



**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 7** | 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)

## Reading Comprehension Strand

### Text Complexity (TC)

| Idaho Standards  | Aligned Components of Wit & Wisdom   |
|--|--|
| <p><b>7.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 midrange of the grades 6–8 band.</p> | <p>Grade 7 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>7.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 7 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>7.RC-TE.3</b></p> <p>Draw several pieces of evidence from grade-level texts to support claims and inferences, including quoting or paraphrasing from texts accurately and tracing where in texts relevant evidence is located.</p> | <p>Grade 7, Module 1, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33,</p> <p>Grade 7, Module 2, Lessons 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 34, 35</p> <p>Grade 7, Module 3, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37</p> <p>Grade 7, Module 4, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38</p> |

## Reading Comprehension Strand

### Reading Fluency (RF)

| Idaho Standards  | Aligned Components of Wit & Wisdom   |
|--|--|
| <p><b>7.RC-RF.4</b></p> <p>Read grade-level text with accuracy, automaticity, appropriate rate, and expression in successive readings to support comprehension</p> | <p>Grade 7 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

### Literature (L)

| Idaho Standards  | Aligned Components of Wit & Wisdom  |
|--|---|
| <p><b>7.RC-L.5</b><br/>Use evidence from literature to demonstrate understanding of grade-level texts.</p>   | <p>Grade 7, Module 1, Lessons 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33,</p> <p>Grade 7, Module 2, Lessons 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 33, 34, 35</p> <p>Grade 7, Module 3, Lessons 1, 2, 3, 4, 5, 6, 10, 11, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 34, 35, 36, 37</p> <p>Grade 7, Module 4, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 19, 20, 23, 24, 25, 26, 27, 28, 29, 31, 38</p> |
| <p><b>7.RC-L.5a</b><br/>Explain stated or implied themes, analyzing their development over the course of texts; provide objective summaries of literary texts.</p> | <p>Grade 7, Module 1, Lessons 4, 5, 9, 10, 15, 16, 17, 19, 20, 23, 24, 25, 26, 27, 28, 29</p> <p>Grade 7, Module 2, Lessons 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 30</p> <p>Grade 7, Module 3, Lessons 3, 4, 5, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30</p> <p>Grade 7, Module 4, Lessons 3, 4, 5, 6, 7, 13, 14, 15, 16, 17, 19, 23, 24, 25, 26, 29, 38</p>  |
| <p><b>7.RC-L.5b</b><br/>Explain how particular elements of stories or dramas interact including how setting shapes the characters or plot.</p>                     | <p>Grade 7, Module 1, Lessons 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30</p> <p>Grade 7, Module 2, Lessons 3, 5, 6, 7, 9, 10, 12, 13, 14, 15, 17, 18, 19, 20, 33, 34, 35</p> <p>Grade 7, Module 3, Lessons 16, 18, 19, 20, 22, 28</p> <p>Grade 7, Module 4, Lessons 2, 4, 5, 6, 7, 8, 13, 17, 19, 28</p>  |

| Idaho Standards  | Aligned Components of Wit & Wisdom  |
|--|---|
| <p><b>7.RC-L.5c</b><br/>Compare and contrast the structure of two or more stories, poems, and plays and analyze how the differing structure of each literary text contributes to its meaning and style.</p>              | <p>Grade 7, Module 1, Lessons 10, 15, 18<br/>Grade 7, Module 2, Lesson 17<br/>Grade 7, Module 3, Lessons 2, 3, 4, 5</p>                             |
| <p><b>7.RC-L.5d</b><br/>Explain how authors develop and contrast the point of view of different characters or narrators in texts.</p>  | <p>Grade 7, Module 1, Lessons 6, 11, 16, 27<br/>Grade 7, Module 3, Lessons 17, 18, 19, 20, 21, 22, 24, 28<br/>Grade 7, Module 4, Lessons 13, 18</p> |
| <p><b>7.RC-L.5e</b><br/>Compare and contrast fictional portrayals of a time, place, or character and historical accounts of the same period as a means of understanding how authors of fiction use or alter history.</p> | <p>Grade 7, Module 1, Lessons 5, 25<br/>Grade 7, Module 2, Lessons 4, 18<br/>Grade 7, Module 4, Lessons 3, 4, 9, 12, 13, 14, 16, 23, 26</p>         |

