

**WIT &
WISDOM**[®]
FLORIDA EDITION

Florida's B.E.S.T. Standards
Correlation to *Wit & Wisdom*
Florida Edition with Foundations[®]

GRADE 3

November 2020

More Meaningful English

Florida's B.E.S.T. Standards: English Language Arts Correlation to *Wit & Wisdom*® Florida with Foundations®

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Wit & Wisdom® Florida is a comprehensive Kindergarten through Grade 8 English language arts (ELA) curriculum. *Wit & Wisdom* was created by Great Minds® by bringing together teachers and experts who believe all students deserve access to rich, rigorous content alongside systematic, scientifically based reading instruction. As part of the major tool of instruction in Grade 3, Wilsons Language Training's Wilson Cursive® Writing Kit provides all students with standards-based cursive instruction. Great Minds and Wilson Language Training have created a comprehensive solution to ELA instruction for the state of Florida.

Wit & Wisdom

At the heart of each *Wit & Wisdom* module is a selection of literary works, informational texts, and visual art. 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, communication, and vocabulary skills. Each module focuses on an engaging, content-focused topic. The purposeful sequence of topics within and across grade levels builds students' content knowledge in literature, the arts, social sciences and history, and science. A shared knowledge base empowers all students to comprehend complex texts.

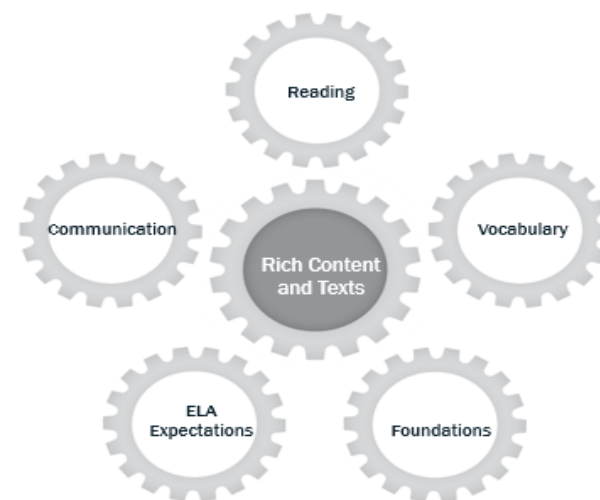
Powerful questions guide students' learning across the 30–38 lessons in each module. Using predictable yet flexible stages for close reading, *Wit & Wisdom* students build transferrable skills to comprehend texts across the content areas. Explicit, text-based communication instruction follows a sequence of stages that gradually leads students to mastery in writing and presenting.

Great Minds supports all students in learning by achieving the essential balance of accountability to standards through meaningful, relevant content. Each module lesson integrates reading, communication, and vocabulary instruction and includes an aligned conventions or vocabulary Deep Dive.

Foundations®

Foundations® by Wilson Language Training provides teachers in K–3 classrooms with a systematic foundational skills, spelling, and handwriting program for all students. Additionally, it reinforces and supports other English Language Arts standards, particularly vocabulary, comprehension, and writing goals, in an integrated approach. The power of this program is that it overlaps skills, not treating them in isolation, so that a daily 30-35-minute lesson teaches and then reinforces many corresponding skills.

Foundations® is a multisensory, structured literacy program. It is systematic, cumulative, and explicit with a clear and thoroughly documented research base. The program focuses on student development, differentiation of instruction, and active engagement for student learning.



Foundations® is integral to an RTI model, providing scientifically based instruction in Tier 1 as well as an early intervention program for students at risk. Progress monitoring is built into the program, so that students requiring a more intensive program can be identified before undergoing years of struggle.

GRADE 3 ENGLISH LANGUAGE ARTS

The following alignment study provides illustrative examples of how *Wit & Wisdom* Florida with Foundations® addresses Florida’s B.E.S.T. Standards for English Language Arts. The aligned examples included are not comprehensive (the full curriculum contains many more examples), but rather show where the knowledge and skills of each benchmark are taught, learned, or demonstrated. Because the instruction of standards in *Wit & Wisdom* Florida with Foundations® is integrated and not isolated, the same lesson may be listed as an exemplar for more than one standard. Sometimes a full lesson illustrates alignment; other times we call out specific sections or a Deep Dive. Some individual examples may address components of the benchmark’s knowledge or skills, with the complete set of examples providing full coverage of the benchmark.

Through the implementation of the major tool of instruction, *Wit & Wisdom* for core ELA and Foundations® for foundational skills, *Wit & Wisdom* Florida with Foundations® provides students with the proficiencies necessary to meet the Florida B.E.S.T. standards while benefiting from the access to rich texts and knowledge building.

With *Wit & Wisdom* Florida with Foundations®, students build the knowledge, vocabulary, foundational literacy, and critical thinking skills they need for success in secondary and post-secondary education, career, and civic life.

