



WIT & WISDOM[®]

MORE MEANINGFUL ENGLISH

Alaska English/Language
Arts Standards
Correlation to *Wit & Wisdom*

GRADE 3

March 2020

ABOUT *WIT & WISDOM*

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

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

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

HIGH RATINGS

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

PROVEN RESULTS

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

ONGOING SUPPORT

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





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

Alaska English/Language Arts Standards Correlation to *Wit & Wisdom*

GRADE 3 ENGLISH/LANGUAGE ARTS

The majority of the Grade 3 Alaska English/Language Arts Standards are fully covered by Grade 3 of the *Wit & Wisdom* curriculum. The areas where the Grade 3 Alaska English/Language Arts standards and Grade 3 of the *Wit & Wisdom* curriculum do not align will require supplemental materials. A detailed analysis of alignment is provided in the table below. With strategic placement of supplemental materials, students can be successful in achieving the proficiencies of the Alaska standards while benefiting from the rich texts and knowledge building of *Wit & Wisdom*.

KEY

-  *Wit & Wisdom* fully addresses the Alaska standard.
-  *Wit & Wisdom* may not completely address the Alaska standard.
-  *Wit & Wisdom* does not address the Alaska standard.
-  *Wit & Wisdom* addresses the Alaska standard at a different grade level.

G = grade level

Examples:

M = module

G3 M1 L6 = Grade 3 Module 1 Lesson 6

L = lesson

G3 M1 L6DD = Grade 3 Module 1 Lesson 6 Deep Dive

DD = Deep Dive

Content	Strand	Standard	Aligned Components of <i>Wit & Wisdom</i>
Reading Standards for Literature	Key Ideas and Details	<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text (e.g., making basic inferences and predictions), referring explicitly to details from the text as the basis for the answers.</p>	<p>G3 M1 L1, L3–5, L7–8 G3 M2 L1, L11, L19, L27–36 G3 M3 L1–5, L7–9, L15–16, L22, L25, L27, L30–35 G3 M4 L1–5, L10–17, L19–20, L22–25, L28, L31–34</p>
		<p>RL.3.2 Determine the author’s purpose, message, lesson, or moral and explain how it is conveyed through key details in the text; summarize stories in correct sequence, including fables and folktales from diverse cultures.</p>	<p>Supplemental material is necessary to address summarizing stories in correct sequence. The following lessons address recounting stories and using story maps to chart key elements of stories, including fables and folktales from diverse cultures; determining author’s purpose, message, lesson, or moral. G3 M1 L1, L5, L7–9, L31–32 G3 M2 L1, L27, L29–31 G3 M3 L2, L6, L8, L11–15, L25–28, L30–31 G3 M4 L1–3, L16–17</p>
		<p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events (e.g., creating or solving a problem).</p>	<p>G3 M1 L5, L7 G3 M2 L28–30 G3 M3 L2–3, L5–6, L9–10, L12–16, L26–30, L32–33 G3 M4 L1</p>
	Craft and Structure	<p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal meanings from use of figurative language (e.g., exaggeration in tall tales).</p>	<p>G3 M1 L1, L4, L6–7 G3 M2 L6 G3 M3 L1–2, L5, L7, L11, L15–17, L25, L29, L31 G3 M4 L6, L8DD, L10–11, L13–14, L16–17</p>

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		<p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p>G3 M1 L20 G3 M4 L11–13, L17, L19</p>
		<p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>G3 M3 L1, L3–4, L9–10, L15</p>
	<p>Integration of Knowledge and Ideas</p>	<p>RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>G3 M1 L4–7, L20, L31–32 G3 M2 L27–28 G3 M3 L1–2, L6–7, L15, L25 G3 M4 L1–3, L15</p>
		<p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>G3 M3 L8, L12–15, L31</p>
	<p>Range of Reading and Level of Text Complexity</p>	<p>RL.3.10 By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.</p>	<p>G3 M1–4 <i>Wit & Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p>