## Reading Comprehension Strand

### Nonfiction Text (NF)

| Idaho Standards   | Aligned Components of Wit & Wisdom   |
|---|--|
| <p><b>7.RC-NF.6</b><br/>Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</p> | <p>Grade 7, Module 1, Lessons 2, 10, 20<br/>Grade 7, Module 2, Lessons 1, 4, 18, 21, 22, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 34, 35<br/>Grade 7, Module 3, Lessons 7, 8, 9, 10, 11, 12, 13, 14, 17, 25, 26, 31, 32, 33, 34, 35, 36, 37<br/>Grade 7, Module 4, Lessons 3, 4, 5, 9, 11, 12, 14, 16, 17, 18, 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38</p> |

| Idaho Standards  | Aligned Components of Wit & Wisdom   |
|--|--|
| <p><b>7.RC-NF.6a</b><br/>Explain stated or implied central ideas of texts, analyzing their development over the course of texts; provide objective summaries of texts.</p>   | <p>Grade 7, Module 1, Lesson 2<br/>Grade 7, Module 2, Lessons 8, 18, 23, 24, 25, 26, 28, 29, 30, 31<br/>Grade 7, Module 3, Lessons 7, 8, 10, 13, 14, 25, 26, 31<br/>Grade 7, Module 4, Lessons 3, 14, 15, 16, 17, 18, 30, 32, 38</p> |
| <p><b>7.RC-NF.6b</b><br/>Analyze the relationships or interactions between individuals, events, and ideas in texts (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p>                | <p>Grade 7, Module 2, Lessons 4, 24, 25, 26, 28, 29, 30, 33, 34, 35<br/>Grade 7, Module 4, Lessons 4, 17, 21, 22, 23, 26, 27, 28, 30, 31, 33, 34, 35, 36, 37</p>   |
| <p><b>7.RC-NF.6c</b><br/>Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and development of ideas.</p>   | <p>Grade 7, Module 2, Lessons 1, 4, 8, 23, 24<br/>Grade 7, Module 4, Lessons 3, 9, 14, 15, 16, 18, 30</p>  |
| <p><b>7.RC-NF.6d</b><br/>Trace the argument and specific claims in texts and assess whether the evidence is sufficient to support the claims.</p>  | <p>Grade 7, Module 3, Lessons 7, 8, 12, 13, 14, 16, 17, 19, 21, 23, 31, 32</p>   |
| <p><b>7.RC-NF.6e</b><br/>Compare and contrast how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> | <p>Grade 7, Module 3, Lesson 31<br/>Grade 7, Module 4, Lessons 8, 17, 24, 26</p>   |



## Vocabulary Development Strand

### Word Building (WB)

| Idaho Standards   | Aligned Components of Wit & Wisdom  |
|---|---|
| <p><b>7.VD-WB.1</b></p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</p>                         | <p>See 7.VD-WB.1a-d below.</p>  |
| <p><b>7.VD-WB.1a</b></p> <p>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>                         | <p>Grade 7, Module 1, Lessons 2, 5, 5DD, 6DD, 10DD, 11DD, 13DD, 16DD, 17DD, 20, 27DD, 28, 29DD, 31DD</p> <p>Grade 7, Module 2, Lessons 2DD, 3DD, 4DD, 7DD, 13DD, 17DD, 19DD, 22DD, 24, 27DD, 28, 29DD, 31DD</p> <p>Grade 7, Module 3, Lessons 2DD, 3, 4, 5, 5DD, 11DD, 15, 18, 19DD, 20DD, 32, 34DD</p> <p>Grade 7, Module 4, Lessons 3, 3DD, 9, 16DD, 17DD, 18, 21DD, 23DD, 24DD, 26, 28DD, 30DD, 33DD</p> |
| <p><b>7.VD-WB.1b</b></p> <p>Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., in readings about earth sciences, determine the meanings of the words geologist and geophysics).</p> | <p>Grade 7, Module 1, Lessons 2DD, 3DD, 6DD, 8DD, 10DD, 13DD, 16DD, 20DD, 29DD</p> <p>Grade 7, Module 2, Lessons 1, 2DD, 3DD, 8DD, 13DD, 22DD, 25DD, 27DD</p> <p>Grade 7, Module 3, Lessons 1DD, 2DD, 5DD, 20, 6DD, 20DD, 26, 29DD, 32DD, 34DD</p> <p>Grade 7, Module 4, Lessons 3, 3DD, 6, 7DD, 8DD, 9, 10DD, 15DD, 17DD, 18DD, 21DD, 24DD, 30DD, 33DD</p>   |

