



**G R E A T  
M I N D S**

TM

# **WIT & WISDOM<sup>®</sup>**

Curiosity, Inquiry, Knowledge

Idaho Content Standards  
English Language Arts/  
Literacy Correlation to *Wit &  
Wisdom*

**GRADE 3** | April 2023



## ABOUT *WIT & WISDOM*

*Wit & Wisdom*® is a Kindergarten through Grade 8 English language arts (ELA) curriculum created by Great Minds. Founded in 2007, Great Minds PBC has evolved from an education advocacy start-up to a respected curriculum developer providing the highest quality materials and professional development to schools and districts nationwide. In pursuit of its goal to raise expectations for every student, Great Minds enlists educators to write curricula that use proven learning strategies to reward students' natural curiosity, build knowledge, and cultivate lifelong critical-thinking skills. Writing teams collaborate to ensure a consistent structure and vision for learning within and across all grade levels.

With *Wit & Wisdom*, every text a student explores is authentic and of the highest quality. Students use these texts at every turn—to learn, and eventually master, essential reading, writing, speaking, listening, grammar, and vocabulary skills. All students read and discuss grade-level texts, and the curriculum includes suggestions for supporting this learning at key moments in the lessons.

*Wit & Wisdom* is composed of four modules per grade level. Each artfully explores a specific topic to develop depth of understanding and inspire curiosity. Modules build students' knowledge of important topics in the arts, science, and social studies through the use of diverse and culturally relevant texts. The core of each module is a selection of literary works, informational texts, and visual art. Modules are made up of approximately 30 lessons that are covered in six to eight weeks. All modules integrate reading, writing, speaking, listening, and language instruction.

*Wit & Wisdom* was intentionally designed to be implemented alongside a high-quality, research-based foundational skills program therefore the majority of the foundational skills standards will fall into this category. With strategic placement of supplemental materials, students can be successful in achieving the proficiencies of the Idaho Content Standards English Language Arts/Literacy while benefiting from the rich texts and knowledge building of *Wit & Wisdom*. For more information on *Wit & Wisdom*'s alignment to the science of reading, please see [The Science of Reading and \*Wit & Wisdom\*](#) and [Examining Scarborough's Rope: Background Knowledge](#). A detailed analysis of the alignment between the 2022 Idaho Content Standards English Language Arts/Literacy and *Wit & Wisdom* is provided in the table on the pages that follow this introduction.

An adoption of *Wit & Wisdom* brings to your classroom:

### HIGH RATINGS

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

### PROVEN RESULTS

Schools and districts nationwide are experiencing increased student engagement and growth with *Wit & Wisdom*. See their stories and data at <https://greatminds.org/research>. Data stories from districts can be found at <https://greatminds.org/case-studies>. Finally, we are proud to share *The Knowledge Map Project*, an initiative of the Institute of Educational Policy at Johns Hopkins University and Chiefs for Change. This study provided *Wit & Wisdom* with high marks, saying it contains “high-quality texts with extensive topical coverage,” and “makes especially good use of the visual arts.” Read more at <https://edpolicy.education.jhu.edu/knowledge-map/>.

### ONGOING SUPPORT

Great Minds offers *Wit & Wisdom* curriculum-specific professional development that values educators’ experiences and unique contexts. Our professional development helps teachers build their content knowledge and instructional practices to guide them in how to develop habits of inquiry in their students through rich experiences with the curriculum’s complex texts. Ongoing support includes:

#### **Introducing *Wit & Wisdom***

- *Wit & Wisdom* Blog and Online Resources Implementation Guide
- Module Zero (GK–2, G3–5, G6–8)
- *Wit & Wisdom* Preparation Protocols
- On-Demand Professional Development and Implementation Support Videos