For additional information on the *Wit & Wisdom* Florida with Foundations® curriculum and standards alignment, please see our Grades 3–5 Reviewer Guide at: https://www.greatminds.org/hubfs/Review%20Files/Florida%202020%20Review%20Files/Reviewer%20Guides/WW_FLORIDA_REVIEWER_GUIDE_3_5.pdf?hsLang=en-us

For a narrative description of Foundations® standards alignment for Grade 3, please see: <https://vis.wilsonacademy.com/DocViewer/index/ViewDocument?docId=1c7e22cc-e412-4b85-86b8-5f02fd6afa61>

G = grade level	Examples:
M = module	G1 M1 L6 = Grade 1 Module 1 Lesson 6
L = lesson	G1 M1 L6DD = Grade 1 Module 1 Lesson 6 Deep Dive
DD = Deep Dive	

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
Communication	Communicating Through Writing	<p><i>Handwriting</i> ELA.3.C.1.1: Write in cursive all upper- and lowercase letters.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>Foundations® addresses this standard through the following:</p> <p>Students follow verbalizations to practice connective letter formation only when they can successfully form individual, new letters. Students use gross-motor memory to learn letter formation following verbalizations. Foundations® handwriting activities help students make a multisensory association between the auditory sound of a letter, the grapheme or its visual representation, and the kinesthetic memory of its letter formation. Once cursive handwriting is mastered, students may write in cursive for any spelling and writing activities in the curriculum. The following Foundations® activities explicitly teach cursive handwriting: Letter Formation (Individual Letters), Letter Formations (Connectives), Sky Write/Letter Formation.</p> <p>Letter Formation (Individual Letters) (description p. 58): (Orientation: p. 83); (Unit 1: p. 97; p. 103), (Unit 2: p. 125; p. 131; 143), (Unit 3: p. 159), (Unit 4: p. 177; p. 187), (Unit 5: p. 207; 217), (Unit 6: p. 233), (Unit 7: p. 301; 309), (Unit 8: p. 327; p. 339; p. 347), (Unit 9: p. 371; p. 379; p. 387), (Unit 10: p. 411; p. 421), (Unit 11: p. 451), (Unit 12: p. 477; p. 487)</p> <p>Letter Formation (Connectives) (description p. 60): (Unit 1: p. 99; p. 105), (Unit 2: p. 127; p. 137; p. 145), (Unit 3: p. 163), (Unit 4: p. 191), (Unit 5: p. 209; p. 219), (Unit 6: p. 241), (Unit 7: p. 303; p. 313), (Unit 8: p. 331; p. 341), (Unit 9: p. 373; p. 381; p. 391), (Unit 10: p. 413; p. 425), (Unit 11: p. 461), (Unit 12: p. 479; p. 489)</p> <p>Sky Write/Letter Formation (description 82) : (Orientation: p. 82–83) (Unit 1: p. 91, p. 101) Unit 2: p. 119; p. 129; p. 139) (Unit 3: p. 157) (Unit 4: p. 175; p. 185) (Unit 5: p. 203; p. 213) (Unit 6: p. 231; p. 253) (Bonus Unit: p. 275; p. 277) (Unit 7: p. 297; p. 307) (Unit 8: p. 325, p. 335, p. 345) (Unit 9: p. 365, p. 375, p. 385) (Unit 10: p. 405; p. 415) (Unit 11: p. 445) (Unit 12: p. 473, p. 483)</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations</i> ®
		<p><i>Narrative Writing</i> ELA.3.C.1.2: Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following lessons:</p> <p>Primary Example G3 M3 L34–35 > End-of-Module Task p. 439</p> <p>G3 M3 L17–18 > Examine Engaging and Orienting the Reader; Experiment with Engaging and Orienting the Reader p. 237 L19 > Execute Writing an Introduction; Excel at Writing an Introduction p. 267 L20 > Examine Organizing an Event Sequence p. 280 L23 > Plan a Written Response p. 315 L24 p. 321 L25 > Experiment with Organizing Events in a Narrative p. 340 L26 > Execute and Excel at Organizing Events in a Narrative p. 354 L27–29 > Examine Using Dialogue in a Narrative; Experiment with Dialogue; Execute Writing Dialogue p. 368 L31 > Provide a Sense of Closure in a Narrative Text p. 413</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations</i> ®
		<p><i>Argumentative Writing</i> ELA.3.C.1.3: Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following lessons:</p> <p>Primary Example G3 M2 L35–36 > End-of-Module Task p. 463</p> <p>G3 M2 L14 > Experiment with Introduction Paragraphs p. 203 L15 > Execute Introduction Paragraphs p. 219 L19 > Examine Reasons to Support an Opinion p. 269 L20 > Experiment Using Reasons to Support Opinions p. 282 L21 > Execute Using Reasons to Support Opinions p. 296 L23 > Execute Writing Conclusion Paragraphs p. 323 L25 > Plan a Written Response p. 348 L28 > Experiment with Linking Words and Phrases p. 386 L33–34 > Focusing Question Task 3 p. 441</p>

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		<p><i>Expository Writing</i> ELA.3.C.1.4: Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following lessons:</p> <p>Primary Example G3 M4 L31–33 > End-of-Module Task p. 371</p> <p>G3 M1 L3 > Experiment with Using a Topic Statement p. 45 L18 > Create an Explanatory Paragraph p. 257 L21 > Examine Developing a Topic with Facts, Definitions, and Details p. 304 L24 > Examine Linking Words and Phrases p. 343</p> <p>G3 M2 L3 > Experiment with Using Facts, Definitions, and Details to Develop a Topic p. 44 L7 > Examine Conclusion Paragraphs p. 105 L9 > Experiment with Writing Conclusions p. 128 L11 > Plan a Written Response p. 158</p> <p>G3 M4 L6–9 > Focusing Question Task 1 p. 73</p>

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		<p><i>Improving Writing</i> ELA.3.C.1.5: Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following lessons:</p> <p>Primary Example G3 M1 L9 > Excel at Writing an Explanatory Paragraph p. 132</p> <p>G3 M1 L18 > Provide Peer Feedback p. 257 L30 > Excel: Create a Didactic Wall Panel p. 427</p> <p>G3 M2 L8DD p. 119 L11 > Plan a Written Response p. 158 L12 p. 165 L22 > Excel at Using Reasons to Support an Opinion p. 310</p> <p>G3 M3 L4 > Excel at Writing Hooks p. 56 L14 p. 193 L35 p. 449</p> <p>G3 M4 L9 > Peer-Review Essays p. 115 L33 > Excel at Writing an Essay p. 391 L33DD p. 395</p>