| Idaho Standards   | Aligned Components of Wit & Wisdom   |
|---|--|
| <p><b>7.VD-WB.1c</b></p> <p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a grade-level word and determine or clarify its precise meaning and its part of speech.</p> | <p>Grade 7, Module 1, Lessons 5DD, 8DD, 16DD, 24DD</p> <p>Grade 7, Module 2, Lessons 4DD, 7DD, 17DD, 22DD, 27DD</p> <p>Grade 7, Module 3, Lessons 11DD, 32DD</p> <p>Grade 7, Module 4, Lessons 3, 3DD, 4DD, 8DD, 10DD, 15DD, 16DD, 17DD, 18, 30DD</p>                      |
| <p><b>7.VD-WB.1d</b></p> <p>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>   | <p>Grade 7, Module 1, Lessons 5DD, 8DD, 16DD, 17DD, 24DD, 27DD</p> <p>Grade 7, Module 2, Lessons 4DD, 7DD, 17DD, 24, 28, 27DD</p> <p>Grade 7, Module 3, Lessons 4, 11DD, 15, 32DD, 34DD</p> <p>Grade 7, Module 4, Lessons 8DD, 9, 10DD, 15DD, 16DD, 17DD, 18, 26, 30DD</p> |
| <p><b>7.VD-WB.2</b></p> <p>Determine how words and phrases provide meaning and nuance to grade-level texts.</p>   | <p>See 7.VD-WB.2a-d below.</p>   |
| <p><b>7.VD-WB.2a</b></p> <p>Interpret figurative language (e.g., euphemism, oxymoron) in context.</p>   | <p>Grade 7, Module 1, Lessons 1DD, 12DD, 14DD, 21DD</p> <p>Grade 7, Module 2, Lesson 3</p> <p>Grade 7, Module 3, Lessons 1, 2, 3, 4, 5, 6, 6DD, 9, 22DD</p> <p>Grade 7, Module 4, Lessons 7, 12DD, 14DD</p>  |
| <p><b>7.VD-WB.2b</b></p> <p>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p>  | <p>Grade 7, Module 1, Lessons 5DD, 20DD, 24DD, 27DD</p> <p>Grade 7, Module 2, Lessons 1DD, 4DD, 7DD, 9DD, 17DD, 25DD, 29DD</p> <p>Grade 7, Module 3, Lessons 11DD, 12DD, 13DD, 19DD</p> <p>Grade 7, Module 4, Lessons 3, 3DD, 4DD, 10DD</p>                                |

| Idaho Standards   | Aligned Components of Wit & Wisdom   |
|---|--|
| <p><b>7.VD-WB.2c</b><br/>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., curious versus nosy, assertive versus pushy).</p> | <p>Grade 7, Module 1, Lessons 5DD, 27DD<br/>Grade 7, Module 2, Lessons 4DD, 17DD<br/>Grade 7, Module 3, Lessons 5, 8, 18DD, 25DD<br/>Grade 7, Module 4, Lessons 1DD, 6, 13DD, 16DD, 28DD, 29DD</p>   |
| <p><b>7.VD-WB.2d</b><br/>Analyze the impact of a specific word choice on meaning, tone, or mood, including the impact of repeated use of certain images.</p>                        | <p>Grade 7, Module 1, Lessons 2, 13DD<br/>Grade 7, Module 2, Lessons 4DD, 10DD, 14DD, 22DD, 24, 28,29DD<br/>Grade 7, Module 3, Lessons 8, 9, 10, 13, 31, 32<br/>Grade 7, Module 4, Lessons 3, 3DD, 9, 12DD, 14, 15, 16, 16DD, 18, 23DD, 24DD, 30DD</p> |

