

## Unit 1: How Themes Communicate Different Messages and Personal Narratives

### Overarching Standards

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
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 Module 1-4 <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.	n/a
RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Grade 4 Module 1-4 <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.	n/a
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	General Statement Regarding Foundational Skills in <i>Wit &amp; Wisdom</i> <i>Wit &amp; Wisdom</i> is designed to pair with an explicit and systematic foundational skills program.	n/a
RF.4.4 Read with sufficient accuracy and fluency to support comprehension	<b>Module 1: A Great Heart</b> Lessons: 2, 12, 13–14, 18, 20, 21, 23 <b>Module 2: Extreme Settings</b> Lessons: 1, 7, 18, 19, 25, 26 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 1, 16, 21, 22, 26 <b>Module 4: Myth Making</b> Lessons: 15, 14, 17–18, 19, 23, 28	26 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
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.)	<p><b>Module 1: A Great Heart</b> Lessons: 1, 18, 32</p> <p><b>Module 2: Extreme Settings</b> Lesson: 27</p> <p><b>Module 3: The Red Coats Are Coming!</b> Lessons: 8, 15, 29</p> <p><b>Module 4: Myth Making</b> Lessons: 6–7, 9–10, 13, 19, 21, 29–30, 34–35</p>	18 Days
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.)	<p><b>Module 1: A Great Heart</b> Lessons: 28, 31DD, 32</p> <p><b>Module 2: Extreme Settings</b> Lessons: 6, 7DD, 15, 19–20, 23, 23DD, 24–31</p> <p><b>Module 3: The Red Coats Are Coming!</b> Lessons: 8, 13DD, 14–16, 19–20, 25, 31–33, 33DD, 34, 34DD, 35, 35DD</p> <p><b>Module 4: Myth Making</b> Lessons: 7, 7DD, 14, 22, 25, 31, 34–35</p>	41 Days
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.	<p><b>Module 2: Extreme Settings</b> Lessons: 27, 31</p> <p><b>Module 3: The Red Coats Are Coming!</b> Lessons: 20, 33</p>	4 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
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.	<b>Module 3: The Red Coats Are Coming!</b> Lessons: 1, 18, 21–22 <b>Module 4: Myth Making</b> Lessons: 8–10, 14, 18–19, 22, 26, 32, 36	14 Days
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.	<b>Module 1: A Great Heart</b> Lesson: 6 <b>Module 2: Extreme Settings</b> Lessons: 27, 30, 32 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 1, 2, 3, 5, 6, 7, 8–9, 10, 11, 15, 19, 20–21, 24, 26, 27–29, 34 <b>Module 4: Myth Making</b> Lessons: 6, 10, 15, 17–18, 20–21, 23, 30, 33	34 Days
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>Module 1: A Great Heart</b> Lessons: 18DD, 19DD, 20DD, 31DD, 32 <b>Module 2: Extreme Settings</b> Lessons: 18DD, 19DD, 20DD, 21DD, 22DD, 23DD, 27DD, 28DD <b>Module 3: The Red Coats Are Coming!</b> Lessons: 6DD, 7DD, 8DD, 20DD, 22DD, 23DD, 24DD, 26DD, 27DD, 28DD, 33DD, 34, 34DD, 35, 35DD <b>Module 4: Myth Making</b> Lessons: 4DD, 6DD, 7DD, 9DD, 10DD, 11DD, 12DD, 13, 14, 22DD, 31DD, 34–35, 35DD	42 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p><b>Module 1: A Great Heart</b> Lessons: 2DD, 4DD, 5DD, 10DD, 11DD, 12DD, 13, 13DD, 14DD, 15DD, 23DD, 24DD, 25DD, 31DD, 32</p> <p><b>Module 2: Extreme Settings</b> Lessons: 7DD, 10DD, 27DD</p> <p><b>Module 3: The Red Coats Are Coming!</b> Lessons: 17DD, 18DD, 19DD, 20DD, 33DD, 34, 34DD, 35, 35DD</p> <p><b>Module 4: Myth Making</b> Lessons: 6DD, 7DD, 13, 14DD, 21–22, 22DD, 30–31, 31DD, 34–35, 35DD</p>	40 Days
L.4.2.a Use correct capitalization.	<p><b>Module 1: A Great Heart</b> Lessons: 10DD, 11DD, 12DD, 13, 31DD, 32</p>	6 Days
L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.	<p><b>Module 1: A Great Heart</b> Lesson: 13</p> <p><b>Module 4: Myth Making</b> Lessons: 6DD, 7DD, 13, 14DD, 21–22, 22DD, 30–31, 31DD, 34–35, 35DD</p>	14 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>Module 1: A Great Heart</b> Lesson: 13 <b>Module 2: Extreme Settings</b> Lessons: 1DD, 5DD, 6DD, 7DD, 8DD, 9DD, 10DD, 14DD, 27DD, 28DD <b>Module 3: The Red Coats Are Coming!</b> Lessons: 11DD, 12DD, 13DD, 15DD, 34–35 <b>Module 4: Myth Making</b> Lessons: 18, 19, 27DD, 28DD, 29DD, 31, 33	24 Days

## Unit 1: How Themes Communicate Different Messages and Personal Narratives

### Priority Standards

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<b>Module 1: A Great Heart</b> Lessons: 18–22, 24, 27–30 <b>Module 2: Extreme Settings</b> Lessons: 2, 5–9, 17–19, 22, 24–25, 27–32 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 10–12, 14, 19–20, 22, 26–30, 32–33 <b>Module 4: Myth Making</b> Lessons: 3–7, 9–13, 16–22, 24–31, 33, 36	59 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
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.	<b>Module 2: Extreme Settings</b> Lessons: 31 <b>Module 4: Myth Making</b> Lessons: 6, 9–14, 20, 24–26, 29, 31–36	18 Days
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.	<i>Wit &amp; Wisdom</i> intentionally does not address foundational skills within their core materials. Please see the <a href="#">General Statement</a> above regarding recommendations for foundational skills instruction	n/a
RF.4.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<i>Wit &amp; Wisdom</i> intentionally does not address foundational skills within their core materials. Please see the <a href="#">General Statement</a> above regarding recommendations for foundational skills instruction	n/a
W.4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.	<b>Module 2: Extreme Settings</b> Lessons: 1–4, 10, 10DD	6 Days
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.	<b>Module 2: Extreme Settings</b> Lesson: 30 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 1, 3, 5, 8–9, 20–21, 27–29, 34	12 Days
L.4.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	<b>Module 2: Extreme Settings</b> Lessons: 21DD, 22DD, 23DD, 27DD, 28DD <b>Module 3: The Red Coats Are Coming!</b> Lessons: 26DD, 27DD, 28DD, 33DD, 34, 34DD, 35, 35DD	13 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
L.4.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	<b>Module 3: The Red Coats Are Coming!</b> Lessons: 6DD, 7DD, 8DD, 20DD, 33DD, 34, 34DD, 35, 35DD	9 Days
L.4.1.g Correctly use frequently confused words (e.g., to, too, two; there, their).	<b>Module 4: Myth Making</b> Lessons: 4DD, 6DD, 7DD, 14, 22DD, 31DD, 34–35, 35DD	9 Days
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).	<b>Module 1: A Great Heart</b> Lessons: 1DD, 7DD, 8DD, 21DD, 22DD, 29DD, 30DD <b>Module 2: Extreme Settings</b> Lessons: 12DD, 13DD, 14DD, 16DD, 17DD, 26DD, 33DD, 34DD <b>Module 3: The Red Coats Are Coming!</b> Lessons: 1DD, 2, 2DD, 3, 4DD, 5DD, 16DD, 21–22 <b>Module 4: Myth Making</b> Lessons: 1DD, 3DD, 8DD, 13, 13DD, 16DD, 17DD, 26, 30DD, 32DD, 33DD, 34DD	36 Days

**Unit 1: How Themes Communicate Different Messages and Personal Narratives****Supporting Standards**

<b>Module Unit Standard</b>	<b><i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers</b>	<b>Pacing</b>
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.	<b>Module 1: A Great Heart</b> Lessons: 19–20, 26, 30–32 <b>Module 2: Extreme Settings</b> Lessons: 1, 1DD, 2–10, 17–22, 24–30 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 5, 9, 11, 16–21, 23–24, 28–29, 31, 34–35 <b>Module 4: Myth Making</b> Lessons: 1–36	78 Days
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.	<b>Module 1: A Great Heart</b> Lesson: 8 <b>Module 2: Extreme Settings</b> Lessons: 11–16 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 3	7 Days



Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
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.	<b>Module 1: A Great Heart</b> Lessons: 8, 11, 13, 16, 16DD <b>Module 2: Extreme Settings</b> Lessons: 12–14 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 2–4, 6, 25 <b>Module 4: Myth Making</b> Lessons: 1–2	15 Days
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<b>Module 2: Extreme Settings</b> Lessons: 1–4, 10, 10DD, 18, 30	8 Days
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.	<b>Module 2: Extreme Settings</b> Lessons: 10, 18	2 Days
W.4.3.c Use a variety of transitional words and phrases to manage the sequence of events.	<b>Module 2: Extreme Settings</b> Lessons: 4, 10	2 Days
SL.4.1.b Follow agreed-upon rules for discussions and carry out assigned roles.	<b>Module 2: Extreme Settings</b> Lessons: 27, 30, 32 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 2, 5–6, 9–10, 15, 19	10 Days
L.4.1.b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	<b>Module 3: The Red Coats Are Coming!</b> Lessons: 22DD, 23DD, 24DD	3 Days