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Reading Standards for Informational Text	Key Ideas and Details	RI.3.1 Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the text says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers.	G3 M1 L10–17, L19, L23–25, L27–29 G3 M2 L1–5, L8, L10–17, L19–24, L26, L29–30, L35–36 G3 M3 L1, L15–17, L19, L21, L35 G3 M4 L4–10, L13, L15–16, L19–34
		RI.3.2 Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea.	G3 M1 L12, L14, L16–18, L20–23, L25–32 G3 M2 L2, L4, L6–7, L9, L16–18, L21–22, L35 G3 M3 L19–20 G3 M4 L6–7, L16, L23–24, L27–28
		RI.3.3 Describe the relationship or connection among a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	G3 M1 L25, L27 G3 M2 L2, L4–5, L8–12, L14–16, L18, L20, L25–26, L33–34 G3 M3 L17–18 G3 M4 L5, L21
	Craft and Structure	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	G3 M1 L11, L14, L16, L19–23, L25 G3 M2 L2, L4–5, L15, L19–20 G3 M3 L1, L16, L20, L22 G3 M4 L4, L6, L10, L26–28, L32DD, L34DD

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		<p>RI.3.5 Use text features and search tools (e.g., table of contents, index, key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p>G3 M1 L14–16, L19, L21–22, L26, L28–30 G3 M3 L18, L20 G3 M4 L7</p>
		<p>RI.3.6 Determine author’s purpose; distinguish own point of view from that of the author of a text.</p>	<p>G3 M2 L16, L18, L24</p>
	Integration of Knowledge and Ideas	<p>RI.3.7 Use information gained from illustrations (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p>G3 M1 L11, L14–16, L20–23, L26, L28–32 G3 M2 L4–7, L9, L13–16, L19, L29 G3 M3 L16, L19–21, L24 G3 M4 L15–16, L26, L28</p>
		<p>RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p>G3 M2 L4–5, L9DD, L10, L14–15 G3 M4 L5, L13, L21, L23–24, L27</p>
		<p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic or related topics.</p>	<p>G3 M1 L15, L26 G3 M2 L4, L25–26</p>

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	Range of Reading and Level of Text Complexity	RI.3.10 By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.	G3 M1–4 <i>Wit & Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.
Reading Standards: Foundational Skills	Phonics and Word Recognition	RF.3.3 <ul style="list-style-type: none"> ▪ Know and apply grade-level phonics and word analysis skills in decoding words. 	
		<ul style="list-style-type: none"> ◊ Identify and know the meaning of the most common prefixes and derivational suffixes. 	Supplemental material is necessary to address this standard thoroughly. G3 M4 L6DD
		<ul style="list-style-type: none"> ◊ Decode words with common Latin suffixes. 	<i>Wit & Wisdom</i> does not address foundational skills.
		<ul style="list-style-type: none"> ◊ Decode multisyllable words. 	<i>Wit & Wisdom</i> does not address foundational skills.
		<ul style="list-style-type: none"> ◊ Read grade-appropriate irregularly spelled words. 	<i>Wit & Wisdom</i> does not address foundational skills.
	Fluency	RF.3.4 <ul style="list-style-type: none"> ▪ Read with sufficient accuracy and fluency to support comprehension. 	
<ul style="list-style-type: none"> ◊ Read on-level text with purpose and understanding. 	G3 M1 L4, L10, L13, L19, L24 G3 M2 L7		

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		<ul style="list-style-type: none"> ◇ Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 	G3 M4 L16–17, L19
		<ul style="list-style-type: none"> ◇ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<i>Wit & Wisdom</i> does not address foundational skills.
Writing Standards	Text Types and Purposes	<p>W.3.1 Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons (e.g., <i>I like large dogs better than small dogs because they can pull a sled and run for a longer time than small dogs can</i>).</p>	
		<p>W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists fact- or text-based reasons.</p>	G3 M2 L13–15, L17–18, L26, L34, L36
		<p>W.3.1b Provide reasons that support the opinion.</p>	G3 M2 L19–21, L26, L34, L36
		<p>W.3.1c Link opinion and reasons using words and phrases (e.g., <i>because, therefore, since, for example</i>).</p>	G3 M2 L27–28, L36
		<p>W.3.1d Provide a concluding statement or section that reinforces or restates the opinion.</p>	G3 M2 L23, L26, L34, L36
		<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	