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	Communicating Orally	<p><i>Oral Presentation</i> ELA.3.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G3 M4 L30 p. 361</p> <p>G3 M2 L7 > Execute Speaking to Explain p. 104</p> <p>G3 M4 L7 > Orally Explain an Essential Meaning p. 90 L17 > Rehearse Recording a Poem p. 213 L18 > Record a Poem p. 223 L29 > Plan an Oral Presentation p. 355</p>

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	Following Conventions	<p><i>Conventions</i> ELA.3.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G3 M2 L12DD p. 175</p> <p>G3 M1 L1 > Examine the Importance of Complete Sentences p. 10 L30DD p. 431</p> <p>G3 M2 L28DD p. 389</p> <p>G3 M3 L26DD p. 357 L31DD p. 416</p> <p>G3 M4 L7 > Orally Explain an Essential Meaning p. 90 L19DD p. 237</p> <p>Foundations® also provides instruction in support of this standard by systematically teaching punctuation, capitalization, and proofreading skills beginning in Level K and continuing in Levels 1, 2, and 3. When students write sentences, they follow a proofreading procedure, checking to see that they have appropriate grammar, punctuation, capitalization, and correct spelling.</p>

			<p>Dictation/Sentences (description p. 42): (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163; (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13:p 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549)</p>
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Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
	Researching	<p><i>Researching and Using Information</i></p> <p>ELA.3.C.4.1: Conduct research to answer a question, organizing information about the topic from multiple sources.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G3 M4 L31–33 > End-of-Module Task p. 371</p> <p>G3 M2 L29 > Organize a Research Project p. 397 L30 > Research the Moon p. 412 L31 > Research the Moon p. 423</p> <p>G3 M3 L28 > Answer a Research Question p. 378</p> <p>G3 M4 L4 > Conduct Research and Plan an Essay p. 53 L5 > Research to Plan an Explanatory Essay p. 66 L6 > Research Alvin Ailey p. 79 L25 > Evaluate Digital Sources p. 306 L28–30 > Focusing Question Task 3 p. 337</p>

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	Creating and Collaborating	<p><i>Multimedia</i> ELA.3.C.5.1: Use two or more multimedia elements to enhance oral or written tasks.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G3 M1 L30 > Create a Didactic Wall Panel p. 425</p> <p>G3 M1 L14 > Use Text and Illustrations to Make Meaning p. 201 L16 > Experiment with Using Illustrations to Aid in Comprehension p. 231 L18 > Create an Explanatory Paragraph p. 257 L29 > Sketch an Illustration p. 415</p> <p>G3 M3 L29 > Define and Illustrate Loan Words in <i>The Keeping Quilt</i> p. 389</p> <p>G3 M4 L23 > Create a Movie Poster p. 283</p>

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		<p><i>Technology in Communication</i> ELA.3.C.5.2: Use digital writing tools individually or collaboratively to plan, draft, and revise writing.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G3 M4 L1 > Use a Shared Digital Organizer p. 8</p> <p>G3 M4 L4 > Annotate and Sort Notes p. 52 L8 > Create an Explanatory Essay p. 104 L9 > Revise Essays p. 116 L23 > Evaluate Digital Sources p. 284 L25 > Evaluate Digital Sources p. 306 L26 > Evaluate Digital Sources p. 318</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
Foundations	Learning and Applying Foundational Reading Skills	<p><i>Phonics and Word Analysis</i></p> <p>ELA.3.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.</p>	
		<p>a. Decode words with common Greek and Latin roots and affixes. (See benchmark 3.V.1.2)</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>Foundations® addresses this standard through the following:</p> <p>Foundations® provides an introduction to the complex word study of prefixes, roots, and suffixes. This basic level of application will be an essential foundation to later build upon. Suffixes -s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward and -or, closed- and open-syllable prefixes con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro, and re, and closed-syllable roots dict, duct, fact, fract, ject, junct, lect, min, scrib, sist, spec, struct, and tract are the focus.</p> <p>See Bonus Unit (Bonus Unit p. 264–291), Unit 2 (Unit 2 p. 114–151), Unit 4 (Unit 4 p. 170–197) Unit 9 (Unit 9 p. 360–398) Unit 14 (Unit 14 p. 528–555). During Word of the Day and Word Talk activities in these units, teachers discuss meaning of words with affixes.</p> <p>Word of the Day (description p. 66): (Unit 2: p. 122; p. 124; p. 132; p. 135; p. 140; p. 142) (Unit 4: p. 176; p. 180; p. 186; p. 190) (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390) (Unit 14: p. 536; p. 538; p. 546; p. 548)</p> <p>Word Talk (description p. 68): (Unit 2: p. 128; p. 136; p. 138; p. 146), (Unit 4: p. 182; p. 192), (Unit 9: p. 372; p. 382) (Unit 14: p. 540; p. 550).</p>

