WIT & WISDOM®

Curiosity, Inquiry, Knowledge

Maine ELA Standards (2020) Correlation to *Wit & Wisdom*

GRADE 4 | June 2025

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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 Maine ELA 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 Maine ELA 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)

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Reading Standards for Literature

Key Ideas and Details

Maine Standards	Aligned Components of *Wit & Wisdom*
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Grade 4, Module 1, Lessons 19, 20, 26, 30, 31, 32 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 Grade 4, Module 3, Lessons 5, 9, 11, 16, 17, 18, 19, 20, 21, 23, 24, 28, 29, 31, 34, 35 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
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	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, 33 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
RL.4.3 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).	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, 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

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Reading Standards for Literature

Craft and Structure

Maine Standards	Aligned Components of *Wit & Wisdom*
RL.4.4 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., Herculean).	Grade 4, Module 2, Lessons 22, 24, 27 Grade 4, Module 3, Lessons 11, 21, 22, 28 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
RL.4.5 Explain major differences between poems, drama, and prose, and refer 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.	Grade 4, Module 1, Lessons 18, 20, 21, 22, 23, 24, 27, 30 Grade 4, Module 4, Lessons 8, 9, 14, 15, 25
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Grade 4, Module 3, Lessons 9, 10, 11, 16, 18, 25, 27

Reading Standards for Literature

Integration of Knowledge and Ideas

Maine Standards	Aligned Components of *Wit & Wisdom*
RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Grade 4, Module 2, Lessons 4, 5, 6 Grade 4, Module 4, Lessons 10, 14, 24

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Maine Standards	Aligned Components of *Wit & Wisdom*
RL.4.9 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.	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

Reading Standards for Literature

Range of Reading and Level of Text Complexity

Maine Standards	Aligned Components of *Wit & Wisdom*
RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Grade 4, Modules 1–4 *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

Maine Standards	Aligned Components of *Wit & Wisdom*
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Grade 4, Module 1, Lessons 5, 7, 8, 10, 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, 10, 12, 13, 21, 23, 24, 26, 34, 35 Grade 4, Module 4, Lessons 1, 2, 3, 4, 7, 8, 32, 33, 34, 35

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Maine Standards	Aligned Components of *Wit & Wisdom*
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	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
RI.4.3 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.	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, 6, 7, 8, 12, 13, 23, 24, 30, 34, 35 Grade 4, Module 4, Lesson 36

Reading Standards for Informational Text

Craft and Structure

Maine Standards	Aligned Components of *Wit & Wisdom*
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.	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
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.	Grade 4, Module 1, Lesson 8 Grade 4, Module 2, Lessons 11, 12, 13, 14, 15, 16 Grade 4, Module 3, Lesson 3
RI.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.	Grade 4, Module 3, Lessons 3, 4, 6, 7, 8, 13, 17

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Reading Standards for Informational Text

Integration of Knowledge and Ideas

Maine Standards	Aligned Components of *Wit & Wisdom*
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	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
RI.4.8 Explain how an author uses reasons 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
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	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

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

Maine Standards	Aligned Components of *Wit & Wisdom*
RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Grade 4, Modules 1–4 *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.

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Reading Standards: Foundational Skills

Phonics and Word Recognition

Maine Standards	Aligned Components of *Wit & Wisdom*
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	See RF.4.3a
RF.4.3.a 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.	*Wit & Wisdom* does not address foundational skills.

Reading Standards: Foundational Skills

Fluency

Maine Standards	Aligned Components of *Wit & Wisdom*
RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	See RF.4.4a–c
RF.4.4.a Read on-level text with purpose and understanding.	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
RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	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

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Maine Standards	Aligned Components of *Wit & Wisdom*
RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	*Wit & Wisdom* does not address foundational skills.

Writing Standards

Text Types and Purposes

Maine Standards	Aligned Components of *Wit & Wisdom*
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	See W.4.1a–d
W.4.1.a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	Grade 4, Module 3, Lessons 9, 11, 13, 25, 30, 31, 35
W.4.1.b Provide reasons that are supported by facts and details.	Grade 4, Module 3, Lessons 11, 12, 25, 30, 35
W.4.1.c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	Grade 4, Module 3, Lessons 14, 35
W.4.1.d Provide a concluding statement or section related to the opinion presented.	Grade 4, Module 3, Lessons 15, 31, 35

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Maine Standards	Aligned Components of *Wit & Wisdom*
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	See W.4.2a–e
W.4.2.a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	Grade 4, Module 1, Lessons 24, 32 Grade 4, Module 2, Lesson 15 Grade 4, Module 3, Lessons 8, 20 Grade 4, Module 4, Lessons 3, 6, 8, 11, 12, 13, 34
W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	Grade 4, Module 3, Lessons 2, 4, 6, 7, 19 Grade 4, Module 4, Lessons 2, 6, 13
W.4.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	Grade 4, Module 3, Lesson 7 Grade 4, Module 4, Lessons 15, 16, 19
W.4.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.	Grade 4, Module 2, Lesson 14 Grade 4, Module 3, Lesson 7 Grade 4, Module 4, Lesson 17
W.4.2.e Provide a concluding statement or section related to the information or explanation presented.	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
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	See W.4.3a–e

