WIT & WISDOM®

MORE MEANINGFUL ENGLISH

Massachusetts Curriculum Framework for English Language Arts and Literacy Correlation to *Wit & Wisdom*

GRADE 3

November 2018

WIT & WISDOM®

GREAT MINDS™

ABOUT *WIT & WISDOM*

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

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

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

HIGH RATINGS

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

PROVEN RESULTS

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

ONGOING SUPPORT

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

Introducing *Wit & Wisdom*
- Core text list
- Implementation Guide
- Module 0 (GK–2, G3–5, G6–8)

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

Massachusetts Curriculum Framework for English Language Arts and Literacy Correlation to *Wit & Wisdom*

GRADE 3 ENGLISH LANGUAGE ARTS

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

KEY

☐ *Wit & Wisdom* fully addresses the Massachusetts standard.

☐ *Wit & Wisdom* may not completely address the Massachusetts standard.

☐ *Wit & Wisdom* does not address the Massachusetts standard.

☐ *Wit & Wisdom* addresses the Massachusetts standard at a different grade level.

G = grade level

M = module

L = lesson

DD = Deep Dive

Examples:

G3 M1 L6 = Grade 3 Module 1 Lesson 6

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

Strand	Sub-Strand	Standard	Aligned Components of *Wit & Wisdom*
Reading Standards for Literature	**Key Ideas and Details**	**RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	G3 M1 L1, L3–5, L7–8 G3 M2 L1, L11, L19, L27–36 G3 M3 L1–5, L7–9, L15–16, L22, L25, L27, L30–35 G3 M4 L1–5, L10–17, L19–20, L22–25, L28, L31–34
		RL.3.2 Retell stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in a text.	G3 M1 L1, L5, L7–9, L31–32 G3 M2 L1, L27, L29–31 G3 M3 L2, L6, L8, L11–15, L25–28, L30–31 G3 M4 L1–3, L16–17
		RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	G3 M1 L5, L7 G3 M2 L28–30 G3 M3 L2–3, L5–6, L9–10, L12–16, L26–30, L32–33 G3 M4 L1
	Craft and Structure	**RL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language.	G3 M1 L1, L4, L6–7 G3 M2 L6 G3 M3 L1–2, L5, L7, L11, L15–17, L25, L29, L31 G3 M4 L6, L8DD, L10–11, L13–14, L16–17
		RL.3.5 Identify common structural elements of fiction (e.g., problem, solution); describe how each successive part of a text builds on earlier sections.	G3 M1 L5 G3 M4 L1, L13

Strand	Sub-Strand	Standard	Aligned Components of *Wit & Wisdom*
		RL.3.6 Distinguish their own point of view from that of a text's narrator or those of its characters.	G3 M3 L1, L3–4, L9–10, L15
	Integration of Knowledge and Ideas	**RL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	G3 M1 L4–7, L20, L31–32 G3 M2 L27–28 G3 M3 L1–2, L6–7, L15, L25 G3 M4 L1–3, L15
		RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	G3 M3 L8, L12–15, L31
	Range of Reading and Level of Text Complexity	**RL.3.10** Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 3.	G3 M1–4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.
Reading Standards for Informational Text	**Key Ideas and Details**	**RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	G3 M1 L10–17, L19, L23–25, L27–29 G3 M2 L1–5, L8, L10–17, L19–24, L26, L29–30, L35–36 G3 M3 L1, L15–17, L19, L21, L35 G3 M4 L4–10, L13, L15–16, L19–34
		RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	G3 M1 L12, L14, L16–18, L20–23, L25–32 G3 M2 L2, L4, L6–7, L9, L16–18, L21–22, L35 G3 M3 L19–20 G3 M4 L6–7, L16, L23–24, L27–28

Strand	Sub-Strand	Standard	Aligned Components of *Wit & Wisdom*
		RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	G3 M1 L25, L27 G3 M2 L4–5
	Craft and Structure	**RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	G3 M1 L11, L14, L16, L19–23, L25 G3 M2 L2, L4–5, L15, L19–20 G3 M3 L1, L16, L20, L22 G3 M4 L4, L6, L10, L26–28, L32DD, L34DD
		RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	G3 M1 L14–16, L19, L21–22, L26, L28–30 G3 M3 L18, L20 G3 M4 L7
		RI.3.6 Distinguish their own point of view from that of the author of a text.	G3 M2 L16, L18, L24
	Integration of Knowledge and Ideas	**RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Supplemental material is necessary to address numbers and symbols in a text. The following lessons address using information gained from illustrations and words in a text. G3 M1 L11, L14–16, L20–21, L26, L29 G3 M2 L4–7, L9, L13–14, L16, L19, L29 G3 M3 L20

Strand	Sub-Strand	Standard		Aligned Components of *Wit & Wisdom*
		RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).		G3 M2 L4–5, L9DD, L10, L14–15 G3 M4 L5, L13, L21, L23–24, L27
		RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.		G3 M1 L15, L26 G3 M2 L4, L25–26
	Range of Reading and Level of Text Complexity	**RI.3.10** Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.		G3 M1–4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.
Reading Standards for Foundational Skills	**Phonics and Word Recognition**	**RF.3.3** Know and apply grade-level phonics and word analysis skills in decoding words.		
		RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.		Supplemental material is necessary to address this standard thoroughly. G3 M4 L6DD
		RF.3.3b Decode words with common Latin suffixes.		*Wit & Wisdom* does not address foundational skills.
		RF.3.3c Decode multisyllable words.		*Wit & Wisdom* does not address foundational skills.
		RF.3.3d Read grade-appropriate irregularly spelled words.		*Wit & Wisdom* does not address foundational skills.