## Unit 2: Using Structure to Link Ideas with Information in Text

### Overarching Standards

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
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 Module 1-4 <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.	n/a
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 Module 1-4 <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.	n/a
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	<i>Wit &amp; Wisdom</i> intentionally does not address foundational skills within their core materials. Please see the <a href="#">General Statement</a> above regarding recommendations for foundational skills instruction	n/a
RF.4.4: Read with sufficient accuracy and fluency to support comprehension.	<b>Module 1: A Great Heart</b> Lessons: 2, 12, 13–14, 18, 20, 21, 23 <b>Module 2: Extreme Settings</b> Lessons: 1, 7, 18, 19, 25, 26 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 1, 16, 21, 22, 26 <b>Module 4: Myth Making</b> Lessons: 15, 14, 17–18, 19, 23, 28	26 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
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.)	<b>Module 1: A Great Heart</b> Lessons: 1, 18, 32 <b>Module 2: Extreme Settings</b> Lesson: 27 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 8, 15, 29 <b>Module 4: Myth Making</b> Lessons: 6–7, 9–10, 13, 19, 21, 29–30, 34–35	18 Days
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 page 29.)	<b>Module 1: A Great Heart</b> Lessons: 28, 31DD, 32 <b>Module 2: Extreme Settings</b> Lessons: 6, 7DD, 15, 19–20, 23, 23DD, 24–31 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 8, 13DD, 14–16, 19–20, 25, 31–33, 33DD, 34, 34DD, 35, 35DD <b>Module 4: Myth Making</b> Lessons: 7, 7DD, 14, 22, 25, 31, 34–35	41 Days
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.	<b>Module 2: Extreme Settings</b> Lessons: 27, 31 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 20, 33	4 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
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.	<b>Module 3: The Red Coats Are Coming!</b> Lessons: 1, 18, 21–22 <b>Module 4: Myth Making</b> Lessons: 8–10, 14, 18–19, 22, 26, 32, 36	14 Days
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.	<b>Module 1: A Great Heart</b> Lesson: 6 <b>Module 2: Extreme Settings</b> Lessons: 27, 30, 32 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 1, 2, 3, 5, 6, 7, 8–9, 10, 11, 15, 19, 20–21, 24, 26, 27–29, 34 <b>Module 4: Myth Making</b> Lessons: 6, 10, 15, 17–18, 20–21, 23, 30, 33	34 Days
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>Module 1: A Great Heart</b> Lessons: 18DD, 19DD, 20DD, 31DD, 32 <b>Module 2: Extreme Settings</b> Lessons: 18DD, 19DD, 20DD, 21DD, 22DD, 23DD, 27DD, 28DD <b>Module 3: The Red Coats Are Coming!</b> Lessons: 6DD, 7DD, 8DD, 20DD, 22DD, 23DD, 24DD, 26DD, 27DD, 28DD, 33DD, 34, 34DD, 35, 35DD <b>Module 4: Myth Making</b> Lessons: 4DD, 6DD, 7DD, 9DD, 10DD, 11DD, 12DD, 13, 14, 22DD, 31DD, 34–35, 35DD	42 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p><b>Module 1: A Great Heart</b> Lessons: 2DD, 4DD, 5DD, 10DD, 11DD, 12DD, 13, 13DD, 14DD, 15DD, 23DD, 24DD, 25DD, 31DD, 32</p> <p><b>Module 2: Extreme Settings</b> Lessons: 7DD, 10DD, 27DD</p> <p><b>Module 3: The Red Coats Are Coming!</b> Lessons: 17DD, 18DD, 19DD, 20DD, 33DD, 34, 34DD, 35, 35DD</p> <p><b>Module 4: Myth Making</b> Lessons: 6DD, 7DD, 13, 14DD, 21–22, 22DD, 30–31, 31DD, 34–35, 35DD</p>	40 Days
L.4.2.a Use correct capitalization.	<p><b>Module 1: A Great Heart</b> Lessons: 10DD, 11DD, 12DD, 13, 31DD, 32</p>	6 Days
L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.	<p><b>Module 1: A Great Heart</b> Lesson: 13</p> <p><b>Module 4: Myth Making</b> Lessons: 6DD, 7DD, 13, 14DD, 21–22, 22DD, 30–31, 31DD, 34–35, 35DD</p>	14 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>Module 1: A Great Heart</b> Lesson: 13 <b>Module 2: Extreme Settings</b> Lessons: 1DD, 5DD, 6DD, 7DD, 8DD, 9DD, 10DD, 14DD, 27DD, 28DD <b>Module 3: The Red Coats Are Coming!</b> Lessons: 11DD, 12DD, 13DD, 15DD, 34–35 <b>Module 4: Myth Making</b> Lessons: 18, 19, 27DD, 28DD, 29DD, 31, 33	24 Days

## Unit 2: Using Structure to Link Ideas with Information in Text

### Priority Standards:

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
RF.4.4.a Read grade-level text with purpose and understanding.	<b>Module 1: A Great Heart</b> Lessons: 13–14, 20–21 <b>Module 2: Extreme Settings</b> Lessons: 7, 19, 26 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 1, 22, 26 <b>Module 4: Myth Making</b> Lessons: 14, 17–18	13 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
W.4.2 Write informative/explanatory texts to examine a topic, convey ideas and information clearly.	<p><b>Module 1: A Great Heart</b> Lessons: 24, 32</p> <p><b>Module 2: Extreme Settings</b> Lesson: 15</p> <p><b>Module 3: The Red Coats Are Coming!</b> Lessons: 8, 20</p> <p><b>Module 4: Myth Making</b> Lessons: 3, 6, 8, 11–13, 34</p>	12 Days
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.	<p><b>Module 1: A Great Heart</b> Lessons: 24, 32</p> <p><b>Module 2: Extreme Settings</b> Lesson: 15</p> <p><b>Module 3: The Red Coats Are Coming!</b> Lessons: 8, 20</p> <p><b>Module 4: Myth Making</b> Lessons: 3, 6, 8, 11–13, 34</p>	12 Days
W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic	<p><b>Module 3: The Red Coats Are Coming!</b> Lessons: 2, 4, 6–7, 19</p> <p><b>Module 4: Myth Making</b> Lessons: 2, 6, 13</p>	8 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
W.4.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.	<b>Module 2: Extreme Settings</b> Lessons: 14 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 7 <b>Module 4: Myth Making</b> Lesson: 17	3 Days
L.4.2.c Use a comma before a coordinating conjunction in a compound sentence.	<b>Module 1: A Great Heart</b> Lessons: 13DD, 14DD, 15DD, 31DD, 32 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 17DD, 18DD, 19DD, 20DD, 33DD, 34, 34DD, 35, 35DD	14 Days

## Unit 2: Using Structure to Link Ideas with Information in Text

### Supporting Standards

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
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.	<b>Module 1: A Great Heart</b> Lessons: 5, 7–8, 10, 13, 16, 31 <b>Module 2: Extreme Settings</b> Lessons: 11–16 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 1–2, 4, 6–8, 10, 12–13, 21, 23–24, 26, 34–35 <b>Module 4: Myth Making</b> Lessons: 1–4, 7–8, 32–35	37 Days



Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
W.4.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	<b>Module 3: The Red Coats Are Coming!</b> Lesson: 7 <b>Module 4: Myth Making</b> Lessons: 15–16, 19	4 Days
W.4.2.e Provide a concluding statement or section related to the information or explanation presented.	<b>Module 2: Extreme Settings</b> Lessons: 10, 30	2 Days
SL.4.1.d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	<b>Module 1: A Great Heart</b> Lessons: 6 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 29, 34 <b>Module 4: Myth Making</b> Lessons: 6, 10, 17–18, 20–21, 30, 33	11 Days
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).	<b>Module 3: The Red Coats Are Coming!</b> Lessons: 11DD, 12DD, 13DD, 15DD, 34–35 <b>Module 4: Myth Making</b> Lessons: 27DD, 28DD, 29DD, 31, 33	11 Days