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Maine Standards	Aligned Components of *Wit & Wisdom*
W.4.3.a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Grade 4, Module 2, Lessons 10, 18
W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.	Grade 4, Module 2, Lessons 3, 4, 10, 10DD
W.4.3.c Use a variety of transitional words and phrases to manage the sequence of events.	Grade 4, Module 2, Lessons 4, 10
W.4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.	Grade 4, Module 2, Lessons 1, 2, 3, 4, 10, 10DD
W.4.3.e Provide a conclusion that follows from the narrated experiences or events.	Grade 4, Module 2, Lessons 10, 30

Writing Standards

Production and Distribution of Writing

Maine Standards	Aligned Components of *Wit & Wisdom*
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	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

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Maine Standards	Aligned Components of *Wit & Wisdom*
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on pages 13–15.)	Grade 4, Module 1, Lessons 28, 31DD, 32 Grade 4, Module 2, Lessons 6, 7DD, 15, 19, 20, 23, 23DD, 24, 25, 26, 27, 28, 29, 30, 31 Grade 4, Module 3, Lessons 8, 13DD, 14, 15, 16, 19, 20, 25, 31, 32, 33, 33DD, 34, 34DD, 35, 35DD Grade 4, Module 4, Lessons 7, 7DD, 14, 22, 25, 31, 34, 35
W.4.6 With some guidance and support from adults, use technology, including the Internet, 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.	Grade 4, Module 2, Lessons 27, 31 Grade 4, Module 3, Lessons 20, 33

Writing Standards

Research to Build and Present Knowledge

Maine Standards	Aligned Components of *Wit & Wisdom*
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Grade 4, Module 3, Lessons 4, 5, 6, 7, 8, 17, 18, 19, 20, 23, 27, 30
W.4.8 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.	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 Grade 4, Module 3, Lessons 4, 5, 6, 7, 17, 18, 23, 26, 27, 30, 33, 34 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

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Maine Standards	Aligned Components of *Wit & Wisdom*
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	See W.4.9a–b
W.4.9.a Apply grade 4 Reading standards to literature (e.g., “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].”).	Grade 4, Module 1, Lesson 28
W.4.9.b Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	Grade 4, Module 1, Lessons 5, 17 Grade 4, Module 3, Lesson 35

Writing Standards

Range of Writing

Maine Standards	Aligned Components of *Wit & Wisdom*
W.4.10 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.	Grade 4, Module 3, Lessons 1, 18, 21, 22 Grade 4, Module 4, Lessons 8, 9, 10, 14, 18, 19, 22, 26, 32, 36

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Speaking and Listening Standards

Comprehension and Collaboration

Maine Standards	Aligned Components of *Wit & Wisdom*
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.	See SL.4.1a–d
SL.4.1.a 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.	Grade 4, Module 2, Lesson 30 Grade 4, Module 3, Lessons 1, 3, 5, 8, 9, 20, 21, 27, 28, 29, 34
SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.	Grade 4, Module 2, Lessons 27, 30, 32 Grade 4, Module 3, Lessons 2, 5, 6, 9, 10, 15, 19
SL.4.1.c 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.	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, 23
SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Grade 4, Module 1, Lesson 6 Grade 4, Module 3, Lessons 29, 34 Grade 4, Module 4, Lessons 6, 10, 17, 18, 20, 21, 30, 33
SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Grade 4, Module 1, Lessons 6, 7, 8, 15, 19 Grade 4, Module 2, Lessons 11, 12, 17, 31, 32 Grade 4, Module 3, Lesson 34

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Maine Standards	Aligned Components of *Wit & Wisdom*
SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	Grade 4, Module 1, Lessons 16, 24, 26 Grade 4, Module 2, Lesson 5 Grade 4, Module 3, Lessons 8, 9, 15, 22, 25, 29, 32, 34 Grade 4, Module 4, Lessons 6, 36

Speaking and Listening Standards

Presentation of Knowledge and Ideas

Maine Standards	Aligned Components of *Wit & Wisdom*
SL.4.4 Report on a topic or text, 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.	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
SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Grade 4, Module 2, Lessons 7, 8, 12, 13, 14, 15, 16, 23 Grade 4, Module 4, Lessons 5, 36
SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on pages 13–15 for specific expectations.)	Grade 4, Module 1, Lesson 31 Grade 4, Module 2, Lessons 5, 9, 16, 23 Grade 4, Module 3, Lessons 12DD, 15DD Grade 4, Module 4, Lessons 21, 30, 33, 36