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		<p>W.3.2a Introduce a topic and group related information together; include labeled or captioned visuals when useful to aiding comprehension.</p>	<p>G3 M1 L2–3, L5–6, L8–9, L14–18, L22, L29–32 G3 M2 L7 G3 M3 L1–6, L13 G3 M4 L2–5, L8, L33</p>
		<p>W.3.2b Develop the topic with facts, definitions, details, and explanations that support the focus.</p>	<p>G3 M1 L9, L18, L20–22, L29–32 G3 M2 L2–3, L5–7 G3 M4 L33</p>
		<p>W.3.2c Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</p>	<p>G3 M1 L24–25, L29–30, L32 G3 M3 L7–9, L11 G3 M4 L19, L33</p>
		<p>W.3.2d Provide a concluding statement or section that paraphrases the focus of the text.</p>	<p>G3 M1 L22 G3 M2 L7, L9, L10 G3 M3 L13 G3 M4 L19, L33</p>
		<p>W.3.3 Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language), and clear event sequences (chronology).</p>	
		<p>W.3.3a Establish a context or situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>G3 M3 L16–20, L23–26, L29–30, L33, L35</p>

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		<p>W.3.3b Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and feelings and to develop experiences and events showing the response of characters to situations or problems.</p>	<p>G3 M2 L20, L25 G3 M3 L27–28, L28DD, L29–30, L32–33, L35</p>
		<p>W.3.3c Use transitional words and phrases to signal event sequences (e.g., <i>later, soon after</i>).</p>	<p>G3 M3 L26, L30, L35</p>
		<p>W.3.3d Provide a sense of closure (e.g., how a problem was solved or how the event ended).</p>	<p>G3 M3 L31, L35</p>
	<p>Production and Distribution of Writing</p>	<p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>G3 M1 L17–18, L29–30, L32 G3 M2 L12, L25–26, L33, L36 G3 M3 L13–14, L19, L23–24, L32–33, L35 G3 M4 L8–9, L19, L31–33</p>
		<p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>G3 M1 L9, L18, L30–32 G3 M2 L6, L10, L12, L18, L22, L26, L34, L36 G3 M3 L3–4, L11–14, L24, L26, L30, L33–35 G3 M4 L4–5, L8–9, L9DD, L12–13, L19, L19DD, L30DD, L31–33, L33DD</p>

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		<p>W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others and to locate information about topics.</p>	G3 M4 L1–2, L5, L7–9, L11, L14–15, L20, L22, L24–27, L29
	Research to Build and Present Knowledge	<p>W.3.7 Conduct short research projects that build knowledge about a topic.</p>	G3 M2 L8, L29–31, L33 G3 M4 L4–8, L14, L20–23, L25–31
		<p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	G3 M1 L2, L7–12, L16–18, L22–23, L26–32 G3 M2 L14, L23, L25–26, L30–31, L33, L35–36 G3 M3 L12, L21, L23, L33–35 G3 M4 L1–2, L4–8, L10–11, L14–15, L20–31
	Range of Writing	<p>W.3.10 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>	G3 M2 L6, L10, L14, L18, L20–24, L27, L29, L31 G3 M3 L10, L12, L20, L22, L28 G3 M4 L12, L14, L16–17, L24, L28