#### **Extending *Wit & Wisdom***

- Family Tip Sheets
- Multilingual Glossary
- Volume of Reading text list
- *Wit & Wisdom* assessment resources (Standards Trackers and Question Sets)
- The Art of *Wit & Wisdom* (lessons and vocabulary relating to the curriculum’s rich artwork)

## Foundational Reading Skills Strand

### Phonics and Decoding (PH)

Idaho Standards	Aligned Components of Wit & Wisdom
<p><b>3.FR-PH.3</b> Use knowledge of grade-level phonics and word analysis skills to decode words.</p>	<p>General Statement Regarding Foundational Skills in Wit &amp; Wisdom Wit &amp; Wisdom is designed to pair with an explicit and systematic foundational skills program. Geodes®, our accessible and information-rich books for emerging and developing readers, allow students to apply their growing decoding skills while building knowledge on topics that align with Wit &amp; Wisdom modules.</p>
<p><b>3.FR-PH.3a</b> Decode words when known affixes are added to a known word (e.g., visit/revisit, appear/disappear, lead/mislead, care/careful).</p>	<p>Wit &amp; Wisdom intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills instruction and the use of Geodes to support critical foundational skills instruction.</p>
<p><b>3.FR-PH.3b</b> Decode words with common Greek and Latin roots (e.g., trans, port, bio).</p>	<p>Wit &amp; Wisdom intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills instruction and the use of Geodes to support critical foundational skills instruction.</p>
<p><b>3.FR-PH.3c</b> Decode multisyllable words.</p>	<p>Wit &amp; Wisdom intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills instruction and the use of Geodes to support critical foundational skills instruction.</p>
<p><b>3.FR-PH.3d</b> Read grade-appropriate irregularly spelled words (e.g., come, friend, today)</p>	<p>Wit &amp; Wisdom intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills instruction and the use of Geodes to support critical foundational skills instruction.</p>

## Reading Comprehension Strand

### Text Complexity (TC)

Idaho Standards	Aligned Components of Wit & Wisdom
<p><b>3.RC-TC.1</b></p> <p>Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 2–3 band.</p>	<p>Grade 3 Modules 1-4</p> <p><i>Wit &amp; Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p>

## Reading Comprehension Strand

### Volume of Reading to Build Knowledge (V)

Idaho Standards	Aligned Components of Wit & Wisdom
<p><b>3.RC-V.2</b></p> <p>Regularly engage in a volume of reading (independently, with peers, or with modest support) related to the topics and themes being studied to build knowledge and vocabulary.</p>	<p>Grade 3 Modules 1-4</p> <p><i>Wit &amp; Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p>

## Reading Comprehension Strand

### Textual Evidence (TE)

Idaho Standards	Aligned Components of Wit & Wisdom
<p><b>3.RC-TE.3</b></p> <p>Ask and answer questions to demonstrate understanding of grade-level texts, referring explicitly to textual evidence as the basis for the answers.</p>	<p>Grade 3, Module 1, Lessons 1, 3, 4, 5, 7, 8</p> <p>Grade 3, Module 2, Lessons 1, 11, 19, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36</p> <p>Grade 3, Module 3, Lessons 1, 2, 3, 4, 5, 7, 8, 9, 15, 22, 25, 27, 30, 31, 32, 33, 34, 35</p> <p>Grade 3, Module 4, Lessons 1, 2, 3, 4, 5, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 22, 23, 24, 25, 31, 32, 33, 34</p>

## Reading Comprehension Strand

### Reading Fluency (RF)

Idaho Standards	Aligned Components of Wit & Wisdom
<p><b>3.RC-RF.4</b> Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension</p>	<p>Wit &amp; Wisdom intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills instruction and the use of Geodes to support critical foundational skills instruction.</p>