Strand	Sub-Strand	Standard	Aligned Components of *Wit & Wisdom*
	Fluency	**RF.3.4** Read with sufficient accuracy and fluency to support comprehension.	
		RF.3.4a Read grade-level text with purpose and understanding.	G3 M1 L4, L10, L13, L19, L24 G3 M2 L7
		RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	G3 M4 L16–17, L19
		RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	*Wit & Wisdom* does not address foundational skills.
Writing Standards	**Text Types and Purposes**	**W.3.1** Write opinion pieces on topics or texts, supporting an opinion with reasons.	
		W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	G3 M2 L13–15, L17–18, L26, L34, L36
		W.3.1b Provide reasons that support the opinion.	G3 M2 L19–21, L26, L34, L36
		W.3.1c Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.	G3 M2 L27–28, L36
		W.3.1d Provide a concluding statement or section.	G3 M2 L23, L26, L34, L36

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W.3.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.2a Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.	G3 M1 L2–3, L5–6, L8–9, L14–18, L22, L29–32 G3 M2 L7 G3 M3 L1–6, L13 G3 M4 L2–5, L8, L33
W.3.2b Develop the topic with facts, definitions, and details.	G3 M1 L9, L18, L20–22, L29–32 G3 M2 L2–3, L5–7 G3 M4 L33
W.3.2c Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.	G3 M1 L24–25, L29–30, L32 G3 M3 L7–9, L11 G3 M4 L19, L33
W.3.2d Provide a concluding statement or section.	G3 M1 L22 G3 M2 L7, L9–10 G3 M3 L13 G3 M4 L19, L33

W.3.3

Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

W.3.3a Establish a situation and introduce a speaker, narrator, and/or characters; organize an appropriate narrative sequence.	G3 M3 L16–20, L23–26, L29–30, L33, L35

Strand	Sub-Strand	Standard	Aligned Components of *Wit & Wisdom*
		W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences or events or show responses to situations.	G3 M3 L27–28, L28DD, L29–30, L33, L35
		W.3.3c Use figurative language to suggest images.	*Wit & Wisdom* addresses this standard in Grade 4. G4 M2 L1, L3–4, L10, L10DD
		W.3.3d Use temporal words and phrases to signal order where appropriate.	G3 M3 L26, L30, L35
		W.3.3e Provide a sense of closure.	G3 M3 L31, L35
		W.3.3f For poems, use words and phrases that form patterns of sound (e.g., rhyme, repetition of sounds within words or within lines) to create meaning or effect.	*Wit & Wisdom* does not explicitly address using words and phrases that form patterns of sound to create meaning or effect in poetry.
	Production and Distribution of Writing	**W.3.4** Produce writing in which the development and organization are appropriate to task, purpose, and audience.	G3 M1 L17–18, L29–30, L32 G3 M2 L12, L25–26, L33, L36 G3 M3 L13–14, L19, L23–24, L32–33, L35 G3 M4 L8–9, L19, L31–33
		W.3.5 Develop and strengthen writing as needed by planning, revising, and editing.	
		W.3.5a Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 3).	G3 M3 L14 G3 M4 L9DD, L33DD

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		W.3.5b Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3).	G3 M4 L33DD
		W.3.6 Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	G3 M4 L1–2, L5, L7–9, L11, L14–15, L20, L22, L24–27, L29
	Research to Build and Present Knowledge	**W.3.7** Conduct short research projects that build knowledge about a topic.	G3 M2 L8, L29–31, L33 G3 M4 L4–8, L14, L20–23, L25–31
		W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	G3 M1 L2, L7–12, L16–18, L22–23, L26–32 G3 M2 L14, L23, L25–26, L30–31, L33, L35–36 G3 M3 L12, L21, L23, L33–35 G3 M4 L1–2, L4–8, L10–11, L14–15, L20–31
	Range of Writing	**W.3.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	G3 M2 L6, L10, L14, L18, L20–24, L27, L29, L31 G3 M3 L10, L12, L20, L22, L28 G3 M4 L12, L14, L16–17, L24, L28

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

Strand	Sub-Strand	Standard	Aligned Components of *Wit & Wisdom*
		SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	G3 M1 L17, L27–28 G3 M2 L24 G3 M3 L3, L8–10, L13–14, L18, L21–22, L26–27, L30, L34 G3 M4 L2–3
	Presentation of Knowledge and Ideas	**SL.3.4** Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary.	G3 M4 L7, L30, L34
		SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	G3 M2 L23 G3 M4 L14–18, L34
		SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	G3 M1 L8, L17, L21, L23, L27–28 G3 M2 L15, L32 G3 M3 L10, L22, L30 G3 M4 L2–3, L5–7, L15–16, L28–30, L34