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Speaking and Listening Standards	Comprehension and Collaboration	SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	
		SL.3.1a After learning a protocol (e.g., Socratic method), 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.	G3 M1 L2–4 G3 M3 L3–4, L8–9, L12–14, L26–27, L34
		SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	G3 M1 L4–7, L9, L11, L13–16, L18–19, L21–22, L24–26, L29–32 G3 M2 L1–2, L4–5, L7, L11, L13–14, L16–17, L19, L25–29, L32–35
		SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	G3 M3 L3–4, L6, L8–9, L12–14, L22–23, L26–27, L34
		SL.3.1d Explain their own ideas and understanding in light of the discussion.	G3 M2 L1–2, L4–7, L9–11, L13–14, L16–17, L19–22, L24–29, L31–35
		SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	G3 M1 L1–4, L8, L10–11, L13, L17, L19–20, L23–24, L27–28 G3 M2 L1, L3, L6, L10, L13–14, L18–19, L24, L27–29, L31–32 G3 M3 L6, L11, L17, L19, L22, L27 G3 M4 L23, L29

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		<p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration or explanations and detail.</p>	<p>G3 M1 L17, L27–28</p> <p>G3 M2 L24</p> <p>G3 M3 L3, L8–10, L13–14, L18, L21–22, L26–27, L30, L34</p> <p>G3 M4 L2–3</p>
	Presentation of Knowledge	<p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>G3 M1 L8, L17, L23, L25</p> <p>G3 M2 L4, L7, L9–11, L15–16, L24–25, L30–33</p> <p>G3 M4 L5–7, L15, L24, L28–30, L34</p>
		<p>SL.3.5 Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; use techniques that engage the listener (e.g., inflection, different voices); and add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>G3 M2 L23</p> <p>G3 M4 L14–18, L34</p>
		<p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>G3 M1 L8, L17, L21, L23, L27–28</p> <p>G3 M2 L15, L32</p> <p>G3 M3 L10, L22, L30</p> <p>G3 M4 L2–3, L5–7, L15–16, L28–30, L34</p>

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Language Standards	Conventions of Standard English	L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
		L.3.1a Use nouns, pronouns, verbs, adjectives, and adverbs appropriate to function and purpose in order to apply the conventions of English.	G3 M1 L1, L2DD, L3DD, L4DD, L5DD, L28DD, L30 G3 M2 L1DD, L2DD, L3DD, L12, L14, L14DD, L15DD, L16DD, L26, L29DD, L30DD, L31DD, L34DD, L36
		L.3.1b Form and use regular and irregular plural nouns.	G3 M3 L22DD, L23DD, L31–32, L35, L35DD
		L.3.1c Use abstract nouns (e.g., <i>childhood</i>).	G3 M1 L7DD G3 M3 L6DD, L20DD, L21DD, L27–28, L35, L35DD
		L.3.1d Form and use regular and irregular verbs.	G3 M3 L25DD, L26DD, L27DD, L35, L35DD
		L.3.1e Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i>) verb tenses.	G3 M1 L16DD, L17DD, L25DD, L30
		L.3.1f Ensure subject-verb and pronoun-antecedent agreement.	G3 M3 L8DD, L9DD, L10DD, L12–14, L14DD, L23–24, L24DD, L33, L33DD, L35, L35DD
		L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	G3 M4 L7DD, L8DD, L10DD, L12DD, L14DD, L24DD, L26DD, L29DD, L33, L33DD