## Vocabulary Development Strand

### Academic Vocabulary (AV)

| Idaho Standards  | Aligned Components of Wit & Wisdom  |
|--|---|
| <p><b>7.VD-AV.3</b><br/>Acquire and use accurately general academic and content-specific words and phrases occurring in grade level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.</p> | <p>Grade 7 Modules 1-4<br/><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>7.RS-IP.1</b></p> <p>Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions for further research; gathering and assessing the relevance and usefulness of information from multiple reliable sources; and summarizing, paraphrasing, or quoting the data and conclusions of others, avoiding plagiarism, and providing basic bibliographic information for sources.</p> | <p>Grade 7, Module 2, Lessons 2, 16</p> <p>Grade 7, Module 4, Lessons 1, 2, 4, 5, 8, 9, 10, 11, 12, 25DD, 26, 26DD, 27, 27DD, 33, 34, 35, 36</p> |

## Research Strand

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

| Idaho Standards   | Aligned Components of Wit & Wisdom   |
|---|--|
| <p><b>7.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 7 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>7.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, critiques, letters, and poetry, etc.</p>   | <p>Grade 7, Module 2, Lessons 2, 16</p> <p>Grade 7, Module 4, Lessons 1, 2, 4, 5, 8, 9, 11, 12, 26, 27, 34</p>  |
| <p><b>7.W-RW.2</b></p> <p>Write arguments that introduce and support a well-defined point of view with appropriate claims, relevant evidence and clear reasoning, demonstrate a keen understanding of the topic or text, and provide a concluding section that follows from the argument presented.</p>   | <p>Grade 7, Module 3, Lessons 3, 4, 6, 8, 11, 12, 15, 17, 21, 23, 26, 28, 30, 31, 32, 33, 34</p>  |
| <p><b>7.W-RW.3</b></p> <p>Write informational texts that introduce the topic clearly; develop the focus with relevant facts, definitions, concrete details, quotations, or other information and examples from multiple sources using strategies such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.</p>   | <p>Grade 7, Module 2, Lessons 4, 5, 6, 8, 15, 16, 18DD, 20, 23, 24, 24DD, 26DD, 33</p> <p>Grade 7, Module 4, Lessons 28, 30, 33, 35</p>   |
| <p><b>7.W-RW.4</b></p> <p>Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and point of view; use narrative techniques such as description, dialogue, pacing and a variety of precise words and transitional words and phrases to develop the characters, convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).</p> | <p>Grade 7, Module 1, Lessons 3DD, 4DD, 6, 7, 8, 9, 12, 15DD, 17, 21, 25, 27, 28, 29, 30, 34DD</p> <p>Grade 7, Module 2, Lessons 11DD, 12DD, 18DD, 24DD, 26DD</p> <p>Grade 7, Module 3, Lessons 1, 16</p> |

| Idaho Standards  | Aligned Components of Wit & Wisdom  |
|--|---|
| <p><b>7.W-RW.5</b></p> <p>Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings and other formatting support the purpose; and precise language, content-specific vocabulary, and appropriate transitions create cohesion and clarify the relationships among ideas and concepts.</p> | <p>Grade 7, Module 1, Lessons 28, 30</p> <p>Grade 7, Module 2, Lessons 10, 11DD, 12DD, 16, 18DD, 20, 23, 24DD, 26DD, 29, 31, 34, 35</p> <p>Grade 7, Module 3, Lessons 16, 17, 21, 22, 30, 33, 35, 36, 36DD</p> <p>Grade 7, Module 4, Lessons 24, 32, 33, 35, 36, 37</p> |
| <p><b>7.W-RW.6</b></p> <p>With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)</p>                              | <p>Grade 7, Module 1, Lessons 22DD, 30DD, 32, 32DD, 33, 34, 34DD</p> <p>Grade 7, Module 2, Lessons 21, 31, 33, 34, 35, 35DD</p> <p>Grade 7, Module 3, Lessons 10DD, 21, 22, 30, 30DD, 33, 34, 35, 36, 36DD</p> <p>Grade 7, Module 4, Lessons 32, 33, 34, 37, 37DD</p>   |