## Reading Comprehension Strand

### Literature (L)

Idaho Standards	Aligned Components of Wit & Wisdom
<p><b>3.RC-L.5</b> Use evidence from literature to demonstrate understanding of grade-level texts.</p>	<p>Grade 3, Module 1, Lessons 1, 3, 4, 5, 7, 8 Grade 3, Module 2, Lessons 1, 11, 19, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36 Grade 3, Module 3, Lessons 1, 2, 3, 4, 5, 7, 8, 9, 15, 22, 25, 27, 30, 31, 32, 33, 34, 35 Grade 3, Module 4, Lessons 1, 2, 3, 4, 5, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 22, 23, 24, 25, 31, 32, 33, 34</p>
<p><b>3.RC-L.5a</b> Describe key details from stories (including folktales, fables, and tall tales) from diverse cultures and explain how they support the central lesson, moral, or theme.</p>	<p>Grade 3, Module 1, Lessons 1, 5, 7, 8, 9, 31, 32 Grade 3, Module 2, Lessons 1, 27, 29, 30, 31 Grade 3, Module 3, Lessons 2, 6, 8, 11, 12, 13, 14, 15, 25, 26, 27, 28, 30, 31 Grade 3, Module 4, Lessons 1, 2, 3, 16, 17</p>

Idaho Standards	Aligned Components of Wit & Wisdom
<p><b>3.RC-L.5b</b> Explain how characters develop (e.g., their traits, motivations, or feelings) throughout the text.</p>	<p>Grade 3, Module 1, Lessons 5, 7 Grade 3, Module 2, Lessons 28, 29, 30 Grade 3, Module 3, Lessons 2, 3, 5, 6, 9, 10, 12, 13, 14, 15, 16, 26, 27, 28, 29, 30, 32, 33 Grade 3, Module 4, Lesson 1</p>
<p><b>3.RC-L.5c</b> Explain major structural differences between poems, plays, and prose.</p>	<p>Grade 3, Module 1, Lesson 20 Grade 3, Module 4, Lessons 11, 12, 13, 17, 19</p>
<p><b>3.RC-L.5d</b> Explain the difference between a narrator’s point of view and various characters’ perspectives in stories.</p>	<p>Grade 3, Module 2, Lesson 23 Grade 3, Module 3, Lessons 1, 3, 4, 9, 10, 15</p>
<p><b>3.RC-L.5e</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p>	<p>Grade 3, Module 3, Lessons 8, 12, 13, 14, 15, 31</p>

## Reading Comprehension Strand

### Nonfiction Text (NF)

Idaho Standards	Aligned Components of Wit & Wisdom
<p><b>3.RC-NF.6</b> Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</p>	<p>Grade 3, Module 1, Lessons 12, 14, 16, 17, 18, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31, 32 Grade 3, Module 2, Lessons 2, 4, 6, 7, 9, 16, 17, 18, 21, 22, 35 Grade 3, Module 3, Lessons 19, 20 Grade 3, Module 4, Lessons 6, 7, 16, 23, 24, 27, 28</p>

Idaho Standards	Aligned Components of Wit & Wisdom
<p><b>3.RC-NF.6a</b> Describe key details from texts and explain how they support the central idea.</p>	<p>Grade 3, Module 1, Lessons 12, 14, 16, 17, 18, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31, 32 Grade 3, Module 2, Lessons 2, 4, 6, 7, 9, 16, 17, 18, 21, 22, 35 Grade 3, Module 3, Lessons 19, 20 Grade 3, Module 4, Lessons 6, 7, 16, 23, 24, 27, 28</p>
<p><b>3.RC-NF.6b</b> Describe the relationship between a series of events, concepts, steps, or procedures in historical, scientific, or technical texts, using words that pertains to comparison, sequence, or cause/effect.</p>	<p>Grade 3, Module 1, Lessons 25, 27 Grade 3, Module 2, Lessons 2, 4, 5, 8, 9, 10, 11, 12, 14, 15, 16, 18, 20, 25, 26, 33, 34 Grade 3, Module 3, Lessons 17, 18 Grade 3, Module 4, Lessons 5, 21</p>
<p><b>3.RC-NF.6c</b> Describe major structural differences between the organization of different informational texts (e.g., description, sequence, comparison, problem-solution, cause-effect).</p>	<p>Grade 3, Module 1, Lessons 15, 26 Grade 3, Module 2, Lessons 4, 25, 26</p>
<p><b>3.RC-NF.6d</b> Explain the logical connection between particular facts and reasons in texts.</p>	<p>Grade 3, Module 2, Lessons 4, 5, 9DD, 10, 14, 15 Grade 3, Module 4, Lessons 5, 13, 21, 23, 24, 27</p>
<p><b>3.RC-NF.6e</b> Compare and contrast important points and key supporting details presented in two texts on the same topic.</p>	<p>Grade 3, Module 1, Lessons 15, 26 Grade 3, Module 2, Lessons 4, 25, 26</p>