### Unit 3: Examining Language and Narration in Fiction and Writing Mythology and Fantasy

#### Overarching Standards

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
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 Module 1-4 <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.	n/a
RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Grade 4 Module 1-4 <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.	n/a
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	<i>Wit &amp; Wisdom</i> intentionally does not address foundational skills within their core materials. Please see the <a href="#">General Statement</a> above regarding recommendations for foundational skills instruction	n/a
RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	<b>Module 1: A Great Heart</b> Lessons: 2, 12, 13–14, 18, 20, 21, 23 <b>Module 2: Extreme Settings</b> Lessons: 1, 7, 18, 19, 25, 26 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 1, 16, 21, 22, 26 <b>Module 4: Myth Making</b> Lessons: 15, 14, 17–18, 19, 23, 28	26 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
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.)	<b>Module 1: A Great Heart</b> Lessons: 1, 18, 32 <b>Module 2: Extreme Settings</b> Lessons: 27 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 8, 15, 29 <b>Module 4: Myth Making</b> Lessons: 6–7, 9–10, 13, 19, 21, 29–30, 34–35	18 Days
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.)	<b>Module 1: A Great Heart</b> Lessons: 28, 31DD, 32 <b>Module 2: Extreme Settings</b> Lessons: 6, 7DD, 15, 19–20, 23, 23DD, 24–31 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 8, 13DD, 14–16, 19–20, 25, 31–33, 33DD, 34, 34DD, 35, 35DD <b>Module 4: Myth Making</b> Lessons: 7, 7DD, 14, 22, 25, 31, 34–35	41 Days
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.	<b>Module 2: Extreme Settings</b> Lessons: 27, 31 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 20, 33	4 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
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.	<b>Module 3: The Red Coats Are Coming!</b> Lessons: 1, 18, 21–22 <b>Module 4: Myth Making</b> Lessons: 8–10, 14, 18–19, 22, 26, 32, 36	14 Days
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.	<b>Module 1: A Great Heart</b> Lesson: 6 <b>Module 2: Extreme Settings</b> Lessons: 27, 30, 32 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 1, 2, 3, 5, 6, 7, 8–9, 10, 11, 15, 19, 20–21, 24, 26, 27–29, 34 <b>Module 4: Myth Making</b> Lessons: 6, 10, 15, 17–18, 20–21, 23, 30, 33	34 Days
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>Module 1: A Great Heart</b> Lessons: 18DD, 19DD, 20DD, 31DD, 32 <b>Module 2: Extreme Settings</b> Lessons: 18DD, 19DD, 20DD, 21DD, 22DD, 23DD, 27DD, 28DD <b>Module 3: The Red Coats Are Coming!</b> Lessons: 6DD, 7DD, 8DD, 20DD, 22DD, 23DD, 24DD, 26DD, 27DD, 28DD, 33DD, 34, 34DD, 35, 35DD <b>Module 4: Myth Making</b> Lessons: 4DD, 6DD, 7DD, 9DD, 10DD, 11DD, 12DD, 13, 14, 22DD, 31DD, 34–35, 35DD	42 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p><b>Module 1: A Great Heart</b> Lessons: 2DD, 4DD, 5DD, 10DD, 11DD, 12DD, 13, 13DD, 14DD, 15DD, 23DD, 24DD, 25DD, 31DD, 32</p> <p><b>Module 2: Extreme Settings</b> Lessons: 7DD, 10DD, 27DD</p> <p><b>Module 3: The Red Coats Are Coming!</b> Lessons: 17DD, 18DD, 19DD, 20DD, 33DD, 34, 34DD, 35, 35DD</p> <p><b>Module 4: Myth Making</b> Lessons: 6DD, 7DD, 13, 14DD, 21–22, 22DD, 30–31, 31DD, 34–35, 35DD</p>	40 Days
L.4.2.a Use correct capitalization.	<p><b>Module 1: A Great Heart</b> Lessons: 10DD, 11DD, 12DD, 13, 31DD, 32</p>	6 Days
L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.	<p><b>Module 1: A Great Heart</b> Lessons: 13</p> <p><b>Module 4: Myth Making</b> Lessons: 6DD, 7DD, 13, 14DD, 21–22, 22DD, 30–31, 31DD, 34–35, 35DD</p>	14 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>Module 1: A Great Heart</b> Lessons: 13 <b>Module 2: Extreme Settings</b> Lessons: 1DD, 5DD, 6DD, 7DD, 8DD, 9DD, 10DD, 14DD, 27DD, 28DD <b>Module 3: The Red Coats Are Coming!</b> Lessons: 11DD, 12DD, 13DD, 15DD, 34–35 <b>Module 4: Myth Making</b> Lessons: 18, 19, 27DD, 28DD, 29DD, 31, 33	24 Days

### Unit 3: Examining Language and Narration in Fiction and Writing Mythology and Fantasy

#### Priority Standards:

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
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).	<b>Module 2: Extreme Settings</b> Lessons: 22, 24, 27 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 11, 21–22, 28 <b>Module 4: Myth Making</b> Lessons: 1, 1DD, 4–5, 7, 14, 18, 20, 22, 23DD, 24–26, 26DD, 27–30, 33DD, 34DD	26 Days
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.	<b>Module 3: The Red Coats Are Coming!</b> Lessons: 9–11, 16, 18, 25, 27	7 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
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.	<b>Module 2: Extreme Settings</b> Lessons: 31 <b>Module 4: Myth Making</b> Lessons: 6, 9–14, 20, 24–26, 29, 31–36	18 Days
W.4.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.	<b>Module 2: Extreme Settings</b> Lessons: 1–4, 10, 10DD	6 Days
L.4.2.b Use commas and quotation marks to mark direct speech and quotations from a text.	<b>Module 1: A Great Heart</b> Lessons: 2DD, 4DD, 5DD, 23DD, 24DD, 25DD, 31DD, 32 <b>Module 2: Extreme Settings</b> Lessons: 7DD, 10DD, 27DD	11 Days
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).	<b>Module 1: A Great Heart</b> Lessons: 13DD, 14DD, 15DD, 31DD, 32 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 17DD, 18DD, 19DD, 20DD, 33DD, 34, 34DD, 35, 35DD	14 Days

### Unit 3: Examining Language and Narration in Fiction and Writing Mythology and Fantasy

#### Supporting Standards

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<b>Module 2: Extreme Settings</b> Lessons: 1–4, 10, 10DD, 18, 30	8 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
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.	<b>Module 2: Extreme Settings</b> Lessons: 10, 18	2 Days
W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.	<b>Module 2: Extreme Settings</b> Lessons: 3–4, 10, 10DD	4 Days
W.4.3.c Use a variety of transitional words and phrases to manage the sequence of events.	<b>Module 2: Extreme Settings</b> Lessons: 4, 10	2 Days
L.4.1.e Form and use prepositional phrases.	<b>Module 2: Extreme Settings</b> Lessons: 18DD, 19DD, 20DD, 27DD, 28DD	5 Days
L.4.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.	<b>Module 3: The Red Coats Are Coming!</b> Lessons: 10DD  <b>Module 4: Myth Making</b> Lessons: 5DD, 14, 18, 20, 20DD, 22, 23DD, 24, 24DD, 25, 25DD, 26, 26DD, 28–30, 33DD, 34DD	19 Days

## Unit 4: Using Informational Text to Explore and Support Ideas

### Overarching Standards

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
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 Module 1-4  <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.	n/a



Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Grade 4 Module 1-4 <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.	n/a
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	<i>Wit &amp; Wisdom</i> intentionally does not address foundational skills within their core materials. Please see the <a href="#">General Statement</a> above regarding recommendations for foundational skills instruction	n/a
RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	<b>Module 1: A Great Heart</b> Lessons: 2, 12, 13–14, 18, 20, 21, 23 <b>Module 2: Extreme Settings</b> Lessons: 1, 7, 18, 19, 25, 26 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 1, 16, 21, 22, 26 <b>Module 4: Myth Making</b> Lessons: 15, 14, 17–18, 19, 23, 28	26 Days
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.)	<b>Module 1: A Great Heart</b> Lessons: 1, 18, 32 <b>Module 2: Extreme Settings</b> Lesson: 27 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 8, 15, 29 <b>Module 4: Myth Making</b> Lessons: 6–7, 9–10, 13, 19, 21, 29–30, 34–35	18 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
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.)	<p><b>Module 1: A Great Heart</b> Lessons: 28, 31DD, 32</p> <p><b>Module 2: Extreme Settings</b> Lessons: 6, 7DD, 15, 19–20, 23, 23DD, 24–31</p> <p><b>Module 3: The Red Coats Are Coming!</b> Lessons: 8, 13DD, 14–16, 19–20, 25, 31–33, 33DD, 34, 34DD, 35, 35DD</p> <p><b>Module 4: Myth Making</b> Lessons: 7, 7DD, 14, 22, 25, 31, 34–35</p>	41 Days
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.	<p><b>Module 2: Extreme Settings</b> Lessons: 27, 31</p> <p><b>Module 3: The Red Coats Are Coming!</b> Lessons: 20, 33</p>	4 Days
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.	<p><b>Module 3: The Red Coats Are Coming!</b> Lessons: 1, 18, 21–22</p> <p><b>Module 4: Myth Making</b> Lessons: 8–10, 14, 18–19, 22, 26, 32, 36</p>	14 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
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><b>Module 1: A Great Heart</b> Lesson: 6</p> <p><b>Module 2: Extreme Settings</b> Lessons: 27, 30, 32</p> <p><b>Module 3: The Red Coats Are Coming!</b> Lessons: 1, 2, 3, 5, 6, 7, 8–9, 10, 11, 15, 19, 20–21, 24, 26, 27–29, 34</p> <p><b>Module 4: Myth Making</b> Lessons: 6, 10, 15, 17–18, 20–21, 23, 30, 33</p>	34 Days
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p><b>Module 1: A Great Heart</b> Lessons: 18DD, 19DD, 20DD, 31DD, 32</p> <p><b>Module 2: Extreme Settings</b> Lessons: 18DD, 19DD, 20DD, 21DD, 22DD, 23DD, 27DD, 28DD</p> <p><b>Module 3: The Red Coats Are Coming!</b> Lessons: 6DD, 7DD, 8DD, 20DD, 22DD, 23DD, 24DD, 26DD, 27DD, 28DD, 33DD, 34, 34DD, 35, 35DD</p> <p><b>Module 4: Myth Making</b> Lessons: 4DD, 6DD, 7DD, 9DD, 10DD, 11DD, 12DD, 13, 14, 22DD, 31DD, 34–35, 35DD</p>	42 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p><b>Module 1: A Great Heart</b> Lessons: 2DD, 4DD, 5DD, 10DD, 11DD, 12DD, 13, 13DD, 14DD, 15DD, 23DD, 24DD, 25DD, 31DD, 32</p> <p><b>Module 2: Extreme Settings</b> Lessons: 7DD, 10DD, 27DD</p> <p><b>Module 3: The Red Coats Are Coming!</b> Lessons: 17DD, 18DD, 19DD, 20DD, 33DD, 34, 34DD, 35, 35DD</p> <p><b>Module 4: Myth Making</b> Lessons: 6DD, 7DD, 13, 14DD, 21–22, 22DD, 30–31, 31DD, 34–35, 35DD</p>	40 Days
L.4.2.a Use correct capitalization.	<p><b>Module 1: A Great Heart</b> Lessons: 10DD, 11DD, 12DD, 13, 31DD, 32</p>	6 Days
L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.	<p><b>Module 1: A Great Heart</b> Lessons: 13</p> <p><b>Module 4: Myth Making</b> Lessons: 6DD, 7DD, 13, 14DD, 21–22, 22DD, 30–31, 31DD, 34–35, 35DD</p>	14 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>Module 1: A Great Heart</b> Lesson: 13 <b>Module 2: Extreme Settings</b> Lessons: 1DD, 5DD, 6DD, 7DD, 8DD, 9DD, 10DD, 14DD, 27DD, 28DD <b>Module 3: The Red Coats Are Coming!</b> Lessons: 11DD, 12DD, 13DD, 15DD, 34–35 <b>Module 4: Myth Making</b> Lessons: 18, 19, 27DD, 28DD, 29DD, 31, 33	24 Days