## Writing Strand

### Handwriting and Keyboarding (HWK)

| Idaho Standards   | Aligned Components of Wit & Wisdom  |
|---|---|
| <p><b>7.W-HWK.7</b></p> <p>Write by hand or with technology to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.</p> | <p><i>Wit &amp; Wisdom</i> does not address handwriting skills. The below standards address using technology to produce and publish writing.</p> <p>Grade 7, Module 3, Lesson 33</p> <p>Grade 7, Module 4, Lessons 34, 35, 36, 37</p> |



**Oral and Digital Communications Strand****Oral Communications (OC)**

| <b>Idaho Standards</b>  | <b>Aligned Components of Wit &amp; Wisdom</b>  |
|---|--|
| <p><b>7.ODC-OC.1</b></p> <p>Engage in collaborative discussions about grade-level topics and texts by following rules for collegial discussions, defining individual roles, and setting specific goals; posing questions that elicit elaboration and responding to others with relevant observations; and acknowledging new information expressed by others and, when warranted, modifying their own views.</p> | <p>Grade 7, Module 1, Lessons 2, 5, 7, 18, 24, 30</p> <p>Grade 7, Module 2, Lessons 7, 19, 30</p> <p>Grade 7, Module 3, Lessons 10, 11, 17, 19, 29, 37</p> <p>Grade 7, Module 4, Lessons 27, 31, 38</p>  |
| <p><b>7.ODC-OC.2</b></p> <p>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>  | <p>Grade 7, Module 1, Lessons 1, 2, 8, 9, 10, 13, 14, 15, 16, 20, 24</p> <p>Grade 7, Module 2, Lessons 1, 2, 3, 4, 5, 6, 8, 9, 10, 17, 18, 20, 21, 23, 24, 26, 27, 28, 29</p> <p>Grade 7, Module 3, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 25, 26</p> <p>Grade 7, Module 4, Lessons 1, 2, 3, 4, 5, 9, 10, 13, 14, 15, 16, 17, 19, 21, 22, 24</p> |
| <p><b>7.ODC-OC.3</b></p> <p>Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>  | <p>Grade 7, Module 3, Lessons 8, 19, 21, 22, 23, 35</p>  |
| <p><b>7.ODC-OC.4</b></p> <p>Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary volume and clear pronunciation.</p>   | <p>Grade 7, Module 1, Lesson 26</p> <p>Grade 7, Module 2, Lessons 12, 15</p> <p>Grade 7, Module 4, Lessons 14, 17, 20, 21, 22</p>  |

## Oral and Digital Communications Strand

### Digital Communications (DC)

| Idaho Standards  | Aligned Components of Wit & Wisdom   |
|--|--|
| <p><b>7.ODC-DC.5</b><br/>Engage in positive, safe, legal, and ethical behavior when using information and communication technologies, including social interactions online or when using networked devices.</p>                          | <p>Supplemental material is necessary to explicitly address the concept of behavior when using information and communication technologies.</p> |
| <p><b>7.ODC-DC.6</b><br/>Consider the reliability of websites and blog posts through such means as determining if they are run by established institutions, have named expertise, link to other reputable websites, and are current.</p> | <p>Supplemental material is necessary to explicitly address the concept of reliability of websites and blog posts.</p>                         |
| <p><b>7.ODC-DC.7</b><br/>Compare and contrast a text to an audio, video, or digital version of the text, analyzing each medium's portrayal of the subject.</p>   | <p>Grade 7, Module 3, Lessons 2, 3, 4, 5</p>   |
| <p><b>7.ODC-DC.8</b><br/>Include digital components in presentations to clarify claims and findings and emphasize salient points.</p>  | <p>Grade 7, Module 4, Lessons 15, 20, 21, 22</p>   |