Strand	Sub-Strand	Standard	Aligned Components of *Wit & Wisdom*
Language Standards	**Conventions of Standard English**	**L.3.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.	
		Sentence Structure and Meaning	
		L.3.1a Produce, expand, and rearrange complete simple, compound, and complex sentences.	G3 M1 L2DD, L3DD, L4DD, L14DD, L30DD G3 M2 L6DD, L7DD, L8DD, L10DD, L11DD, L12DD, L22DD, L24DD, L26DD, L34DD
		L.3.1b Ensure subject-verb and pronoun-antecedent agreement.	G3 M3 L8DD, L9DD, L10DD, L12–14, L14DD, L23–24, L24DD, L33, L33DD, L35, L35DD
		L.3.1c Use verbs in the present, past, and future tenses and choose among them depending on the overall meaning of the sentence.	G3 M1 L16DD, L17DD, L25DD, L30
		L.3.1d Use coordinating and subordinating conjunctions and choose between them depending on the overall meaning of the sentence.	G3 M1 L14DD G3 M2 L6DD, L7DD, L8DD, L10DD, L11DD, L12DD, L20DD, L21DD, L22DD, L24DD, L26DD, L34DD, L36 G3 M3 L3
		L.3.1e Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified and the overall meaning of the sentence.	G3 M4 L7DD, L8DD, L10DD, L12DD, L14DD, L24DD, L26DD, L29DD, L33, L33DD
		Word Usage	
		L.3.1f Use abstract nouns.	G3 M1 L7DD G3 M3 L6DD, L20DD, L21DD, L27–28, L35, L35DD

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		L.3.1g Form and use regular and irregular plural nouns and the past tense of regular and irregular verbs.	G3 M1 L16DD, L17DD, L25DD G3 M3 L22DD, L23DD, L25DD, L26DD, L27DD, L35, L35DD
		L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
		L.3.2a Write legibly and fluently by hand, using either printing or cursive handwriting.	*Wit & Wisdom* does not address handwriting skills.
		L.3.2b Capitalize appropriate words in titles.	G3 M1 L6DD, L27DD, L30 G3 M2 L26
		L.3.2c Use commas in addresses.	G3 M3 L16DD, L17DD, L23–24, L24DD
		L.3.2d Use commas and quotation marks in dialogue.	G3 M3 L11DD, L12DD, L28DD, L32–33, L33DD, L35, L35DD
		L.3.2e Form and use possessives.	G3 M1 L8DD G3 M3 L4DD, L5DD, L31–33, L33DD, L35, L35DD
		L.3.2f Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*).	G3 M1 L17DD, L25DD G3 M4 L9DD, L19DD, L30DD, L33, L33DD

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		L.3.2g Demonstrate understanding that numerals used at the beginning of a sentence are written as words and capitalized (e.g., "*Three* pandas could be seen eating leaves high in the bamboo grove.").		*Wit & Wisdom* does not address numerals.
		L.3.2h Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.		G3 M4 L8, L9DD, L19DD, L30DD, L33, L33DD
		L.3.2i Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		G3 M4 L8, L9DD, L19DD, L30DD, L33, L33DD
	Knowledge of Language	**L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
		L.3.3a Choose words and phrases for effect.		G3 M1 L26DD G3 M2 L16, L16DD, L17DD G3 M4 L10–11, L13, L13DD, L19, L29–30, L33, L33DD, L34
		L.3.3b Recognize and observe differences between the conventions of spoken and written English.		G3 M3 L13 G3 M4 L3, L3DD, L5–7, L16, L19, L29–30, L32

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

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		L.3.4e Recognize and use appropriately abbreviations related to grade-level content or common in everyday life (e.g., *N, S, E, W* on a map).	*Wit & Wisdom* does not explicitly address use of abbreviations related to grade-level content and everyday life.
		L.3.4f Recognize and use appropriately symbols related to grade-level content or common in everyday life (e.g., <, >).	*Wit & Wisdom* does not explicitly address use of symbols related to grade-level content and everyday life.
		L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.	
		L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).	G3 M1 L1, L15DD G3 M2 L6, L21, L28DD G3 M3 L15 G3 M4 L6, L8DD, L11, L13–14, L16, L27–28
		L.3.5b Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).	G3 M1 L18DD, L22DD, L23DD G3 M2 L9DD, L31DD, L33DD G3 M3 L2, L3DD, L5, L6DD, L9, L13DD, L15, L18–19, L19DD, L26, L28, L29DD, L30DD, L34DD G3 M4 L1DD, L22DD, L27DD, L28DD
		L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).	G3 M1 L21DD, L24DD, L29DD G3 M2 L4DD, L5DD, L8 G3 M3 L2DD, L18DD G3 M4 L25DD

Strand	Sub-Strand	Standard	Aligned Components of *Wit & Wisdom*
		L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	G3 M1–4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.