## Vocabulary Development Strand

### Word Building (WB)

Idaho Standards	Aligned Components of Wit & Wisdom
<p><b>3.VD-WB.1</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing flexibly from a range of strategies.</p>	<p>Grade 3, Module 1, Lessons 11, 14, 16, 19, 20, 21, 22, 23, 25</p> <p>Grade 3, Module 2, Lessons 2, 4, 5, 15, 19, 20</p> <p>Grade 3, Module 3, Lessons 1, 16, 20, 22</p> <p>Grade 3, Module 4, Lessons 4, 6, 10, 26, 27, 28, 32DD, 34DD</p>
<p><b>3.VD-WB.1a</b></p> <p>Use sentence-level context as clues to the meaning of words or phrases.</p>	<p>Grade 3, Module 1, Lessons 1DD, 4, 5, 6, 7, 11, 12, 13, 14, 16, 19, 20DD, 22, 24, 25, 26, 27</p> <p>Grade 3, Module 2, Lessons 2, 3DD, 4, 5, 8, 9, 13, 14, 15, 16, 18DD, 19DD, 22, 23, 23DD, 25, 27, 28</p> <p>Grade 3, Module 3, Lessons 1, 5, 7, 7DD, 9, 15, 15DD, 17, 20, 25, 28, 29, 31</p> <p>Grade 3, Module 4, Lessons 5DD, 6DD, 10, 22DD, 26, 27</p>
<p><b>3.VD-WB.1b</b></p> <p>Determine the meaning of new words formed when known affixes are added to a known word (e.g., expensive/ inexpensive, lock/unlock, help/helpless, care/ careless).</p>	<p>Grade 3, Module 1, Lesson 13DD</p> <p>Grade 3, Module 2, Lessons 10, 27DD</p> <p>Grade 3, Module 3, Lessons 1DD, 4</p> <p>Grade 3, Module 4, Lessons 6DD, 21DD, 23DD</p>
<p><b>3.VD-WB.1c</b></p> <p>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., transport, portable).</p>	<p>Grade 3, Module 1, Lesson 9DD</p> <p>Grade 3, Module 2, Lessons 3, 25DD, 27DD</p> <p>Grade 3, Module 3, Lessons 1DD, 5, 7DD, 8, 15, 15DD</p> <p>Grade 3, Module 4, Lessons 4DD, 20, 20DD, 21DD, 23DD</p>