## Unit 4: Using Informational Text to Explore and Support Ideas

### Priority Standards:

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<b>Module 1: A Great Heart</b> Lessons: 1, 3–6, 8–17 <b>Module 2: Extreme Settings</b> Lessons: 13–16 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 2–3, 7–8, 14 <b>Module 4: Myth Making</b> Lessons: 1–3, 7, 33	26 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<b>Module 1: A Great Heart</b> Lesson: 31 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 6–8, 15, 22, 26, 34 <b>Module 4: Myth Making</b> Lessons: 6, 33–36	12 Days
RF.4.4.a Read grade-level text with purpose and understanding.	<b>Module 1: A Great Heart</b> Lessons: 13–14, 20–21 <b>Module 2: Extreme Settings</b> Lessons: 7, 19, 26 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 1, 22, 26 <b>Module 4: Myth Making</b> Lessons: 14, 17–18	13 Days
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.	<b>Module 3: The Red Coats Are Coming!</b> Lessons: 9, 11, 13, 25, 30–31, 35	7 Days
W.4.1.b Provide reasons that are supported by facts and details.	<b>Module 3: The Red Coats Are Coming!</b> Lessons: 11–12, 25, 30, 35	5 Days
W.4.1.d Provide a concluding statement or section related to the opinion presented.	<b>Module 3: The Red Coats Are Coming!</b> Lessons: 15, 31, 35	3 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<b>Module 1: A Great Heart</b> Lessons: 6–8, 15, 19 <b>Module 2: Extreme Settings</b> Lessons: 11–12, 17, 31–32 <b>Module 3: The Red Coats Are Coming!</b> Lesson: 34	11 Days
SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	<b>Module 1: A Great Heart</b> Lessons: 16, 24, 26 <b>Module 2: Extreme Settings</b> Lesson: 5 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 8–9, 15, 22, 25, 29, 32, 34 <b>Module 4: Myth Making</b> Lessons: 6, 36	14 Days
L.4.3.a Choose words and phrases to convey ideas precisely.	<b>Module 1: A Great Heart</b> Lessons: 13 <b>Module 2: Extreme Settings</b> Lessons: 1DD, 8DD, 9DD, 10DD, 14DD, 27DD, 28DD <b>Module 3: The Red Coats Are Coming!</b> Lesson: 35 <b>Module 4: Myth Making</b> Lessons: 18–19	11 Days

**Unit 4: Using Informational Text to Explore and Support Ideas****Supporting Standards**

<b>Module Unit Standard</b>	<b><i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers</b>	<b>Pacing</b>
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.	<b>Module 1: A Great Heart</b> Lessons: 3, 11–12, 14, 17, 31–32 <b>Module 2: Extreme Settings</b> Lessons: 12 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 1–4, 6–8, 12–13, 23–24, 30, 34–35 <b>Module 4: Myth Making</b> Lesson: 36	22 Days
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<b>Module 3: The Red Coats Are Coming!</b> Lessons: 9, 11, 12, 13, 14, 15, 25, 30–31, 35	10 Days
W.4.1.c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	<b>Module 3: The Red Coats Are Coming!</b> Lessons: 14, 35	2 Days
L.4.1.c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	<b>Module 2: Extreme Settings</b> Lesson: 30 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 1–3, 5–11, 19–21, 24, 26, 29, 34 <b>Module 4: Myth Making</b> Lessons: 15, 23	17 Days



Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
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 Module 1-4  <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.	n/a

## Unit 5: A Closer Look at Story Elements and Structure in Multiple Genres and Writing Performance, Poetry, and Drama

### Overarching Standards

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
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 Module 1-4  <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.	n/a
RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Grade 4 Module 1-4  <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.	n/a
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	<i>Wit &amp; Wisdom</i> intentionally does not address foundational skills within their core materials. Please see the <a href="#">General Statement</a> above regarding recommendations for foundational skills instruction	n/a

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	<p><b>Module 1: A Great Heart</b> Lessons: 2, 12, 13–14, 18, 20, 21, 23</p> <p><b>Module 2: Extreme Settings</b> Lessons: 1, 7, 18, 19, 25, 26</p> <p><b>Module 3: The Red Coats Are Coming!</b> Lessons: 1, 16, 21, 22, 26</p> <p><b>Module 4: Myth Making</b> Lessons: 15, 14, 17–18, 19, 23, 28</p>	26 Days
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.)	<p><b>Module 1: A Great Heart</b> Lessons: 1, 18, 32</p> <p><b>Module 2: Extreme Settings</b> Lesson: 27</p> <p><b>Module 3: The Red Coats Are Coming!</b> Lessons: 8, 15, 29</p> <p><b>Module 4: Myth Making</b> Lessons: 6–7, 9–10, 13, 19, 21, 29–30, 34–35</p>	18 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
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.)	<p><b>Module 1: A Great Heart</b> Lessons: 28, 31DD, 32</p> <p><b>Module 2: Extreme Settings</b> Lessons: 6, 7DD, 15, 19–20, 23, 23DD, 24–31</p> <p><b>Module 3: The Red Coats Are Coming!</b> Lessons: 8, 13DD, 14–16, 19–20, 25, 31–33, 33DD, 34, 34DD, 35, 35DD</p> <p><b>Module 4: Myth Making</b> Lessons: 7, 7DD, 14, 22, 25, 31, 34–35</p>	41 Days
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.	<p><b>Module 2: Extreme Settings</b> Lessons: 27, 31</p> <p><b>Module 3: The Red Coats Are Coming!</b> Lessons: 20, 33</p>	4 Days
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.	<p><b>Module 3: The Red Coats Are Coming!</b> Lessons: 1, 18, 21–22</p> <p><b>Module 4: Myth Making</b> Lessons: 8–10, 14, 18–19, 22, 26, 32, 36</p>	14 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
<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><b>Module 1: A Great Heart</b> Lesson: 6</p> <p><b>Module 2: Extreme Settings</b> Lessons: 27, 30, 32</p> <p><b>Module 3: The Red Coats Are Coming!</b> Lessons: 1, 2, 3, 5, 6, 7, 8–9, 10, 11, 15, 19, 20–21, 24, 26, 27–29, 34</p> <p><b>Module 4: Myth Making</b> Lessons: 6, 10, 15, 17–18, 20–21, 23, 30, 33</p>	<p>34 Days</p>
<p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p><b>Module 1: A Great Heart</b> Lessons: 18DD, 19DD, 20DD, 31DD, 32</p> <p><b>Module 2: Extreme Settings</b> Lessons: 18DD, 19DD, 20DD, 21DD, 22DD, 23DD, 27DD, 28DD</p> <p><b>Module 3: The Red Coats Are Coming!</b> Lessons: 6DD, 7DD, 8DD, 20DD, 22DD, 23DD, 24DD, 26DD, 27DD, 28DD, 33DD, 34, 34DD, 35, 35DD</p> <p><b>Module 4: Myth Making</b> Lessons: 4DD, 6DD, 7DD, 9DD, 10DD, 11DD, 12DD, 13, 14, 22DD, 31DD, 34–35, 35DD</p>	<p>42 Days</p>

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p><b>Module 1: A Great Heart</b> Lessons: 2DD, 4DD, 5DD, 10DD, 11DD, 12DD, 13, 13DD, 14DD, 15DD, 23DD, 24DD, 25DD, 31DD, 32</p> <p><b>Module 2: Extreme Settings</b> Lessons: 7DD, 10DD, 27DD</p> <p><b>Module 3: The Red Coats Are Coming!</b> Lessons: 17DD, 18DD, 19DD, 20DD, 33DD, 34, 34DD, 35, 35DD</p> <p><b>Module 4: Myth Making</b> Lessons: 6DD, 7DD, 13, 14DD, 21–22, 22DD, 30–31, 31DD, 34–35, 35DD</p>	40 Days
L.4.2a Use correct capitalization.	<p><b>Module 4: Myth Making</b> Lessons: 10DD, 11DD, 12DD, 13, 31DD, 32</p>	6 Days
L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.	<p><b>Module 1: A Great Heart</b> Lesson: 13</p> <p><b>Module 4: Myth Making</b> Lessons: 6DD, 7DD, 13, 14DD, 21–22, 22DD, 30–31, 31DD, 34–35, 35DD</p>	14 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>Module 1: A Great Heart</b> Lesson: 13 <b>Module 2: Extreme Settings</b> Lessons: 1DD, 5DD, 6DD, 7DD, 8DD, 9DD, 10DD, 14DD, 27DD, 28DD <b>Module 3: The Red Coats Are Coming!</b> Lessons: 11DD, 12DD, 13DD, 15DD, 34–35 <b>Module 4: Myth Making</b> Lessons: 18, 19, 27DD, 28DD, 29DD, 31, 33	24 Days