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		<p>b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech (e.g., -ful, -less, -est).</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>Foundations® addresses this standard through the following:</p> <p>Foundations® provides an introduction to the complex word study of prefixes, roots, and suffixes. This basic level of application will be an essential foundation to later build upon. Suffixes -s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward and -or, closed- and open-syllable prefixes con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro, and re, and closed-syllable roots dict, duct, fact, fract, ject, junct, lect, min, scrib, sist, spec, struct, and tract are the focus.</p> <p>See Bonus Unit (Bonus Unit p. 264–291), Unit 2 (Unit 2 p. 114–151), Unit 4 (Unit 4 p. 170–197) Unit 9 (Unit 9 p. 360–398) Unit 14 (Unit 14 p. 528–555). During Word of the Day and Word Talk activities in these units, teachers discuss meaning of words with affixes.</p> <p>Word of the Day (description p. 66): (Unit 2: p. 122; p. 124; p. 132; p. 135; p. 140; p. 142) (Unit 4: p. 176; p. 180; p. 186; p. 190) (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390) (Unit 14: p. 536; p. 538; p. 546; p. 548)</p> <p>Word Talk (description p. 68): (Unit 2: p. 128; p. 136; p. 138; p. 146), (Unit 4: p. 182; p. 192), (Unit 9: p. 372; p. 382) (Unit 14: p. 540; p. 550).</p>

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		<p>c. Decode multisyllabic words.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>Foundations® addresses this standard through the following:</p> <p>In Foundations®, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types. In Level 3, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in both single and multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 3, Introduce New Concepts p. 160–161 as an example). Multisyllabic words are introduced in Unit 3, and then included in word resources for all units following for all decoding activities. (Resources: p. 166–169, p. 194–197, p. 222–224, p. 260–263, p. 288–291, p. 316–319, p. 354–359, p. 394–398, p. 434–439, p. 464–467, p. 492–496, p. 522–526, p. 552–555). Foundations® activities for decoding words with these syllable types include: Guess Which One, Introduce New Concepts, Word of the Day, Word Talk, Word Play and Make It Fun activities.</p> <p>Guess Which One (description p. 56): (Unit 3: p. 161), (Unit 4: p. 177; p. 187), (Unit 5: p. 205; p. 213), (Unit 6: p. 233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 327; p. 337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p. 427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543)</p> <p>Introduce New Concepts (description p. 70) (Unit 3: p. 160–161) (Unit 4: p. 174–175; p. 178–179; p. 188–189) (Unit 5: p. 202–203; p. 217) (Unit 6: p. 230–231; p. 232; p. 237; p. 240–241; p. 250–251; p. 255) (Bonus Unit: p. 269; p. 270; p. 273; p. 280; p. 282–283; p. 284–285) (Unit 7: p. 296–297; p. 298–299; p. 306–307; p. 308) (Unit 8: p. 324–325; p. 334–335; p. 336; p. 344–345) (Unit 9: p. 364–365; p. 368–369; p. 374; p. 384–385; p. 388–389) (Unit 10: p. 404–405; p. 407; p. 417; p. 424–425;</p>

			<p>p. 426–427; p. 429) (Unit 12: p. 472; p. 474; p. 482–483; p. 484–485) (Unit 13: p. 502; p. 507; 512–513) (Unit 14: p. 532–533; p. 542–543)</p> <p>Word of the Day (description p. 66): (Unit 3: p. 162), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit 6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 302; p. 310; p. 312), (Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390), (Unit 10: p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508; p. 518), (Unit 14: p. 536; p. 538; p. 546; p. 548)</p> <p>Word Talk (description p. 68): (Unit 4: p. 182; p. 192), (Unit 5: p. 210; p. 220), (Unit 6: p. 238; p. 248; p. 258), (Unit 7: p. 304; p. 314), (Unit 8: p. 342; p. 352), (Unit 9: p. 372; p. 382), (Unit 10: p. 422; p. 432), (Unit 11: p. 452; p. 462), (Unit 12: p. 480; p. 490), (Unit 13: p. 510; p. 514; p. 520), (Unit 14: p. 540; p. 550)</p> <p>Make It Fun (description p.70): (Unit 3: p. 164), (Unit 4: p. 181; p. 189), (Unit 5: p. 209; p. 218), (Unit 6: p. 249; p. 256), (Bonus Unit: p. 274; p. 276; p. 283), (Unit 7: p. 305; p. 311), (Unit 8: p. 333; p. 343; p. 351), (Unit 9: p. 373; p. 383; p. 392), (Unit 10: p. 412; p. 423; p. 431), (Unit 12: p. 481), (Unit 13: p. 511; p. 517), (Unit 14: p. 541; p. 549)</p> <p>Word Play (description p.70): (Unit 5: p. 208), (Bonus Unit: p. 278)</p>
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Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p><i>Fluency</i> ELA.3.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G3 M1 L6 > Examine How Reading with Expression Helps Fluency p. 90</p> <p>G3 M1 L1 > Read and Annotate “The Sea Wind” p. 4 L25 > Execute Reading Fluently p. 358</p> <p>G3 M2 L2 > Wrap: Assign Homework p. 30 L23 > Practice Fluency p. 322</p> <p>G3 M3 L1 > Wrap: Assign Homework p. 13 L7 > Wrap: Assign Homework p. 103</p> <p>G3 M4 L4 > Wrap: Assign Homework p. 55 L18 p. 219</p> <p>Foundations® addresses this standard through the following:</p> <p>Foundations® also provides instruction in support of this standard. With the foundational skills acquired from the cumulative Foundations® curriculum, students are able to decode grade level text with accuracy, appropriate rate, and expression on successive readings. In previous levels, to develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Foundations® uses a scooping technique to provide a graphical representation of phrasing. “A focus on phrasing has substantial potential for delivering positive out-comes across a number of areas related to reading</p>