Idaho Standards	Aligned Components of Wit & Wisdom
<p><b>3.VD-WB.1d</b> Use glossaries or beginning dictionaries, print or digital, to clarify the precise meaning of key words and phrases.</p>	<p>Grade 3, Module 1, Lessons 5, 5DD, 6, 19DD, 20 Grade 3, Module 2, Lessons 13DD, 23DD Grade 3, Module 4, Lessons 2DD, 4DD, 5DD, 6, 6DD, 11, 11DD, 12, 15DD, 16DD, 17, 20DD, 21DD, 22DD, 24, 26, 28</p>
<p><b>3.VD-WB.2</b> Determine how words and phrases provide meaning and nuance to grade-level texts.</p>	<p>Grade 3, Module 1, Lessons 1, 15DD Grade 3, Module 2, Lessons 6, 21, 28DD Grade 3, Module 3, Lesson 15 Grade 3, Module 4, Lessons 6, 8DD, 11, 13, 14, 16, 27, 28</p>
<p><b>3.VD-WB.2a</b> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p>	<p>Grade 3, Module 1, Lessons 1, 15DD, 18DD, 21DD, 22DD, 23DD, 24DD, 29DD Grade 3, Module 2, Lessons 6, 9DD, 21, 28DD, 31DD, 33DD Grade 3, Module 3, Lesson 2, 2DD, 3DD, 4DD, 5, 5DD, 6DD, 8, 9, 13DD, 15, 18, 18DD, 19, 19DD, 26, 28, 29DD, 30DD, 34DD Grade 3, Module 4, Lessons 1DD, 6, 8DD, 11, 13, 14, 16, 22DD, 25DD, 27, 27DD, 28, 28DD</p>
<p><b>3.VD-WB.2b</b> Distinguish shades of meaning among grade-appropriate, related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	<p>Grade 3, Module 1, Lessons 21DD, 24DD, 29DD Grade 3, Module 2, Lessons 4DD, 5DD, 8 Grade 3, Module 3, Lessons 2DD, 18DD Grade 3, Module 4, Lesson 25DD</p>

## Vocabulary Development Strand

### Academic Vocabulary (AV)

Idaho Standards	Aligned Components of Wit & Wisdom
<p><b>3.VD-AV.3</b></p> <p>Acquire and use general academic and content-specific words and phrases occurring in grade-level reading and content, including those that signal spatial and temporal relationships (e.g., She stood behind the door before she entered the room). Use these words in discussions and writing.</p>	<p>Grade 3 Modules 1-4</p> <p><i>Wit &amp; Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p>

## Research Strand

### Inquiry Process to Build, Present, and Use Knowledge (IP)

Idaho Standards	Aligned Components of Wit & Wisdom
<p><b>3.RS-IP.1</b></p> <p>Conduct short research tasks to take some action or share findings orally or in writing by gathering and recording information on a specific topic from reference texts or through interviews, and using text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information efficiently.</p>	<p>Grade 3, Module 1, Lessons 2, 7, 8, 9, 10, 11, 12, 16, 17, 18, 22, 23, 26, 27, 28, 29, 30, 31, 32</p> <p>Grade 3, Module 2, Lessons 14, 23, 25, 26, 30, 31, 33, 35, 36</p> <p>Grade 3, Module 3, Lessons 12, 21, 23, 33, 34, 35</p> <p>Grade 3, Module 4, Lessons 1, 2, 4, 5, 6, 7, 8, 10, 11, 14, 15, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31</p>

## Research Strand

### Deep Reading on Topics to Build Knowledge (DR)

Idaho Standards	Aligned Components of Wit & Wisdom
<p><b>3.RS-DR.2</b></p> <p>Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)</p>	<p>Grade 3 Modules 1-4</p> <p><i>Wit &amp; Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p>

## Writing Strand

### Range of Writing (RW)

Idaho Standards	Aligned Components of Wit & Wisdom
<p><b>3.W-RW.1</b></p> <p>Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, letters, and poetry, etc.</p>	<p>Grade 3, Module 2, Lessons 6, 10, 14, 18, 20, 21, 22, 23, 24, 27, 29, 31, 32, 33, 34, 35, 36</p> <p>Grade 3, Module 3, Lessons 10, 12, 20, 22, 28</p> <p>Grade 3, Module 4, Lessons 12, 14, 16, 17, 24, 28</p>
<p><b>3.W-RW.2</b></p> <p>Write arguments that introduce the topic, express an opinion supported with facts, details, and reasons, and provide a concluding statement.</p>	<p><i>Wit and Wisdom</i> addresses argument writing in Grade 6.</p>