## Unit 5: A Closer Look at Story Elements and Structure in Multiple Genres and Writing Performance, Poetry, and Drama

### Priority Standards:

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
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).	<b>Module 1: A Great Heart</b> Lessons: 22–30 <b>Module 2: Extreme Settings</b> Lessons: 2–5, 8–10, 19–32 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 10, 12, 14–15, 17–19, 22–25, 27–28, 30–31, 34–35 <b>Module 4: Myth Making</b> Lessons: 3, 12, 14, 16–22, 24–31, 36	50 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
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.	<b>Module 1: A Great Heart</b> Lessons: 18, 20–24, 27, 30 <b>Module 4: Myth Making</b> Lessons: 8–9, 14–15, 25	12 Days
RF.4.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	<b>Module 1: A Great Heart</b> Lessons: 2, 12, 18, 23 <b>Module 2: Extreme Settings</b> Lessons: 1, 7, 18, 25 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 16, 21, 26 <b>Module 4: Myth Making</b> Lessons: 15, 19, 23, 28	15 Days
W.4.3.e Provide a conclusion that follows from the narrated experiences or events.	<b>Module 2: Extreme Settings</b> Lessons: 10, 30	2 Days
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	<b>Module 1: A Great Heart</b> Lessons: 5, 17, 28 <b>Module 3: The Red Coats Are Coming!</b> Lesson: 35	4 Days
L.4.3.b Choose punctuation for effect.	<b>Module 2: Extreme Settings</b> Lessons: 5DD, 6DD, 7DD, 10DD, 27DD, 28DD	6 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
L.4.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	<b>Module 1: A Great Heart</b> Lessons: 9, 32 <b>Module 2: Extreme Settings</b> Lessons: 1, 3DD, 4DD, 12 <b>Module 3: The Red Coats Are Coming!</b> Lesson: 23 <b>Module 4: Myth Making</b> Lesson: 15	8 Days

## Unit 5: A Closer Look at Story Elements and Structure in Multiple Genres and Writing Performance, Poetry, and Drama

### Supporting Standards

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
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.	<b>Module 1: A Great Heart</b> Lessons: 19–20, 26, 30–32 <b>Module 2: Extreme Settings</b> Lessons: 1, 1DD, 2–10, 17–22, 24–30 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 5, 9, 11, 16–21, 23–24, 28–29, 31, 34–35 <b>Module 4: Myth Making</b> Lessons: 1–36	78 Days



Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
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.	<b>Module 2: Extreme Settings</b> Lessons: 4–6 <b>Module 4: Myth Making</b> Lessons: 10, 14, 24	6 Days
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<b>Module 2: Extreme Settings</b> Lessons: 1–4, 10, 10DD, 18, 30	8 Days
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.	<b>Module 2: Extreme Settings</b> Lessons: 10, 18	2 Days
W.4.3.b Use dialogue and description to develop experiences and events or show the responses of characters to situations.	<b>Module 2: Extreme Settings</b> Lessons: 3–4, 10, 10DD	4 Days
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<b>Module 3: The Red Coats Are Coming!</b> Lessons: 4–8, 17–20, 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.	<b>Module 1: A Great Heart</b> Lessons: 1, 3–4, 6, 8–13, 15, 17, 19, 21–22, 24–27, 29–32 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 4–7, 17–18, 23, 26–27, 30, 33–34 <b>Module 4: Myth Making</b> Lessons: 3–4, 6, 10–12, 16–21, 26–33	49 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
L.4.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	<b>Module 1: A Great Heart</b> Lessons: 18DD, 19DD, 20DD, 31DD, 32	5 Days
L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<b>Module 1: A Great Heart</b> Lessons: 3DD, 8DD, 9, 28DD, 29DD, 30DD, 32 <b>Module 2: Extreme Settings</b> Lessons: 1, 2DD, 3DD, 4DD, 12, 24DD, 25DD, 33DD, 34DD <b>Module 3: The Red Coats Are Coming!</b> Lessons: 2DD, 3DD, 4DD, 5DD, 10, 13, 14DD, 23, 29DD, 31DD, 32DD, 35 <b>Module 4: Myth Making</b> Lessons: 5DD, 14, 15, 17, 18, 18DD, 19DD, 20, 20DD, 21DD, 22, 23DD, 24, 24DD, 25, 25DD, 26, 26DD, 28–30, 33DD, 34DD	51 Days

## Unit 6: Using Language Structure and Access Features in Informational Text and Researching and Presenting Ideas

### Overarching Standards

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
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 Module 1-4 <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.	n/a

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Grade 4 Module 1-4 <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.	n/a
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	<i>Wit &amp; Wisdom</i> intentionally does not address foundational skills within their core materials. Please see the <a href="#">General Statement</a> above regarding recommendations for foundational skills instruction	n/a
RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	<b>Module 1: A Great Heart</b> Lessons: 2, 12, 13–14, 18, 20, 21, 23 <b>Module 2: Extreme Settings</b> Lessons: 1, 7, 18, 19, 25, 26 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 1, 16, 21, 22, 26 <b>Module 4: Myth Making</b> Lessons: 15, 14, 17–18, 19, 23, 28	26 Days
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.)	<b>Module 1: A Great Heart</b> Lessons: 1, 18, 32 <b>Module 2: Extreme Settings</b> Lesson: 27 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 8, 15, 29 <b>Module 4: Myth Making</b> Lessons: 6–7, 9–10, 13, 19, 21, 29–30, 34–35	18 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
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.)	<p><b>Module 1: A Great Heart</b> Lessons: 28, 31DD, 32</p> <p><b>Module 2: Extreme Settings</b> Lessons: 6, 7DD, 15, 19–20, 23, 23DD, 24–31</p> <p><b>Module 3: The Red Coats Are Coming!</b> Lessons: 8, 13DD, 14–16, 19–20, 25, 31–33, 33DD, 34, 34DD, 35, 35DD</p> <p><b>Module 4: Myth Making</b> Lessons: 7, 7DD, 14, 22, 25, 31, 34–35</p>	41 Days
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.	<p><b>Module 2: Extreme Settings</b> Lessons: 27, 31</p> <p><b>Module 3: The Red Coats Are Coming!</b> Lessons: 20, 33</p>	4 Days
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.	<p><b>Module 3: The Red Coats Are Coming!</b> Lessons: 1, 18, 21–22</p> <p><b>Module 4: Myth Making</b> Lessons: 8–10, 14, 18–19, 22, 26, 32, 36</p>	14 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
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><b>Module 1: A Great Heart</b> Lesson: 6</p> <p><b>Module 2: Extreme Settings</b> Lessons: 27, 30, 32</p> <p><b>Module 3: The Red Coats Are Coming!</b> Lessons: 1, 2, 3, 5, 6, 7, 8–9, 10, 11, 15, 19, 20–21, 24, 26, 27–29, 34</p> <p><b>Module 4: Myth Making</b> Lessons: 6, 10, 15, 17–18, 20–21, 23, 30, 33</p>	34 Days
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<p><b>Module 1: A Great Heart</b> Lessons: 18DD, 19DD, 20DD, 31DD, 32</p> <p><b>Module 2: Extreme Settings</b> Lessons: 18DD, 19DD, 20DD, 21DD, 22DD, 23DD, 27DD, 28DD</p> <p><b>Module 3: The Red Coats Are Coming!</b> Lessons: 6DD, 7DD, 8DD, 20DD, 22DD, 23DD, 24DD, 26DD, 27DD, 28DD, 33DD, 34, 34DD, 35, 35DD</p> <p><b>Module 4: Myth Making</b> Lessons: 4DD, 6DD, 7DD, 9DD, 10DD, 11DD, 12DD, 13, 14, 22DD, 31DD, 34–35, 35DD</p>	42 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p><b>Module 1: A Great Heart</b> Lessons: 2DD, 4DD, 5DD, 10DD, 11DD, 12DD, 13, 13DD, 14DD, 15DD, 23DD, 24DD, 25DD, 31DD, 32</p> <p><b>Module 2: Extreme Settings</b> Lessons: 7DD, 10DD, 27DD</p> <p><b>Module 3: The Red Coats Are Coming!</b> Lessons: 17DD, 18DD, 19DD, 20DD, 33DD, 34, 34DD, 35, 35DD</p> <p><b>Module 4: Myth Making</b> Lessons: 6DD, 7DD, 13, 14DD, 21–22, 22DD, 30–31, 31DD, 34–35, 35DD</p>	40 Days
L.4.2.a Use correct capitalization.	<p><b>Module 1: A Great Heart</b> Lessons: 10DD, 11DD, 12DD, 13, 31DD, 32</p>	6 Days
L.4.2.d Spell grade-appropriate words correctly, consulting references as needed.	<p><b>Module 1: A Great Heart</b> Lessons: 13</p> <p><b>Module 4: Myth Making</b> Lessons: 6DD, 7DD, 13, 14DD, 21–22, 22DD, 30–31, 31DD, 34–35, 35DD</p>	14 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<b>Module 1: A Great Heart</b> Lessons: 13 <b>Module 2: Extreme Settings</b> Lessons: 1DD, 5DD, 6DD, 7DD, 8DD, 9DD, 10DD, 14DD, 27DD, 28DD <b>Module 3: The Red Coats Are Coming!</b> Lessons: 11DD, 12DD, 13DD, 15DD, 34–35 <b>Module 4: Myth Making</b> Lessons: 18, 19, 27DD, 28DD, 29DD, 31, 33	24 Days