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Language Standards

Conventions of Standard English

Maine Standards	Aligned Components of *Wit & Wisdom*
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	See L.4.1a–g
L.4.1.a Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).	Grade 4, Module 2, Lessons 21DD, 22DD, 23DD, 27DD, 28DD Grade 4, Module 3, Lessons 26DD, 27DD, 28DD, 33DD, 34, 34DD, 35, 35DD
L.4.1.b Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.	Grade 4, Module 3, Lessons 22DD, 23DD, 24DD
L.4.1.c Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.	Grade 4, Module 3, Lessons 34, 35 Grade 4, Module 4, Lessons 9DD, 10DD, 11DD, 12DD, 13, 34, 35
L.4.1.d Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).	Grade 4, Module 1, Lessons 18DD, 19DD, 20DD, 31DD, 32
L.4.1.e Form and use prepositional phrases.	Grade 4, Module 2, Lessons 18DD, 19DD, 20DD, 27DD, 28DD
L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Grade 4, Module 3, Lessons 6DD, 7DD, 8DD, 20DD, 33DD, 34, 34DD, 35, 35DD

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Maine Standards	Aligned Components of *Wit & Wisdom*
L.4.1.g Correctly use frequently confused words (e.g., *to, too, two; there, their*).	Grade 4, Module 4, Lessons 4DD, 6DD, 7DD, 14, 22DD, 31DD, 34, 35, 35DD
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	See L.4.2a–d
L.4.2.a Use correct capitalization.	Grade 4, Module 1, Lessons 10DD, 11DD, 12DD, 13, 31DD, 32
L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text.	Grade 4, Module 1, Lessons 2DD, 4DD, 5DD, 23DD, 24DD, 25DD, 31DD, 32 Grade 4, Module 2, Lessons 7DD, 10DD, 27DD
L.4.2.c Use a comma before a coordinating conjunction in a compound sentence.	Grade 4, Module 1, Lessons 13DD, 14DD, 15DD, 31DD, 32 Grade 4, Module 3, Lessons 17DD, 18DD, 19DD, 20DD, 33DD, 34, 34DD, 35, 35DD
L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.	Grade 4, Module 1, Lesson 13 Grade 4, Module 4, Lessons 6DD, 7DD, 13, 14DD, 21, 22, 22DD, 30, 31, 31DD, 34, 35, 35DD

Language Standards

Knowledge of Language

Maine Standards	Aligned Components of *Wit & Wisdom*
L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	See L.4.3a–c

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Maine Standards	Aligned Components of *Wit & Wisdom*
L.4.3.a Choose words and phrases to convey ideas precisely. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 30 for a complete list and Appendix A for an example of how these skills develop in sophistication.	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
L.4.3.b Choose punctuation for effect.*	Grade 4, Module 2, Lessons 5DD, 6DD, 7DD, 10DD, 27DD, 28DD
L.4.3.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	Grade 4, Module 3, Lessons 11DD, 12DD, 13DD, 15DD, 34, 35 Grade 4, Module 4, Lessons 27DD, 28DD, 29DD, 31, 33

Language Standards

Vocabulary Acquisition and Use

Maine Standards	Aligned Components of *Wit & Wisdom*
L.4.4 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.	See L.4.4a–c

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Maine Standards	Aligned Components of *Wit & Wisdom*
L.4.4.a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	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
L.4.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).	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
L.4.4.c 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.	Grade 4, Module 1, Lessons 3DD, 28DD Grade 4, Module 2, Lesson 11DD Grade 4, Module 3, Lessons 1DD, 4DD, 5DD, 13, 14DD, 16DD, 21DD, 25DD, 29DD, 30DD, 31DD, 32DD Grade 4, Module 4, Lessons 13DD, 16DD, 32DD
L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	See L.4.5a–c
L.4.5.a Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.	Grade 4, Module 1, Lessons 9, 32 Grade 4, Module 2, Lessons 1, 3DD, 4DD, 12 Grade 4, Module 3, Lesson 23 Grade 4, Module 4, Lesson 15

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Maine Standards	Aligned Components of *Wit & Wisdom*
L.4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.	Grade 4, Module 3, Lesson 10DD Grade 4, Module 4, Lessons 5DD, 14, 18, 20, 20DD, 22, 23DD, 24, 24DD, 25, 25DD, 26, 26DD, 28, 29, 30, 33DD, 34DD
L.4.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Grade 4, Module 1, Lessons 3DD, 8DD, 28DD, 29DD, 30DD Grade 4, Module 2, Lessons 2DD, 24DD, 25DD, 33DD, 34DD Grade 4, Module 3, Lessons 2DD, 3DD, 4DD, 5DD, 13, 14DD, 29DD, 31DD, 32DD, 35 Grade 4, Module 4, Lessons 2DD, 17, 18, 18DD, 19DD, 21DD
L.4.6 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).	Grade 4, Modules 1–4 *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.

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