Idaho Standards	Aligned Components of Wit & Wisdom
<p><b>3.W-RW.3</b> Write informational texts that introduce the topic, develop the focus with facts and details, and provide a concluding statement.</p>	<p>Grade 3, Module 1, Lessons 2, 3, 5, 6, 8, 9, 14, 15, 16, 17, 18, 20, 21, 22, 29, 30, 31, 32 Grade 3, Module 2, Lesson 2, 3, 5, 6, 7, 9, 10 Grade 3, Module 3, Lessons 1, 2, 3, 4, 5, 6, 13 Grade 3, Module 4, Lessons 2, 3, 4, 5, 8, 19, 33</p>
<p><b>3.W-RW.4</b> Write personal or fictional stories that recount an event or experience, include details to develop the characters or event(s), and provide a sense of closure.</p>	<p>Grade 3, Module 3, Lessons 16, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 28DD, 29, 30, 31, 33, 35</p>
<p><b>3.W-RW.5</b> Group related information within a paragraph, using common linking words and phrases to connect ideas and information.</p>	<p>Grade 3, Module 1, Lessons 24, 25, 29, 30, 32 Grade 3, Module 2, Lessons 27, 28, 36 Grade 3, Module 3, Lessons 7, 8, 9, 11 Grade 3, Module 4, Lessons 19, 33</p>
<p><b>3.W-RW.6</b> With support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. (Editing should demonstrate command of grade-level Grammar and Conventions.)</p>	<p>Grade 3, Module 1, Lessons 9, 18, 30, 31, 32 Grade 3, Module 2, Lessons 6, 10, 12, 18, 22, 26, 34, 36 Grade 3, Module 3, Lessons 3, 4, 5, 11, 12, 13, 14, 24, 26, 30, 33, 34, 35 Grade 3, Module 4, Lessons 4, 5, 8, 9, 9DD, 12, 13, 19, 19DD, 30DD, 31, 32, 33, 33DD</p>

## Writing Strand

### Handwriting and Keyboarding (HWK)

Idaho Standards	Aligned Components of Wit & Wisdom
<p><b>3.W-HWK.7</b> Write legibly in cursive, leaving space between letters in a word, in a sentence, and at the edges of the paper.</p>	<p><i>Wit &amp; Wisdom</i> does not address handwriting skills.</p>
<p><b>3.W-HWK.8</b> Use keyboarding skills to produce and publish writing</p>	<p><i>Wit &amp; Wisdom</i> does not address keyboarding skills.</p>

## Oral and Digital Communications Strand

### Oral Communications (OC)

Idaho Standards	Aligned Components of Wit & Wisdom
<p><b>3.ODC-OC.1</b> Engage in collaborative discussions about grade-level topics and texts with peers by staying on topic; linking comments to the remarks of others; asking questions to check understanding of information being discussed; and reviewing ideas expressed.</p>	<p>Grade 3, Module 1, Lessons 4, 5, 6, 7, 8, 9, 11, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 28, 29, 30, 31, 32</p> <p>Grade 3, Module 2, Lessons 1, 2, 4, 5, 7, 10, 11, 13, 14, 16, 17, 19, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35</p> <p>Grade 4, Module 3, Lessons 10, 22, 30</p> <p>Grade 4, Module 4, Lessons 3, 16, 29</p>