## Unit 6: Using Language Structure and Access Features in Informational Text and Researching and Presenting Ideas

### Priority Standards:

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	<b>Module 1: A Great Heart</b> Lessons: 8, 11, 13, 16, 16DD <b>Module 2: Extreme Settings</b> Lessons: 12–14 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 2–4, 6, 25 <b>Module 4: Myth Making</b> Lessons: 1–2	15 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
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.	<b>Module 1: A Great Heart</b> Lessons: 24, 32 <b>Module 2: Extreme Settings</b> Lessons: 15 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 8, 20 <b>Module 4: Myth Making</b> Lessons: 3, 6, 8, 11–13, 34	12 Days
W.4.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<b>Module 3: The Red Coats Are Coming!</b> Lessons: 2, 4, 6–7, 19 <b>Module 4: Myth Making</b> Lessons: 2, 6, 13	8 Days
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 on page 28 for specific expectations.)	<b>Module 1: A Great Heart</b> Lessons: 31 <b>Module 2: Extreme Settings</b> Lessons: 5, 9, 16, 23 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 12DD, 15DD <b>Module 4: Myth Making</b> Lessons: 21, 30, 33, 36	11 Days



Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
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.	<p><b>Module 1: A Great Heart</b> Lessons: 1–2, 3DD, 9DD, 18–19, 29DD, 30DD</p> <p><b>Module 2: Extreme Settings</b> Lessons: 2DD, 12DD, 15, 16DD, 24DD, 33DD, 34DD</p> <p><b>Module 3: The Red Coats Are Coming!</b> Lessons: 9DD, 21, 21DD, 22–23, 25, 28–30, 30DD, 31DD, 32DD</p> <p><b>Module 4: Myth Making</b> Lessons: 1DD, 2, 2DD, 3DD, 8DD, 14, 15DD, 18DD, 19DD, 21DD, 23DD, 26, 26DD, 30DD, 33DD, 34DD</p>	43 Days
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.	<p><b>Module 1: A Great Heart</b> Lessons: 3DD, 28DD</p> <p><b>Module 2: Extreme Settings</b> Lessons: 11DD</p> <p><b>Module 3: The Red Coats Are Coming!</b> Lessons: 1DD, 4DD, 5DD, 13, 14DD, 16DD, 21DD, 25DD, 29DD, 30DD, 31DD, 32DD</p> <p><b>Module 4: Myth Making</b> Lessons: 13DD, 16DD, 32DD</p>	18 Days

## Unit 6: Using Language Structure and Access Features in Informational Text and Researching and Presenting Ideas

### Supporting Standards

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
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.	<b>Module 1: A Great Heart</b> Lessons: 1–2, 6, 9DD, 11–13, 16DD <b>Module 3: The Red Coats Are Coming!</b> Lessons: 1, 3, 12, 30 <b>Module 4: Myth Making</b> Lesson: 2	13 Days
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.	<b>Module 3: The Red Coats Are Coming!</b> Lessons: 3–4, 6–8, 13, 17	7 Days
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	<b>Module 1: A Great Heart</b> Lessons: 5, 9, 16–17 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 1, 3–4, 7, 13	9 Days
W.4.2.c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	<b>Module 3: The Red Coats Are Coming!</b> Lesson: 7 <b>Module 4: Myth Making Lessons: 15–16, 19</b>	4 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
W.4.2.e Provide a concluding statement or section related to the information or explanation presented.	<b>Module 1: A Great Heart</b> Lessons: 24, 32 <b>Module 3: The Red Coats Are Coming!</b> Lessons: 8, 20 <b>Module 4: Myth Making</b> Lessons: 13, 23–25, 29–30	2 Days
SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	<b>Module 2: Extreme Settings</b> Lessons: 7–8, 12–16, 23 <b>Module 4: Myth Making</b> Lessons: 5, 36	9 Days
L.4.1.e Form and use prepositional phrases.	<b>Module 2: Extreme Settings</b> Lessons: 21DD, 22DD, 23DD, 27DD, 28DD <b>Module 3: The Red Coats Are Coming!</b> Lessons: 26DD, 27DD, 28DD, 33DD, 34, 34DD, 35, 35DD	5 Days

Module Unit Standard	<i>Wit &amp; Wisdom</i> Module (Unit) and Lesson Numbers	Pacing
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.	<p><b>Module 1: A Great Heart</b> Lessons: 1–2, 1DD, 3DD, 7DD, 8DD, 9DD, 18–19, 221DD, 22DD, 29DD, 30DD</p> <p><b>Module 2: Extreme Settings</b> Lessons: 2DD, 12DD, 13DD, 14DD, 15, 16DD, 17DD, 24DD, 26DD, 33DD, 34DD</p> <p><b>Module 3: The Red Coats Are Coming!</b> Lessons: 1DD, 2, 2DD, 3, 4DD, 5DD, 9DD, 16DD, 21, 22, 21DD, 22–23, 25, 28–30, 30DD, 31DD, 32DD</p> <p><b>Module 4: Myth Making</b> Lessons: 1DD, 2, 2DD, 3DD, 8DD, 13, 14, 15DD, 16DD, 17DD, 18DD, 19DD, 21DD, 23DD, 26, 26DD, 30DD, 32DD, 33DD, 34DD</p>	64 Days

## Scope and Sequence

If a district uses this resource to implement the state model curriculum for Grade 4, the following scope and sequence should be used to ensure alignment and attention to the progressions of English Language Arts.

Please see [this link](#) for the Wit & Wisdom Grade 4 Scope and Sequence (Module Maps).

## Supports for Diversity, Equity, and Inclusion

Supports for culturally responsive and inclusive educational experiences.

Great Minds believes curriculum is a powerful tool to promote equity and seek to represent diverse identities, races, religions, and perspectives in our curriculum and texts. Below are specific examples of strategies that support culturally responsive and inclusive education, and also aspects of our learning design that inherently support Diversity Equity and Inclusion:

### Identity

*Wit & Wisdom*'s texts are the foundation of the program's cultural responsiveness. Module texts include the exploration and appreciation of multiple cultures with storylines that feature main characters and real-life figures rooted in their own cultural identities, experiences, history, and traditions. Balancing narrative and informational texts, each text set provides distinct perspectives and contextual information. Through an exploration of print, visual, and video

texts, students see a wide range of forms of expression, finding reflections of themselves as they are now, and who they hope to be as citizens in this world.

### **Skill Development**

*Wit & Wisdom* integrates the reading, writing, speaking and listening, and language skills students need in Kindergarten through Grade 5 to prepare for the demands of future study, and ultimately for college, career, and life ahead. *Wit & Wisdom's* design ensures that if students successfully complete the lessons in a module and effectively demonstrate their understanding of the module's content on the module assessments (including the daily Checks for Understanding, the New-Read Assessments, Focusing Question Tasks, and End-of-Module Task), teachers and students can assume that students have met that module's Focus Standards.

### **Intellectualism**

For teachers to create culturally responsive classrooms, they must hold high expectations for all students; a rigorous curriculum can be a crucial component of such a learning environment. *Wit & Wisdom* gives all students the opportunity to learn from grade-level, complex curriculum and texts while supporting them with embedded scaffolds. The curriculum is purposefully sequenced and text sets are intentionally grouped to build students' shared background knowledge and content-area vocabulary. The instructional design fosters habits of mind and advanced cognitive skills which can help to narrow possible achievement gaps. As students read, discuss, and write about the same texts aligned with the module topic, they develop a sense of community that deepens through a shared purpose and pursuit of knowledge (Student Achievement Partners, 2018; ELSF, 2020; Zwiers & Soto, 2016; Bunch, Kibler & Pimentel, 2020)

### **Criticality**

Frameworks of questioning, the Content Stages and Content Framing Questions, engage students in the content and in the process of reading complex texts. Content Framing Questions guide students' daily work of encountering, understanding, and analyzing complex text. Students then distill each text's deeper meaning and, finally, articulate how the texts, individually and collectively, build their knowledge of the topic. Another line of daily questioning, Craft Questions, teaches students the elements of strong craft—writing, speaking, and listening—so that students become adept at applying these skills for a variety of purposes. This knowledge of craft, in turn, allows students to create their own responses to the texts they read. By engaging with these lines of inquiry and repeatedly applying a series of strategies to multiple texts and curated fine art, students solidify their critical thinking skills so they can transfer them to any future setting.

### **Joy**

*Wit & Wisdom* texts merit close reading, lend themselves to the development of content knowledge and the mastery of skills, and, most importantly, engage students in productive—and joyful—struggle. The *Wit & Wisdom* approach helps teachers celebrate the joy of reading and writing with students, while also supporting all learners in meeting the rigor of the ELA standards.

### **Universal Design for Learning (UDL)**

*Wit & Wisdom* is built using Universal Design for Learning (UDL) principles to provide access for students performing below grade level, students performing above grade level, students with disabilities, striving readers, and multilingual learners. We cannot ignore the adversity many encounter in their pursuit of knowledge. As a result, our products and services are steeped in research, with a lens toward readability, accessibility, and equity to help remove historical barriers.