## Grammar and Conventions Strand

### Grammar and Usage (GU)

| Idaho Standards   | Aligned Components of Wit & Wisdom  |
|---|---|
| <p><b>7.GC-GU.1</b><br/>Demonstrate command of the conventions of English grammar and usage when writing or speaking.</p>                               | <p>See 7.GC-GU.1a-f below.</p>  |
| <p><b>7.GC-GU.1a</b><br/>Identify the eight basic parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).</p> | <p>Grade 7 Modules 1-4<br/><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> |
| <p><b>7.GC-GU.1b</b><br/>Explain the function of phrases and clauses in general and their function in specific sentences.</p>                           | <p>Grade 7, Module 1, Lessons 11DD, 25DD, 32DD 34DD<br/>Grade 7, Module 2, Lessons 11DD, 12DD, 18DD, 20, 24DD<br/>Grade 7, Module 3, Lessons 14DD, 15DD, 16DD, 17DD, 21DD</p>                                       |
| <p><b>7.GC-GU.1c</b><br/>Place phrases and clauses correctly within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>        | <p>Grade 7, Module 1, Lessons 18DD, 19DD, 22DD, 30DD, 34DD<br/>Grade 7, Module 2, Lessons 20DD, 21, 23DD, 26DD<br/>Grade 7, Module 3, Lessons 21, 23DD, 24DD, 27DD, 28DD, 30, 30DD, 33, 35, 36DD, 37DD</p>          |
| <p><b>7.GC-GU.1d</b><br/>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p>      | <p>Grade 7, Module 1, Lessons 18DD, 19DD, 22DD, 30DD, 34DD<br/>Grade 7, Module 2, Lessons 20DD, 21, 23DD, 26DD<br/>Grade 7, Module 3, Lessons 21, 23DD, 24DD, 27DD, 28DD, 30, 30DD, 33, 35, 36DD, 37DD</p>          |

| Idaho Standards   | Aligned Components of Wit & Wisdom   |
|---|--|
| <p><b>7.GC-GU.1e</b><br/>Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.</p> | <p>Grade 7, Module 2, Lessons 10, 16, 20, 23, 29, 31, 34, 35<br/>Grade 7, Module 3, Lessons 21, 22, 30, 33, 35, 36, 36DD<br/>Grade 7, Module 4, Lessons 24, 32, 35, 36, 37</p>   |
| <p><b>7.GC-GU.1f</b><br/>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>  | <p>Grade 7, Module 1, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35<br/>Grade 7, Module 2, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35<br/>Grade 7, Module 3, Lessons 11, 29, 37<br/>Grade 7, Module 4, Lessons 18DD, 19DD, 20DD, 21, 22, 27, 31, 38</p> |

## Grammar and Conventions Strand

### Mechanics (M)

| Idaho Standards   | Aligned Components of Wit & Wisdom  |
|---|---|
| <p><b>7.GC-M.2</b><br/>Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</p> | <p>See 7.GC-M.2a-b below.</p>   |
| <p><b>7.GC-M.2a</b><br/>Use commas, parentheses, and dashes set off nonrestrictive/parenthetical elements.</p>  | <p><i>Wit &amp; Wisdom</i> addresses this standard in grade 6<br/>Grade 6, Module 1, Lessons 34, 34DD<br/>Grade 6, Module 2, Lesson 25DD<br/>Grade 6, Module 3, Lesson 37DD</p> |

| Idaho Standards   | Aligned Components of Wit & Wisdom  |
|---|---|
| <p><b>7.GC-M.2b</b><br/>Use commas to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie).</p> | <p>Grade 7, Module 1, Lessons 23DD, 26DD, 28DD, 34DD<br/>Grade 7, Module 2, Lesson 26DD<br/>Grade 7, Module 4, Lessons 2DD, 5DD, 6DD, 9DD, 33, 35, 36, 37, 37DD</p> |
| <p><b>7.GC-M.3</b><br/>Spell derivatives correctly by applying knowledge of bases and affixes.</p>                      | <p>Grade 7, Module 2, Lesson 20<br/>Grade 7, Module 4, Lesson 37DD</p>  |