			proficiency” (Rasinski 2006, 4). In Levels K, 1 and 2, students focused on expression, including prosody, and the meaning of text with controlled text sentences and short passages. Students who have successfully completed Level 2 should be able to decode grade-appropriate non-controlled informational text and authentic literature. It is not necessary to limit Level 3 students to highly controlled text. (See Foundations® Teacher’s Manual Introduction – Skills Taught in Foundations: Fluency : p. 5–6.)
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Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations</i> ®
Reading	Reading Prose and Poetry	<p><i>Literary Elements</i> ELA.3.R.1.1: Explain how one or more characters develop throughout the plot in a literary text.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following lessons:</p> <p>Primary Example G3 M2 L28 > Analyze the Effects of Characters’ Actions p. 384</p> <p>G3 M3 L2 > Organize Story Elements in <i>Grandfather’s Journey</i> p. 23 L3 > Analyze How Grandfather’s Actions, Thoughts, and Feelings Affect the Plot p. 36 L6 > Identify a Central Message in <i>Grandfather’s Journey</i> p. 85 L10 p. 141</p> <p>G3 M4 L1 > Read and Recount <i>Emma’s Rug</i> p. 5</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations</i> ®
		<p><i>Theme</i> ELA.3.R.1.2: Explain a theme and how it develops, using details, in a literary text.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following lessons:</p> <p>Primary Example G3 M4 L3 p. 31</p> <p>G3 M1 L7 > Welcome: Identify the Moral of a Fable p. 99</p> <p>G3 M2 L29 > Determine a Central Message in <i>Zathura</i> p. 394</p> <p>G3 M3 L6 > Identify a Central Message in <i>Grandfather’s Journey</i> p. 85 L11 > Support a Central Message in <i>Tea with Milk</i> p. 159 L12 > Compare and Contrast Two Texts p. 170</p> <p>G3 M4 L17 > Analyze a Poem p. 211</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p><i>Perspective and Point of View</i> ELA.3.R.1.3: Explain different characters’ perspectives in a literary text.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G3 M3 L4 > Compare and Contrast Two Characters’ Points of View p. 54</p> <p>G3 M3 L4 > Identify the Narrator and Point of View in <i>Grandfather’s Journey</i> p. 52 L10 > Identify Masako’s Point of View p. 144</p>
		<p><i>Poetry</i> ELA.3.R.1.4: Identify types of poems: free verse, rhymed verse, haiku, and limerick.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom Florida</i> students in Grade 3 have multiple opportunities to read and analyze poetry. They identify free verse when they engage in the B.E.S.T. Knowledge read analysis of "Tula [“Books are Door-shaped”] by Margarita Engle." They identify rhymed verse when they engage in the B.E.S.T. Knowledge read analysis of "My Doggy Ate My Essay” by Darren Sardelli. They identify haiku when they engage in the B.E.S.T Knowledge read analysis of "Toward Those Short Trees" by Masaoka Shiki. They identify limerick when they engage in the B.E.S.T. knowledge read discussion of There was an Old Man with a Flute” by Edward Lear.</p> <p>G3 M1 L1</p> <p>G3 M3 L22</p> <p>G3 M4 L17 > Analyze a Poem</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
	Reading Informational Text	<p><i>Structure</i> ELA.3.R.2.1: Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G3 M1 L14 p. 197</p> <p>G3 M1 L11 > Analyze Illustrations p. 159 L15 > Analyze Text Features p. 214 L21 > Define New Text Features p. 301</p> <p>G3 M2 L5 > Notice Cause-and-Effect Relationships; Establish Relationships Among Ideas p. 68 L7 > Review Text Features; Analyze Text Features p. 100 L16 > Reread and Annotate for Point of View p. 228 L17 > Analyze Repetition p. 240</p> <p>G3 M3 L18 > Use Text Features p. 246 L20 > Use Illustrations and Text Features to Determine the Essential Meaning of <i>Coming to America</i> p. 277</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p><i>Central Idea</i> ELA.3.R.2.2: Identify the central idea and explain how relevant details support that idea in a text.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G3 M1 L20 p. 281</p> <p>G3 M1 L12 > Identify the Central Message of an Informational Text p. 173 L16 > Identify Key Details in a Text p. 229 L23 > Identify the Main Idea of a Text p. 326 L25 > Identify Key Details and a Main Idea p. 356</p> <p>G3 M4 L7 > Identify an Essential Meaning p. 88 L16 > Identify an Essential Meaning p. 198</p>
		<p><i>Purpose and Perspective</i> ELA.3.R.2.3: Explain the development of an author's purpose in an informational text.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G3 M1 L26DD p. 378</p> <p>G3 M2 L16 > Analyze Point of View p. 232 L25 > Land p. 351</p> <p>G3 M3 L15 > Build Background Knowledge p. 206</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p><i>Argument</i> ELA.3.R.2.4: Identify an author’s claim and explain how an author uses evidence to support the claim.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G3 M2 L24 p. 329</p> <p>G3 M1 L20 > Identify the Main Idea and Key Details in a Paragraph p. 286</p> <p>G3 M2 L22 > Determine an Essential Meaning of <i>One Giant Leap</i> p. 309</p>
	<p>Reading Across Genres</p>	<p><i>Interpreting Figurative Language</i> ELA.3.R.3.1: Identify and explain metaphors, personification, and hyperbole in text(s).</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G3 M2 L21 > Analyze Nonliteral Language p. 294</p> <p>G3 M1 L1 > Analyze Word Choices p. 7</p> <p>G3 M2 L21 > Review Literal and Nonliteral Language p. 292 L25 > Compare and Contrast Texts p. 344 L28DD p. 389</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p><i>Paraphrasing and Summarizing</i> ELA.3.R.3.2: Summarize a text to enhance comprehension.</p>	
		<p>a. Include plot and theme for a literary text.</p>	<p>For the Florida edition, Great Minds' <i>Wit & Wisdom®</i> + Wilson Language Training's Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G3 M3 L2 > Recount Events from <i>Grandfather's Journey</i> p. 28</p> <p>G3 M2 L30 > Recount a Myth p. 410 L31 > Recount a Myth p. 422</p> <p>G3 M3 L8 > Recount <i>Tea with Milk</i> p. 118</p> <p>G3 M4 L1 > Read and Recount <i>Emma's Rug</i> p. 5</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		b. Use the central idea and relevant details for an informational text.	<p>For the Florida edition, Great Minds' <i>Wit & Wisdom®</i> + Wilson Language Training's Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>Wit & Wisdom® addresses this standard in the following lessons:</p> <p>Primary Example G3 M1 L23 > Summarize <i>Shark Attack!</i> p. 330</p> <p>G3 M1 L12 > Write a Summary p. 174 L16 > Summarize a Text p. 230</p> <p>G3 M2 L4 > Examine Listening to Recount p. 56 L24 > Listen to a Speech p. 332</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p><i>Comparative Reading</i> ELA.3.R.3.3: Compare and contrast how two authors present information on the same topic or theme.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>Wit & Wisdom® addresses this standard in the following lessons:</p> <p>Primary Example G3 M2 L25 > Compare and Contrast Texts p. 344</p> <p>G3 M1 L26 > Compare a Text and Video p. 374</p> <p>G3 M2 L18 > Gather New Information p. 253 L30 > Read and Define a Myth p. 408</p> <p>G3 M3 L12 > Compare and Contrast Two Texts p. 170 L15 > Build Background Knowledge p. 206 L21 > Analyze Two Photographs p. 291</p> <p>G3 M4 L23 > Evaluate Digital Sources p. 284</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
Vocabulary	Finding Meaning	<p><i>Academic Vocabulary</i> ELA.3.V.1.1: Use grade-level academic vocabulary in speaking and writing.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>This standard is addressed continually across all lessons and modules with the expectation that students use grade-level academic vocabulary in daily speaking and writing.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G3 M1 L1 > Welcome; Launch p. 3</p> <p>G3 M1 L5 > Collaboratively Create a Story Map Anchor Chart p. 71 L17 > Socratic Seminar p. 243</p> <p>G3 M2 L21 > Review Literal and Nonliteral Language p. 292 L27 > Examine Linking Words and Phrases p. 374 L30 > Read and Define a Myth p. 408</p> <p>G3 M3 L1DD p. 16 L26 > Track Characters and Events from <i>The Keeping Quilt</i> p. 353</p> <p>G3 M4 L15DD p. 193 L34DD p. 406</p> <p>Foundations® addresses this standard through the following:</p> <p>Foundations® also provides instruction in support of this standard. Students add the Word of the Day and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks. Students learn a “Word of the Day” selected to correspond with the word structure</p>