### **Analytical and Social Discourse**

To foster students' analytical abilities so they can engage in reasoned, evidence-based discourse on issues of personal or social importance, *Wit & Wisdom* has at its core, strategic, repeatable processes that empower all students to read and respond to grade-level texts. The curriculum prioritizes giving

students ample processing time, cognitive routines, and purposeful instructional matrixes, such as content framing questions, so that students have the tools and time to engage deeply in their own learning. Topics and texts provide multiple pathways for students to connect with the world, empowering them to apply their own funds of knowledge (Moll et al., 1992) new knowledge, skills, and mindsets beyond the school setting.

### Socratic Seminars

In each module, students engage in several Socratic Seminars, student-led collaborative discussions centering on a thought-provoking question related to a module's content. These discussions provide a space for students to articulate how their background knowledge and their cultural contexts mingle with and enhance the knowledge they have gained by engaging with and analyzing the texts. They also give students authentic and meaningful opportunities to practice responsible decision-making. As students independently engage in inquiry, elaboration, and debate, they have to listen to others, evaluate what others say, and make constructive choices about when and how to express their own ideas. This practice builds empathy and a cross-cultural perspective on the knowledge inherent within the modules and the texts.

## Supports for Diversity, Equity, and Inclusion

High-leverage strategies that research shows are beneficial for instruction for multilingual learners/English learners.

### Embedded Support for Multilingual learners/English learners:

*Wit & Wisdom* supports English learners in two fundamental ways: content and instruction.

1. *Wit & Wisdom* content engages all students with complex texts, topics, and tasks.
2. *Wit & Wisdom* instruction empowers students with strategies to access complex language and ideas.

With *Wit & Wisdom*, all students—including English learners—learn the content and develop the skills they need to succeed in the classroom and beyond. The structures and routines of *Wit & Wisdom* that are particularly helpful for striving readers and English Learners include:

- **Deliberate sequencing.** Texts and activities are purposefully sequenced to build student knowledge of module topics in literature, science, history/social studies, and the arts, and develop skills with reading, writing, listening, speaking, and viewing.
- **Predictable structures.** The recurring Content Stages (that scaffold close reading) and Craft Stages (that scaffold the writing process) help students develop transferable habits of mind.
- **Focus on vocabulary and syntax.** In the 15-minute Deep Dives that follow each core lesson, students study vocabulary and grammar in the context of the module texts.
- **Content in multiple forms.** Students explore print, visuals (art, photographs, maps, videos, and more), and audio to access module concepts and information.
- **Ongoing, sequential, explicit writing instruction.** Students learn to write and write to learn every day in *Wit & Wisdom*.
- **Authentic opportunities for collaboration.** *Wit & Wisdom* includes daily opportunities for collaboration and explicitly teaches speaking and listening skills.
- **Varied instructional routines and approaches.** Teachers use varied instructional routines, such as visual graphic organizers or collaborative Think–Pair–Share activities or creative Readers' Theater performances, to support students' content and skill building.

- **Scaffolds, extensions, and suggestions for differentiation.** Lessons include frequent suggestions for scaffolding, extending, and differentiating instruction.
- **Help for students to organize their thinking.** Individual consumable Student Editions and journals are set up for written responses and reflection.
- **Student choice.** Students choose topics, processes, and products in the core lessons, and the Volume of Reading text lists offer options of additional texts at varied reading levels for students to continue to explore topics of interest.

#### **Multilingual Learner Resources and *Prologue*:**

In addition to the embedded supports and suggested scaffolds in *Wit & Wisdom*, the **Multilingual Learner Resources** for Grades K–5 and ***Prologue*** for Grades 6–8 provide teachers with tools to provide language supports and additional scaffolds as needed. Each grade-level resource highlights existing lesson elements that particularly benefit multilingual learners and provides new lesson-specific supports for reading, writing, language, and speaking and listening instruction.

**Multilingual Learner Resources:** The Multilingual Learner Resources are research-aligned supports to boost multilingual learners' experience with *Wit & Wisdom* in grades K through 5. For each of these grades, four resources align to each of the four *Wit & Wisdom* modules. Each resource highlights existing lesson elements that particularly benefit multilingual learners; and provides new lesson-specific supports for reading, writing, language, and speaking and listening instruction. The Multilingual Learner Resources are designed for use by multiple audiences. English language arts (ELA) classroom teachers (Grades K through 5), TESOL teachers, and other specialists working with diverse learners will find the scaffolds and supports helpful in meeting multilingual learners' needs. Each of the *Wit & Wisdom* Multilingual Learner Resources provide the following types of support:

- **Reading supports** help students comprehend core module texts. An educator may choose these supports for students who often need additional help to read and comprehend grade-level text. A recommended fluency protocol (one for each grade band, K–2 and 3–5) outlines a process for using fluency passages for small-group instruction. A section for each core text includes a qualitative analysis of the core text, a description of potential challenges for multilingual learners, and recommended scaffolds to address the challenges.
- **Writing Supports** help students explore and practice the structure and language used in each writing type (opinion/argument, informative/explanatory, or narrative). An educator may choose these supports for students who often need additional help to understand and apply the structure of different writing types. Educators can use the previous year's writing assessments and the current year's performance on Focusing Question Tasks and End-of-Module Tasks to assess these writing competencies. This section begins with a summary of the module's writing instruction and the craft elements that may challenge multilingual learners. Supportive scaffolds already included in the module are highlighted. New lesson-specific scaffolds are suggested to target potential challenges for multilingual learners.
- **Language supports** help students understand the vocabulary and syntax used in the module. An educator may choose these supports for students who often need additional help to understand academic and figurative language. To assess these skills, educators can observe student responses to text-dependent questions or Check for Understanding tasks.
- **Speaking and listening supports** help multilingual learners engage in productive academic conversations. An educator may choose these supports for students who, based on performance in Socratic Seminars and class discussions, often need additional processing time or rehearsal before they share ideas with a large group.

#### **Additional Supports:**

- **Deep Dives:** Each resource highlights Deep Dives to prioritize for multilingual learners.

- **Grades K-2:** In grades K–2, each resource includes a sentence construction protocol to help students create and expand content-rich sentences related to each Focusing Question Task.
- **Grades 3-5** In grades 3–5, each resource includes a sentence deconstruction protocol to help students break apart a complex sentence from a module text into words, phrases, and clauses and then consider the intended meaning of each part. The resource recommends instructional steps to deconstruct four sentences from the module’s fluency passages.
- **In Sync:** In addition, each resource includes links to the Vocabulary Videos from the *Wit & Wisdom in Sync* program. These videos provide explicit, contextual instruction for key vocabulary terms from each module.
- **Socratic Seminars:** The Stronger, Clearer Each Time protocol helps multilingual learners prepare for Socratic Seminars. Socratic Seminar scaffolding questions help multilingual learners engage in the analytical thinking needed to fully participate in Socratic Seminars. A grade-band-specific Talking Tool (grades K–2 and 3–5) provides sentence frames to help multilingual learners participate more fully in academic conversations, specifically, sharing ideas, supporting their ideas with evidence, asking others for more information, and building on others’ ideas.

**Prologue:** To provide Tier 2 support for students in grades 6-8, Great Minds has created *Prologue*. Developed by the teacher-writers who created *Wit & Wisdom*, *Prologue* is designed to supplement *Wit & Wisdom* instruction. *Prologue* lessons help ensure that multilingual learners, striving readers, and students with language-based learning disabilities have access to high-quality, grade-level materials that promote English language growth while reinforcing the rich content of *Wit & Wisdom*. Each of the 12-15 *Prologue* lessons for each module in grades 6-8 previews the key content and language of *Wit & Wisdom*’s core lessons and includes opportunities for students to practice oral language, thus deepening their understanding of module vocabulary and making sense of the language used in complex text.

Classroom educators and other school-based specialists can use *Prologue* collaboratively when providing support for diverse learners. *Prologue* can be used flexibly in the following ways:

- If students need support to fluently read the core texts, choose *Prologues* that focus on fluency and comprehension of important passages.
- If students need support to express themselves clearly in writing, choose *Prologues* that focus on analysis and practice of the writing type of the module.
- If students need support to participate fully in class discussions, choose *Prologues* that offer additional processing of key ideas and rehearsal of claims and evidence.
- If students need support to understand complex language, choose *Prologues* that focus on analyzing one sentence at a time.
- If students need support to understand a key concept, look ahead at future *Prologues* to see which ones can help reinforce understanding. *Prologues* carefully support the most important learning in the module.

*Prologue*’s set of supplementary lessons support instruction in grades 6-8 and provide effective scaffolding for multilingual learners through their focus on vocabulary, syntax, and language development. *Prologue* also supports language development for students with language-based learning disabilities with explicit vocabulary and syntax instruction. While providing an opportunity for intensive English language development, *Prologue* remains grounded in the content of the *Wit & Wisdom* curriculum, providing all students with equitable access to grade-level content and standard-based instruction.

Each *Prologue* lesson previews the key content and language of *Wit & Wisdom*’s core lessons and includes opportunities for students to practice oral language, thus deepening their understanding of module vocabulary and making sense of the language used in complex text. This approach is supported by research-based principles, which show that:



- The integration of content and language accelerates student growth in both areas.
- Students benefit more from intervention as frontloading rather than as review.
- Oral language development develops literacy skills.
- Multilingual learners need support in understanding disciplinary language and how to unpack complex grade-level text.
- Multilingual learners benefit from explicit vocabulary instruction.

As a matter of equity, *Prologue* also invites students to use their home language, recognizing multilingualism as an asset.