Idaho Standards	Aligned Components of Wit & Wisdom
<p><b>3.ODC-OC.2</b> Determine the main ideas and supporting details of a text read aloud or information presented in a variety of media (audio, visual, and quantitative).</p>	<p>Grade 3, Module 1, Lessons 1, 2, 3, 4, 8, 10, 11, 13, 17, 19, 20, 23, 24, 27, 28 Grade 3, Module 2, Lessons 1, 3, 6, 10, 13, 14, 18, 19, 24, 27, 28, 29, 31, 32 Grade 3, Module 3, Lessons 6, 11, 17, 19, 22, 27 Grade 3, Module 4, Lessons 23, 29</p>
<p><b>3.ODC-OC.3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>Grade 3, Module 1, Lessons 1, 2, 3, 4, 8, 10, 11, 13, 17, 19, 20, 23, 24, 27, 28 Grade 3, Module 2, Lessons 1, 3, 6, 10, 13, 14, 18, 19, 24, 27, 28, 29, 31, 32 Grade 3, Module 3, Lessons 6, 11, 17, 19, 22, 27 Grade 3, Module 4, Lessons 23, 29</p>
<p><b>3.ODC-OC.4</b> Report orally 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>Grade 3, Module 1, Lessons 8, 17, 23, 25 Grade 3, Module 2, Lessons 4, 7, 9, 10, 11, 15, 16, 24, 25, 30, 31, 32, 33 Grade 3, Module 4, Lessons 5, 6, 7, 15, 24, 28, 29, 30, 34</p>

## Oral and Digital Communications Strand

### Digital Communications (DC)

Idaho Standards	Aligned Components of Wit & Wisdom
<p><b>3.ODC-DC.5</b> With support, evaluate whether a digital source is factual or not by considering its use of evidence.</p>	<p>Supplemental material is necessary to explicitly address the concept of credibility in digital sources. The following lessons address demonstrating understanding of relevance and credibility of sources.  Grade 3, Module 4 Lessons 22, 25, 27, 29</p>
<p><b>3.ODC-DC.6</b> Use information gained digitally to determine where, when, why, and how key events occur.</p>	<p><i>Wit &amp; Wisdom</i> does not explicitly address using information gained digitally to determine where, when, why, and how key events occur.</p>

## Grammar and Conventions Strand

### Grammar and Usage (GU)

Idaho Standards	Aligned Components of Wit & Wisdom
<p><b>3.GC-GU.1</b> Demonstrate command of the conventions of English grammar and usage when writing or speaking.</p>	<p>See 3.GC-GU.1a-3.GC-GU.1h below.</p>
<p><b>3.GC-GU.1a</b> Form and use the progressive and perfect verb tenses.</p>	<p>The following lessons address progressive verb tense. Grade 4, Module 3, Lessons 22DD, 23DD, 24DD  <i>Wit &amp; Wisdom</i> addresses perfect verb tense in Grade 5. Grade 3, Module 3, Lessons 8DD, 9DD, 10DD, 12DD, 15, 27, 28</p>



Idaho Standards	Aligned Components of Wit & Wisdom
<p><b>3.GC-GU.1b</b> Form and use comparative and superlative adjectives and adverbs.</p>	<p>Grade 3, Module 4, Lessons 7DD, 8DD, 10DD, 12DD, 14DD, 24DD, 26DD, 29DD, 33, 33DD</p>
<p><b>3.GC-GU.1c</b> Use collective nouns (e.g., family, crew, assembly) matched to plural verb forms.</p>	<p>Grade 3, Module 1, Lessons 1, 2DD, 3DD, 4DD, 5DD, 28DD, 30 Grade 3, Module 2, Lessons 1DD, 2DD, 3DD, 12, 14, 14DD, 15DD, 16DD, 26, 29DD, 30DD, 31DD, 34DD, 36 Grade 3, Module 3, Lessons 8DD, 9DD, 10DD, 12–14, 14DD, 23–24, 24DD, 33, 33DD, 35, 35DD Grade 3, Module 4, Lessons 9DD, 19DD, 30DD, 33DD</p>
<p><b>3.GC-GU.1d</b> Form and use regular and irregular plural nouns (e.g., fish, teeth).</p>	<p>Grade 3, Module 3, Lessons 22DD, 23DD, 31, 32, 35, 35DD</p>
<p><b>3.GC-GU.1e</b> Use common, proper, and possessive nouns.</p>	<p>Grade 3, Module 1, Lesson 8DD Grade 3, Module 3, Lessons 4DD, 5DD, 31, 32, 33, 33DD, 35, 35DD</p>
<p><b>3.GC-GU.1f</b> Use coordinating and subordinating conjunctions.</p>	<p>Grade 3, Module 1, Lessons 14DD Grade 3, Module 2, Lessons 6DD, 7DD, 8DD, 10DD, 11DD, 12DD, 20DD, 21DD, 22DD, 24DD, 26DD, 34DD, 36 Grade 3, Module 3, Lesson 3</p>
<p><b>3.GC-GU.1g</b> Produce, expand, and rearrange simple and compound sentences.</p>	<p>Grade 3, Module 1, Lessons 2DD, 3DD, 4DD, 14DD, 30, 30DD Grade 3, Module 2, Lessons 6DD, 7DD, 8DD, 10DD, 11DD, 12DD, 20DD, 21DD, 22DD, 24DD, 26DD, 34DD, 36</p>

