</i>
	<b>Informative/ Explanatory</b>	<b>1.W.2.B</b> Write informative/explanatory texts that:	
		<b>a.</b> introduce a topic or text being studied and supply facts.	G1 M2 L4–5, L9–13, L19, L34
		<b>b.</b> use some specific words that are related to the topic.	<i>Wit &amp; Wisdom</i> addresses this standard in Grade 2.  G2 M1 L24  G2 M2 L5  G2 M4 L6–7
		<b>c.</b> follow a sense of order in writing.	G1 M2 L8, L12, L19, L22, L30
		<b>d.</b> create some sense of closure.	G1 M2 L4, L9, L12, L19, L29, L34
	<b>Narrative/ Literary</b>	<b>1.W.2.C</b> Write fiction or nonfiction narratives and poems that:	
		<b>a.</b> narrate a story or experience.	G1 M1 L11, L30  G1 M3 L9, L32–33
		<b>b.</b> use details to describe the story or experience.	G1 M3 L17-19, L23-24, L27-28
		<b>c.</b> place events in the order they occurred.	G1 M1 L26DD  G1 M3 L32–33
		<b>d.</b> use linking words to indicate beginning/ middle/end.	G1 M1 L26DD, L27DD, L30DD
		<b>e.</b> use words that are related to the topic.	G1 M3 L32–33
		<b>f.</b> provide a reaction to what happened in the events.	G1 M3 L18-19



**Strand: Writing**

Big Idea	Concept	Expectation	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>Gather, analyze, evaluate, and use information from a variety of sources.</b></p>	<p><b>Research Process</b></p>	<p><b>1.W.3.A</b> With assistance, apply research process to:</p>	
		<p><b>a.</b> generate a list of open-ended questions about topics of interest.</p>	<p>G1 M1 L13, L17, L23  G1 M2 L1, L10, L15, L27  G1 M4 L11</p>
		<p><b>b.</b> decide what sources of information might be relevant to answer these questions.</p>	<p><i>Wit &amp; Wisdom</i> addresses this standard in Grade 3.  G3 M4 L25</p>
		<p><b>c.</b> gather personal and natural evidence from available sources as well as from interviews with local experts.</p>	<p><i>Wit &amp; Wisdom</i> does not address gathering personal and natural evidence.</p>
		<p><b>d.</b> organize information found during group or individual research, using graphic organizers or other aids.</p>	<p>G1 M2 L33  G1 M3 L6</p>
		<p><b>e.</b> make informal presentations of information gathered.</p>	<p>G1 M2 L36  G1 M3 L17  G1 M4 L30</p>
		<p><b>f.</b> self-evaluate using previously established teacher/student criteria.</p>	<p>G1 M2 L33–34, L34DD, L35DD</p>

**Strand: Language**

Big Idea	Concept	Expectation	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>Communicate using conventions of English language.</b></p>	<p><b>Grammar</b></p>	<p><b>1.L.1.A</b> In speech and written form, apply standard English grammar to:</p>	
		<p><b>a.</b> use nouns and action verbs that designate past, present, and future in sentences.</p>	<p>G1 M1 L7DD, L9DD  G1 M3 L15DD, L17DD, L19DD, L20DD  G1 M4 L12DD</p>
		<p><b>b.</b> use adjectives/adverbs in sentences.</p>	<p><i>Wit &amp; Wisdom</i> addresses using adverbs in Grade 2. The following lessons address using adjectives.  G1 M1 L17DD, L19, L20DD, L22, L22DD  G1 M3 L8DD, L10DD, L11DD, L23, L25DD, L27, L30–31, L33, L34DD</p>
		<p><b>c.</b> use the conjunctions <i>and</i>, <i>but</i>, and <i>so</i> in sentences.</p>	<p>G1 M4 L2DD, L3DD, L4DD, L6DD, L9DD, L11DD</p>
		<p><b>d.</b> use the articles <i>a</i>, <i>an</i>, and <i>the</i> in sentences.</p>	<p>G1 M2 L10DD, L13DD, L14DD, L19, L19DD</p>
		<p><b>e.</b> use common prepositions.</p>	<p>G1 M2 L21DD, L23DD, L25DD, L29DD, L31, L31DD</p>
		<p><b>f.</b> use common pronouns.</p>	<p>G1 M4 L13DD, L18DD</p>
		<p><b>g.</b> produce complete simple and compound sentences.</p>	<p>G1 M1 L10, L12, L13DD, L16, L29–30, L30DD, L31, L31DD  G1 M2 L5, L7DD, L9, L13, L19, L22, L31–32, L34, L35DD  G1 M4 L6DD, L7DD, L9DD, L11DD, L31</p>