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		<p>L.3.1h Use coordinating and subordinating conjunctions.</p>	<p>G3 M1 L14DD</p> <p>G3 M2 L6DD, L7DD, L8DD, L10DD, L11DD, L12DD, L20DD, L21DD, L22DD, L24DD, L26DD, L34DD, L36</p> <p>G3 M3 L3</p>
		<p>L.3.1i Produce simple, compound, and complex sentences.</p>	<p>G3 M1 L2DD, L3DD, L4DD, L14DD, L30, L30DD</p> <p>G3 M2 L6DD, L7DD, L8DD, L10DD, L11DD, L12DD, L21DD, L22DD, L24DD, L26DD, L34DD, L36</p>
		<p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
		<p>L.3.2a Capitalize appropriate words in titles.</p>	<p>G3 M1 L6DD, L27DD, L30</p> <p>G3 M2 L26</p>
		<p>L.3.2b Use commas in addresses.</p>	<p>G3 M3 L16DD, L17DD, L23–24, L24DD</p>
		<p>L.3.2c Use commas and quotation marks in dialogue.</p>	<p>G3 M3 L11DD, L12DD, L28DD, L32–33, L33DD, L35, L35DD</p>
		<p>L.3.2d Form and use possessives.</p>	<p>G3 M1 L8DD</p> <p>G3 M3 L4DD, L5DD, L31–33, L33DD, L35, L35DD</p>
		<p>L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p>	<p>G3 M1 L17DD, L25DD</p> <p>G3 M4 L9DD, L19DD, L30DD, L33, L33DD</p>

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		L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	G3 M4 L8, L9DD, L19DD, L30DD, L33, L33DD
		L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.	G3 M4 L8, L9DD, L19DD, L30DD, L33, L33DD
	Knowledge of Language	L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
		L.3.3a Choose words and phrases for effect.	G3 M1 L26DD G3 M2 L16, L16DD, L17DD G3 M4 L10–11, L13, L13DD, L19, L29–30, L33, L33DD, L34
		L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.	G3 M3 L13 G3 M4 L3, L3DD, L5–7, L16, L19, L29–30, L32

Content	Strand	Standard	Aligned Components of <i>Wit & Wisdom</i>
	Vocabulary Acquisition and Use	L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	
L.3.4a Use a sentence-level context as a clue to the meaning of a word or phrase.		G3 M1 L1DD, L4–7, L11–14, L16, L19, L20DD, L22, L24–27 G3 M2 L2, L3DD, L4–5, L8–9, L13–16, L18DD, L19DD, L22–23, L23DD, L25, L27–28 G3 M3 L1, L5, L7, L7DD, L9, L15, L15DD, L17, L20, L25, L28–29, L31 G3 M4 L5DD, L6DD, L10, L22DD, L26–27	
L.3.4b Determine the meaning of a new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).		G3 M1 L13DD G3 M2 L10, L27DD G3 M3 L1DD, L4 G3 M4 L6DD, L21DD, L23DD	
L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).		G3 M1 L9DD G3 M2 L3, L25DD, L27DD G3 M3 L1DD, L5, L7DD, L8, L15, L15DD G3 M4 L4DD, L20, L20DD, L21DD, L23DD	
L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.		G3 M1 L5, L5DD, L6, L19DD, L20 G3 M2 L13DD, L23DD G3 M4 L2DD, L4DD, L5DD, L6, L6DD, L11, L11DD, L12, L15DD, L16DD, L17, L20DD, L21DD, L22DD, L24, L25DD, L26, L28	

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		<p>L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>	
		<p>L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p>	<p>G3 M1 L1, L15DD G3 M2 L6, L21, L28DD G3 M3 L15 G3 M4 L6, L8DD, L11, L13–14, L16, L27–28</p>
		<p>L.3.5b Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p>	<p>G3 M1 L18DD, L22DD, L23DD G3 M2 L9DD, L31DD, L33DD G3 M3 L2, L3DD, L5, L6DD, L9, L13DD, L15, L18–19, L19DD, L26, L28, L29DD, L30DD, L34DD G3 M4 L1DD, L22DD, L27DD, L28DD</p>
		<p>L.3.5c Distinguish shades of meaning among related words (e.g., words that describe states of mind or degrees of certainty, such as <i>knew</i>, <i>believed</i>).</p>	<p>G3 M1 L21DD, L24DD, L29DD G3 M2 L4DD, L5DD, L8 G3 M3 L2DD, L18DD G3 M4 L25DD</p>
		<p>L.3.6 Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night, we went looking for them.</i>).</p>	<p>G3 M1–4 <i>Wit & Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p>