Idaho Standards	Aligned Components of Wit & Wisdom
<p><b>3.GC-GU.1h</b> Speak in complete sentences when appropriate to task and situation to provide requested detail or clarification.</p>	<p>Grade 3, Module 1, Lessons 8, 17, 21, 23, 27, 28 Grade 3, Module 2, Lessons 15, 32 Grade 3, Module 3, Lessons 10, 22, 30 Grade 3, Module 4, Lessons 2, 3, 5, 6, 7, 15, 16, 28, 29, 30, 34</p>

## Grammar and Conventions Strand

### Mechanics (M)

Idaho Standards	Aligned Components of Wit & Wisdom
<p><b>3.GC-M.2</b> Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</p>	<p>See 3.GC-M.2a - 3.GC-M.2d below.</p>
<p><b>3.GC-M.2a</b> Commas in addresses and dates.</p>	<p>Grade 3, Module 3, Lessons 16DD, 17DD, 23, 24, 24DD</p>
<p><b>3.GC-M.2b</b> Commas and quotation marks in dialogue.</p>	<p>Grade 3, Module 3, Lessons 11DD, 12DD, 28DD, 32, 33, 33DD, 35, 35DD</p>
<p><b>3.GC-M.2c</b> Forming and using possessives.</p>	<p>Grade 3, Module 1, Lesson 8DD Grade 3, Module 3, Lessons 4DD, 5DD, 31, 32, 33, 33DD, 35, 35DD</p>

Idaho Standards	Aligned Components of Wit & Wisdom
<p><b>3.GC-M.2d</b> Capitalize appropriate words in titles.</p>	<p>Grade 3, Module 1, Lessons 6DD, 27DD, 30 Grade 3, Module 2, Lesson 26</p>
<p><b>3.GC-M.3</b> Use knowledge of spelling in writing.</p>	<p>See 3.GC-M.3a - 3.GC-M.3d below.</p>
<p><b>3.GC-M.3a</b> Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.</p>	<p>Grade 3, Module 1, Lessons 17DD, 25DD Grade 3, Module 4, Lessons 9DD, 19DD, 30DD, 33, 33DD</p>
<p><b>3.GC-M.3b</b> Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) when pronouncing and writing words.</p>	<p>Grade 3, Module 4, Lessons 8, 9DD, 19DD, 30DD, 33, 33DD</p>
<p><b>3.GC-M.3c</b> Spell high-frequency irregular words correctly (e.g., who, what, why).</p>	<p>Grade 3, Module 1, Lessons 17DD, 25DD Grade 3, Module 4, Lessons 9DD, 19DD, 30DD, 33, 33DD</p>
<p><b>3.GC-M.3d</b> Consult reference materials to check and correct spelling.</p>	<p>Grade 3, Module 4, Lessons 8, 9DD, 19DD, 30DD, 33, 33DD</p>