## Supports for Diversity, Equity, and Inclusion

Supports for differentiated instruction for a variety of learners, including students with a specific learning disability.

*Wit & Wisdom's* approach to differentiation begins by considering how to design lessons that provide universal access to rich texts and content. Intentionally designed lessons guide students' reading, discussion, and interaction with texts, supporting all students. Each *Wit & Wisdom* lesson focuses on one of five Content Stages for reading. Applied to all types of texts—including literary, informational, visual, and auditory—the predictable structure of Content Stages develops in students the repeatable habits of mind that experienced readers use across all content areas to understand challenging new texts.

The *Wit & Wisdom* learning design scaffolds learning in numerous ways, including the following :

- **Deliberate sequencing.** Students build knowledge of each module topic by reading texts in a purposeful sequence. Students complete each module study with knowledge and skills that they can use to access grade level text.
- **Predictability of structures.** The predictability of the recurring Content Stages helps students develop habits of mind and provides a scaffold for reading challenging texts. Students use the Content Framing Question as an entry point to difficult texts.
- **Reading scaffolds.** Organizing ideas from informational and literary texts establishes student understanding of the main ideas and plot points prior to the consideration of deeper ideas.
- **Text-dependent questions.** Tasks focus all students on key terms, phrases, and passages for rereading and repeated exploration.
- **Focus on vocabulary and syntax.** Students learn to read closely and discuss important passages, with particular emphasis on learning the meanings of essential content words and academic vocabulary; studying roots and affixes to grow capacity to discern word meaning independently; and dissecting phrases to reveal how syntax conveys meaning.
- **Exploration of content in multiple forms.** Students explore print texts, visual art, videos, audio recordings, photographs, and maps to access module concepts and information.
- **Ongoing, sequential, explicit writing instruction.** Students learn to write and write to learn every day in *Wit & Wisdom*.
- **Reliance on strong models.** Students examine models of strong writing to understand how to craft effective sentences, paragraphs, and essays.
- **Help for students to organize their thinking.** Individual consumable Student Editions and journals are set up for written responses and reflection.
- **Frequent feedback.** Students receive ongoing and explicit feedback from peers and teachers.

- **Scaffolds, Differentiation and Extension suggestions.** Lessons often offer suggestions for how to vary learning tasks for students who may be challenged by the lesson's rigor, or to extend learning for those who seek an additional challenge.

The chart below illustrates how *Wit & Wisdom* lessons support all learners, and English learners specifically:

Module Element	For All Learners	For English Learners
<p>Content Stage and Content Framing Question:</p> <p>Wonder</p> <p>What do I notice and wonder about this text?</p>	<ul style="list-style-type: none"> <li>• Students build confidence as they articulate observations stemming from their curiosity and focus.</li> <li>• Students engage in noticing and wondering at their current ability level, often activating prior knowledge, which fosters a feeling of success in striving readers.</li> <li>• Students learn to take note of information and details as they read. Students learn to articulate their confusion about a text.</li> <li>• Students learn to focus on the role of illustrations in building meaning, where applicable.</li> </ul>	<ul style="list-style-type: none"> <li>• Annotating gives a structure for English learners to document their understanding.</li> <li>• Discussing unknown vocabulary and comprehension confusion supports English learners in the process of making meaning.</li> <li>• The focus on academic language and content vocabulary in context supports the development of such language in English learners.</li> <li>• Teacher Read-Alouds of text during this stage—sometimes optional for differentiation but often the norm—offer support for students who are not yet fluent in English.</li> </ul>
<p>Content Stage and Content Framing Question:</p> <p>Organize</p> <p>What is happening in this text?</p>	<ul style="list-style-type: none"> <li>• Building basic plot understanding before moving on to close reading exercises ensures that students will be able to succeed at more complex text analysis.</li> <li>• The focus on text organization (sequential, narrative, cause/effect, etc.) helps students generalize how to approach and comprehend different types of texts.</li> <li>• Tactile work through routines such as Boxes and Buttons and Story Stones engages and supports kinesthetic learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic organizers and other visual and tactile prompts support English learners in building comprehension.</li> <li>• Instructional routines include the following:</li> <li>• Story Stones: Students use tactile symbols to represent plot elements.</li> <li>• Literary Dominoes: Students record key plot events onto dominoes that they can place in sequence and use to summarize.</li> <li>• Boxes and Buttons/Boxes and Bullets: Students record texts' main ideas (boxes) and key details (buttons or bullets).</li> </ul>

Module Element	For All Learners	For English Learners
<p>Content Stage and Content Framing Question:</p> <p>Reveal</p> <p>What does a deeper exploration of _____ reveal in this text?</p>	<ul style="list-style-type: none"> <li>Careful and repetitive work with certain standards using shorter segments of text for close reading gradually leads to student success with analyzing and understanding complex texts.</li> <li>Text-dependent questions and text-dependent tasks, such as Graphic Organizers or Chalk Talks, encourage students to reread the text several times to determine meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Focused work on specific elements such as figurative language, point of view, and individual text features increases students' ability to access complex texts.</li> </ul>
<p>Content Stage and Content Framing Question:</p> <p>Distill</p> <p>What is the essential meaning of this text?</p>	<ul style="list-style-type: none"> <li>Graphic Organizers and thoughtful instruction during this stage of reading and analysis lead students to a deeper understanding of a complex text.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion in pairs and groups helps students determine the central ideas and themes of a text.</li> <li>Graphic organizers offer a structure for students to analyze how key aspects of the text support these ideas and themes.</li> <li>Thoughtful instruction leads students to a deeper understanding of complex texts.</li> </ul>
<p>Content Stage and Content Framing Question:</p> <p>Know</p> <p>How does this text build my knowledge of _____?</p>	<ul style="list-style-type: none"> <li>Intentional building of content knowledge improves comprehension and increases both domain- specific and academic vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>The predictable routine of using the Knowledge Journal gives students an opportunity to reflect on and record their learning.</li> <li>Connecting to prior knowledge, making connections with other texts, and reflecting on skill acquisition helps students solidify knowledge that will support future learning. Separate reflections on skill and content knowledge acquisition help students categorize and solidify what they are learning.</li> <li>Students build a cache of knowledge around various topics, learning a greater amount of vocabulary than they could through simply thematic collections.</li> </ul>

Module Element	For All Learners	For English Learners
Deep Dives	<ul style="list-style-type: none"> <li>Learning to apply understanding of roots and affixes helps students determine the meanings of unfamiliar words and access increasingly complex texts.</li> </ul>	<ul style="list-style-type: none"> <li>Explicit vocabulary instruction builds multilingual learners' bodies of known academic and content-specific words.</li> <li>Morphology analysis and other word-learning strategies give multilingual learners the tools they need to learn new words.</li> <li>The study of syntax helps multilingual learners understand a variety of sentence structures as they read them and use them in their own writing.</li> <li>Grammar study helps students learn parts of speech and word functions in context.</li> </ul>
Writing Instruction	<ul style="list-style-type: none"> <li>Writing models give students visuals for organizing their expository, argumentative, and narrative writing.</li> <li>Evidence Organizers prime students for success in identifying and organizing their ideas before writing.</li> <li>Sharing writing ideas orally prior to writing helps support students in understanding and expressing their ideas about texts.</li> </ul>	<ul style="list-style-type: none"> <li>Modules and lessons feature learning-to-write activities and text-based writing-to-learn responses.</li> <li>The Craft Stages offer a sequence of predictable routines: 1. Examine, 2. Experiment, 3. Execute, 4. Excel.</li> <li>Writing models give students visuals for organizing their expository, argumentative, and narrative writing.</li> <li>Evidence Organizers prime students for success in identifying and organizing their ideas before writing.</li> <li>Sharing writing ideas orally prior to writing helps support students in understanding and expressing their ideas about texts.</li> <li>Sentence frames provide a structure and starting point for those who may struggle with language or syntax, and they model academic language students can internalize.</li> </ul>

Module Element	For All Learners	For English Learners
Volume of Reading	<ul style="list-style-type: none"> <li>Students benefit from frequent and increased exposure to a range of texts at a range of levels.</li> <li>The more students read and are read to, the more knowledge they build and the more they develop their academic vocabulary.</li> <li>Opportunities for choice in independent reading enhance student engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Students benefit from frequent and increased exposure to a range of texts at a range of levels.</li> <li>The more students read and are read to, the more knowledge they build and the more they develop their academic vocabulary.</li> <li>Text choice fosters student engagement: students can choose additional texts based on their interests.</li> <li>Sustained study of the module topic helps students build knowledge and vocabulary.</li> </ul>
Fluency Instruction	<ul style="list-style-type: none"> <li>Repeated reading helps students work on the correct pronunciation of words, building confidence in their oral language.</li> <li>Frequent reading of complex passages for fluency helps build comprehension.</li> <li>Fluency performance with partners and small groups builds reading confidence, as students receive affirmation from teachers and peers.</li> </ul>	<ul style="list-style-type: none"> <li><i>Wit &amp; Wisdom</i> provides explicit instruction in the elements of fluency, followed by opportunities for practice. In lessons and homework, students repeatedly read short, well-chosen excerpts from module texts.</li> <li>Fluency passages are often chosen to provide additional opportunities to engage with complex sections of text.</li> <li>Repeated reading helps students develop correct pronunciation of words and build confidence in oral English language skills.</li> <li>Feedback from peers, teachers, and others helps students focus on the specific skills they need to develop to read more fluently and with increasing automaticity.</li> <li>Developing greater fluency builds comprehension.</li> </ul>