		<p>being studied. The Words of the Day were selected from resources such as Beimiller’s list (Beimiller 2010), so that they not only learn word structure, they learn the meaning of words with higher utility. Students enter the word and a sentence into a vocabulary dictionary, which is a section in their Student Notebooks.</p> <p>Word of the Day (description p. 66): (Unit 1: p. 94; p. 96; p. 101; p. 106), (Unit 2: p. 122; p. 124; p. 132; p. 135; p. 140; p. 142), (Unit 3: p. 162), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit 6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 300; p. 302; p. 310; p. 312), (Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390), (Unit 10: p. 407; p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508; p. 516; p. 518), (Unit 14: p. 536; p. 538; p. 546; p. 548)</p> <p>Also in Foundations®, students develop vocabulary and spelling skills with homophones by distinguishing differences in meaning from the context of various sentences. Homophones are explicitly addressed in the Guess Which One activity, beginning in the Orientation Unit, and once taught are included in word resources for all units following for use in all encoding activities. (Resources: p. 110–113, p. 148–151, p. 166–169, p. 194–197, p. 222–224, p. 260–263, p. 288–291, p. 316–319, p. 354–359, p. 394–398, p. 434–439, p. 464–467, p. 492–496, p. 522–526, p. 552–555.) Homophones for each unit are also listed in the Unit Introduction in the In a Nutshell column (In a Nutshell: p. 72, p. 86, p. 114, p. 152, p. 170, p. 198, p. 226, p. 264, p. 292, p. 320, p. 360, p. 400, p. 440, p. 468, p. 498, p. 528, and are included in encoding activities: Dictation (Dry Erase), Dictation (Composition Book), Dictation (Day 5 Check Up), Echo/Find Words, Guess Which One and Make It Fun.</p> <p>Dictations/Sound Alike & Trick Words (description p. 40): (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 133; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163), (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277),</p>
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		<p>(Unit 7: p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p.373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13:p 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; 547; p. 549)</p> <p>Echo/Find Words (description p. 48; p. 50; p. 52): (Orientation p. 79), (Unit 4: p. 185), (Unit 5: p. 215), (Bonus Unit: p. 268; p. 279), (Unit 9: p. 379), (Unit 10: p. 419), (Unit 11: p. 449; p. 459), (Unit 12: p. 475), (Unit 13: p. 505)</p> <p>Guess Which One (description p. 56): (Orientation: p. 81), (Unit 1: p. 95; p. 101), (Unit 2: p. 123; p. 133; p. 141), (Unit 3: p. 161), (Unit 4: p. 177; p. 187), (Unit 5: p. 205; p. 213), (Unit 6: p. 233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 327; p. 337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p. 427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543)</p> <p>Make It Fun (description p.70): (Unit 8: p. 333), (Unit 12: p. 487; p. 491)</p>
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Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p><i>Morphology</i> ELA.3.V.1.2: Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G3 M2 L25DD p. 352</p> <p>G3 M2 L7 > Review Text Features p. 100 L18DD p. 257 L25 > Identify Advantages and Disadvantages of Space Travel p. 344 L29 > Organize a Research Project p. 397 L27DD p. 378</p> <p>G3 M3 L7DD p. 105 L8 > Analyze a Conflict in the Text (word/root: <i>nationality/nation</i>) p. 114</p> <p>G3 M4 L5DD p. 70 L20DD p. 250</p> <p>Foundations® addresses this standard through the following:</p> <p>Foundations® provides an introduction to the complex word study of prefixes, roots, and suffixes. This basic level of application will be an essential foundation to later build upon and supports students in determining the meaning of unfamiliar words in grade level context through word analysis. Suffixes -s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward and -or, closed- and open-syllable prefixes con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro, and re, and closed-syllable roots dict, duct, fect, fract, ject, junct, lect, min, scrib, sist, spec, struct, and tract are the focus.</p>