**Strand: Language**

<b>Big Idea</b>	<b>Concept</b>	<b>Expectation</b>	<b>Aligned Components of <i>Wit &amp; Wisdom</i></b>
	<b>Punctuation, Capitalization, Spelling</b>	<b>1.L.1.B</b> In written text:	
		<b>a.</b> print legibly, using correct spacing between words and sentences.	<i>Wit &amp; Wisdom</i> does not address handwriting skills.
		<b>b.</b> use ending punctuation.	G1 M1 L10, L12–13, L16, L21, L25DD, L31DD  G1 M2 L4DD, L6DD, L7DD, L9, L9DD, L13, L19, L22, L31–32, L34, L35DD
		<b>c.</b> capitalize the first letter of others’ first and last names.	G1 M1 L4DD, L14, L16, L21, L29  G1 M4 L20DD, L21DD, L31, L33
		<b>d.</b> use commas to separate single words in a series.	G1 M4 L6DD, L7DD, L9DD, L11DD, L17
		<b>e.</b> spell words using regular spelling patterns.	G1 M4 L23DD, L24DD, L27DD, L29, L33DD
		<b>f.</b> spell words phonetically using phonemic awareness and spelling knowledge.	G1 M2 L9, L13, L19
		<b>g.</b> arrange words in alphabetical order to the first letter.	<i>Wit &amp; Wisdom</i> does not address arranging words in alphabetical order to the first letter.

**Strand: Speaking/Listening**

<b>Big Idea</b>	<b>Concept</b>	<b>Expectation</b>	<b>Aligned Components of <i>Wit &amp; Wisdom</i></b>
<b>Listen for a purpose.</b>	<b>Purpose</b>	<b>1.SL.1.A</b> Develop and apply effective listening skills and strategies in formal and informal settings by:	
		<b>a.</b> following classroom listening rules.	G1 M1 L32  G1 M2 L36
		<b>b.</b> building on others’ talk in conversations by responding to the comments of others.	G1 M1 L18–19, L27, L32  G1 M2 L20, L36

<b>Strand: Speaking/Listening</b>			
<b>Big Idea</b>	<b>Concept</b>	<b>Expectation</b>	<b>Aligned Components of <i>Wit &amp; Wisdom</i></b>
		<b>c.</b> following two-step instructions, according to classroom expectations.	G1 M1 L3, L6, L12, L28, L30 G1 M4 L17, L22, L34
<b>Listen for entertainment.</b>	<b>Entertainment</b>	<b>1.SL.2.A</b> Develop and apply effective listening skills and strategies in formal and informal settings by:	
		<b>a.</b> demonstrating active listening, according to classroom expectations.	G1 M1 L1, L32 G1 M2 L9–10
<b>Speak effectively in collaborative discussions.</b>	<b>Collaborative Discussions</b>	<b>1.SL.3.A</b> Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	
		<b>a.</b> taking turns speaking, according to classroom expectations.	G1 M1 L32
		<b>b.</b> building on others' talk in conversations by responding to comments of others.	G1 M1 L18–19, L27, L32 G1 M2 L20, L36
		<b>c.</b> confirming comprehension of read-alouds and other media by retelling and asking appropriate questions.	G1 M1 L1 G1 M3 L8, L13, L29, L35
<b>Speak effectively when presenting.</b>	<b>Presenting</b>	<b>1.SL.4.A</b> Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:	
		<b>a.</b> explaining a topic (student-chosen) using a prop, picture, or other visual aid with assistance to show understanding.	G1 M2 L36
		<b>b.</b> reciting poetry with a group or individually.	G1 M3 L21–25, L35

<b>Strand: Speaking/Listening</b>			
<b>Big Idea</b>	<b>Concept</b>	<b>Expectation</b>	<b>Aligned Components of <i>Wit &amp; Wisdom</i></b>
		c. using complete sentences and adjusting volume, as needed.	G1 M1 L2 G1 M2 L7, L14, L20, L36 G1 M3 L30, L33 G1 M4 L1DD