			<p>See Bonus Unit (Bonus Unit p. 264–291), Unit 2 (Unit 2 p. 114–151), Unit 4 (Unit 4 p. 170–197) Unit 9 (Unit 9 p. 360–398) Unit 14 (Unit 14 p. 528–555). During Word of the Day and Word Talk activities in these units, teachers discuss meaning of words with affixes.</p> <p>Word of the Day (description p. 66): (Unit 2: p. 122; p. 124; p. 132; p. 135; p. 140; p. 142) (Unit 4: p. 176; p. 180; p. 186; p. 190) (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390) (Unit 14: p. 536; p. 538; p. 546; p. 548)</p> <p>Word Talk (description p. 68): (Unit 2: p. 128; p. 136; p. 138; p. 146), (Unit 4: p. 182; p. 192), (Unit 9: p. 372; p. 382) (Unit 14: p. 540; p. 550).</p>
		<p><i>Context and Connotation</i> ELA.3.V.1.3: Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>Wit & Wisdom® addresses this standard in the following lessons:</p> <p>Primary Example G3 M1 L6 > Define New Words p. 84</p> <p>G3 M1 L4 > Listen to <i>Amos & Boris</i> p. 58 L19DD p. 277</p> <p>G3 M2 L13DD p. 192 L23DD p. 327</p> <p>G3 M3 L2DD p. 30 L17 > Create a Timeline for <i>Coming to America</i> (word: <i>descendants</i>) p. 235</p> <p>G3 M4 L2DD p. 28 L15DD p. 193</p>

Florida’s B.E.S.T. Standards for English Language Arts ELA Expectations	Aligned Components of <i>Wit & Wisdom</i> Florida with Foundations®
<p>ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>Collecting and citing evidence to support ideas in speaking and writing is a core practice in <i>Wit & Wisdom</i> Florida.</p> <p>Students collect evidence during and after reading as a class, in small groups, in pairs, or independently. Students use graphic organizers, their journals, or other note-taking systems to collect and record evidence prior to expressing their evidence-supported understandings through writing or speaking.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following lessons:</p> <p>Primary Example G3 M1 L31 p. 433</p> <p>G3 M1 L3 > Collect Evidence about an Image p. 41 L17 > Collect Evidence from the Texts p. 242</p> <p>G3 M2 L33 > Collect Evidence p. 444 L35 > Gather Evidence p. 467</p> <p>G3 M3 L22 > Gather Evidence about the Meaning of the Statue of Liberty p. 302 L23 p. 311</p> <p>G3 M4 L2 > Gather Evidence p. 20 L29 p. 349</p>

Florida’s B.E.S.T. Standards for English Language Arts ELA Expectations	Aligned Components of <i>Wit & Wisdom</i> Florida with Foundations®
<p>ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom</i> Florida is a text-centered curriculum. By design, students work with the same knowledge-building text sets, allowing all of them to grow shared knowledge and academic vocabulary across lessons and modules. Students are engaged in using grade-appropriate comprehension skills by first listening to rich grade-level texts read aloud in the early grades and reading with increasing independence as their decoding skills develop. They comprehend a range of texts because they have a strong knowledge base and appropriate support across the modules and years.</p> <p>See the Module Overview > Texts list of the core and supplementary texts included in the module, G3 M1–4.</p> <p>See Appendix A: Text Complexity for a description of the quantitative and qualitative complexity of the module’s core texts.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following modules:</p> <p>Primary Example G3 M4 > Appendix A</p>

Florida’s B.E.S.T. Standards for English Language Arts ELA Expectations	Aligned Components of <i>Wit & Wisdom</i> Florida with Foundations®
<p>ELA.K12.EE.3.1: Make inferences to support comprehension.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>The <i>Wit & Wisdom</i> Florida Content Stages are a framework for close reading and questioning that is specifically designed to engage students in deep comprehension of complex texts across grade levels. The Content Stages guide students’ daily work in <i>Wit & Wisdom</i> Florida—from first encountering and understanding the literal meaning of text to analyzing, connecting, and making inferences from text. <i>Wit & Wisdom</i> Florida’s Content Stages optimize the learning opportunities each text presents while building sound habits for wide reading across genres.</p> <p>The first two stages—Wonder and Organize—focus on questioning and organizing literal comprehension. The next two stages—Reveal and Distill—deepen students’ comprehension through analysis of craft, structure, and meaning, of the parts and the whole. Finally, in the Know Stage, students consider the text in the context of their own knowledge and learning.</p> <p>See the Module Overview > Module Map to identify lessons focused on the Reveal Stage and the Distill Stage.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following lessons:</p> <p>Primary Example G3 M1 L14 > Analyze the Text and Illustrations p. 200</p> <p>G3 M1 L2 > Record Observations p. 20 L17 > Collect Evidence from the Texts p. 242</p> <p>G3 M2 L5 p. 65 L20 > Analyze Pacing p. 280</p> <p>G3 M3 L5 > Analyze Word Choices at the Beginning of <i>Grandfather’s Journey</i> p. 68 L21 > Analyze Two Photographs p. 291</p>

	G3 M4 L10 > Notice and Wonder about <i>A River of Words</i> p. 128 L20 > Notice and Wonder about <i>Action Jackson</i> p. 243
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Florida’s B.E.S.T. Standards for English Language Arts ELA Expectations	Aligned Components of <i>Wit & Wisdom</i> Florida with Foundations®
<p>ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>In all modules and grades of <i>Wit & Wisdom Florida</i>, students participate in formal structured, text-based, academic discussions (Socratic Seminars) and informal, collaborative content- and text-based conversations and tasks (through routines like Think-Pair-Share).</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following lessons:</p> <p>Primary Example G3 M1 L8 > Agree and Disagree Respectfully in a Socratic Seminar p. 116</p> <p>G3 M1 L17 > Socratic Seminar p. 243</p> <p>G3 M2 L2 > Participate in a Jigsaw Discussion p. 24 L10 > Participate in a Socratic Seminar p. 139 L32 > Participate in a Socratic Seminar p. 434</p> <p>G3 M3 L22 > Participate in a Socratic Seminar p. 303</p> <p>G3 M4 L2 > Participate in Small-Group Discussions p. 21 L29 > Participate in a Socratic Seminar p. 353</p>

Florida’s B.E.S.T. Standards for English Language Arts ELA Expectations	Aligned Components of <i>Wit & Wisdom</i> Florida with Foundations®
<p>ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>The <i>Wit & Wisdom</i> Florida Craft Stages and writing models provide students with clear structures for their written, visual, and spoken work.</p> <p>The Craft Stages are a sequenced process for building skills in writing, speaking, and presenting. The first <i>Wit & Wisdom</i> Florida Craft Stage is Examine—in which students examine an exemplar of writing, visual presentation, or speaking to identify the elements and structures of quality communication.</p> <p>See the Module Overview > Module Map to identify lessons focused on the Examine Stage.</p> <p>The <i>Wit & Wisdom</i> Florida writing models give students visuals for organizing their narrative, opinion/argument, and expository writing.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following lessons:</p> <p>Primary Example G3 M3 L24 > Create a Narrative p. 324</p> <p>G3 M1 L3 > Experiment with Using a Topic Statement p. 45 L28 > Examine a Didactic Wall Panel p. 402</p> <p>G3 M2 L3 > Experiment with Using Facts, Definitions, and Details to Develop a Topic p. 44 L19 > Examine Reasons to Support an Opinion p. 269</p> <p>G3 M4 L2 > Examine Writing a Thesis Statement p. 24</p>

Florida’s B.E.S.T. Standards for English Language Arts ELA Expectations	Aligned Components of <i>Wit & Wisdom</i> Florida with Foundations®
<p>ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.</p>	<p>For the Florida edition, Great Minds’ Wit & Wisdom® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>In <i>Wit & Wisdom</i> Florida, students examine and are explicitly taught distinctions between formal and informal language. Engagement with the curriculum’s module texts and content builds students’ academic vocabulary. Integration of sentence frames, process writing, speaking and listening guidelines, and explicit vocabulary instruction supports students’ use of academic language in communicating their ideas about module texts and topics in formal presentations, Socratic Seminars, and writing.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following lessons:</p> <p>Primary Example G3 M4 L3DD p. 43</p> <p>G3 M1 G3 M1 L8 > Agree and Disagree Respectfully in a Socratic Seminar p. 116</p> <p>G3 M2 G3 L12 > Provide Peer Feedback p. 169</p> <p>G3 M4 L3 > Examine Differences between Spoken and Written English p. 39 L7 > Orally Explain an Essential Meaning p. 90</p>

English Language Development	Aligned Components of <i>Wit & Wisdom</i> Florida with Foundations®
<p>ELD.K12.ELL.LA.1: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>In writing, <i>Wit & Wisdom</i> Florida students engage in writing-to-learn and learning-to-write activities daily, building their skills with using writing to communicate their academic ideas and understandings.</p> <p>In oral communication, <i>Wit & Wisdom</i> Florida lessons intentionally shift the balance of talking from teachers to students, engaging students in daily meaningful opportunities to speak and listen. All <i>Wit & Wisdom</i> Florida students speak and listen to communicate academic information, ideas, and concepts daily.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following modules: G3 M1–4</p>
<p>ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom</i> Florida students hone their skills and awareness of the many purposes for writing, speaking, and listening. They learn to tailor their writing and speaking to specific purposes and audiences.</p> <p>Students engage in daily informal academic conversations and write-to-learn activities and in frequent formal presentations, discussions, and extended writing tasks.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following modules: G3 M1–4</p>