

A young woman with dark hair in a ponytail, wearing a colorful plaid shirt over a teal top, is sitting at a desk in a classroom. She is looking down at an open book she is holding. In the background, other students are blurred, and a person in a pink shirt is visible. On the desk in front of her is a spiral notebook, a red pen, and a teal pencil case filled with pens and pencils.

# WIT & WISDOM<sup>®</sup>

MORE MEANINGFUL ENGLISH

Oklahoma Academic  
Standards for English  
Language Arts Correlation  
to *Wit & Wisdom*

## GRADE 3

June 2018

## ABOUT *WIT & WISDOM*

*Wit & Wisdom*<sup>®</sup> is a Kindergarten through Grade 8 English language arts (ELA) curriculum created by Great Minds<sup>®</sup>, a nonprofit 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](http://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)

# Oklahoma Academic Standards for English Language Arts Correlation to *Wit & Wisdom*

## GRADE 3 ENGLISH LANGUAGE ARTS

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

## KEY

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

G = grade level

Examples:

M = module

G3 M1 L6 = Grade 3 Module 1 Lesson 6

L = lesson

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

DD = Deep Dive



College- and Career-Ready Standard for English Language Arts	Recursive Reading and Writing Strand	Standard Objective	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>1. Speaking and Listening</b></p> <p>Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.</p>	<p><b>Reading</b></p> <p>Students will develop and apply effective communication skills through speaking and active listening.</p>	<p><b>3.1.R.1</b></p> <p>Students will actively listen and speak clearly using appropriate discussion rules.</p>	<p>G3 M1 L8, L17, L23, L28</p>
		<p><b>3.1.R.2</b></p> <p>Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding.</p>	<p>G3 M1 L1, L4, L10</p> <p>G3 M3 L22</p>
		<p><b>3.1.R.3</b></p> <p>Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly in pairs, diverse groups, and whole class settings.</p>	<p>G3 M1 L3–4, L6, L8</p>

College- and Career-Ready Standard for English Language Arts	Recursive Reading and Writing Strand	Standard Objective	Aligned Components of <i>Wit &amp; Wisdom</i>
	<p><b>Writing</b></p> <p>Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.</p>	<p><b>3.1.W.1</b></p> <p>Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.</p>	<p>Supplemental instruction may be necessary for students to gain experience orally reporting information and narrating stories and experiences. The following lessons illustrate the types of oral presentations <i>Wit &amp; Wisdom</i> Grade 3 students make.</p> <p>G3 M2 L7</p> <p>G3 M4 L34</p>
		<p><b>3.1.W.2</b></p> <p>Students will work respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.</p>	<p>G3 M2 L7, L11</p> <p>G3 M4 L7, L29, L34</p>

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<p><b>2. Reading Foundations</b></p> <p>Students will develop foundational skills for future reading success by working with sounds, letters, and text.</p>	<p><b>Print Concepts</b></p> <p>Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.</p>	<p><b>3.2.PC</b></p> <p>Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.</p>	<p><i>Wit &amp; Wisdom</i> addresses this standard in Grade 1.</p> <p>G1 M4 L30DD, L31, L31DD, L32, L32DD</p>	
	<p><b>Phonics and Word Study</b></p> <p>Students will decode and read words in context and isolation by applying phonics and word analysis skills.</p>	<p><b>3.2.PWS.1</b></p> <p>Students will decode multisyllabic words using their knowledge of:</p>		
		<ul style="list-style-type: none"> <li>▪ “r” controlled vowels (e.g., ar, er, ir or, ur)</li> </ul>		<p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p>
<ul style="list-style-type: none"> <li>▪ vowel diphthongs (vowel combinations having two vowel sounds e.g., oi as in boil, oy as in boy)</li> </ul>		<p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p>		

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		<p><b>3.2.PWS.2</b> Students will decode multisyllabic words by applying knowledge of structural analysis:</p>	
		<ul style="list-style-type: none"> <li>▪ all major syllable patterns</li> </ul>	<p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p>
		<ul style="list-style-type: none"> <li>▪ contractions</li> </ul>	<p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p>
		<ul style="list-style-type: none"> <li>▪ abbreviations</li> </ul>	<p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p>
		<ul style="list-style-type: none"> <li>▪ common roots and related prefixes and suffixes</li> </ul>	<p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p>
		<p><b>3.2.PWS.3</b> Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words.</p>	<p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p>

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	<p><b>Fluency</b></p> <p>Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.</p>	<p><b>3.2.F.1</b></p> <p>Students will read high frequency and/or irregularly spelled grade-level words with automaticity in text.</p>	<p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p>
		<p><b>3.2.F.2</b></p> <p>Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.</p>	<p>G3 M1 L4, L10, L13, L19, L24</p> <p>G3 M2 L7</p> <p>G3 M4 L16–17, L19</p>
<p><b>2. Reading and Writing Process</b></p> <p>Students will use a variety of recursive reading and writing processes.</p>	<p><b>Reading</b></p> <p>Students will read and comprehend increasingly complex literary and informational texts.</p>	<p><b>3.2.R.1</b></p> <p>Students will locate the main idea and key supporting details of a text or section of text.</p>	<p>G3 M1 L12, L16, L20, L23, L25–27</p> <p>G3 M2 L6–7, L9, L16–17, L22</p> <p>G3 M3 L19–20</p> <p>G3 M4 L7, L24</p>
		<p><b>3.2.R.2</b></p> <p>Students will compare and contrast details (<i>e.g., plots or events, settings, and characters</i>) to discriminate genres.</p>	<p>G3 M2 L30</p> <p>G3 M3 L13, L15</p>



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		<p><b>3.2.R.3</b> Students will summarize events or plots (<i>i.e., beginning, middle, end, and conflict</i>) of a story or text.</p>	<p>G3 M2 L4, L30 G3 M3 L2, L26</p>
	<p><b>Writing</b> Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.</p>	<p><b>3.2.W.1</b> Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct paragraph indentations.</p>	<p>G3 M1 L8–9, L17–18 G3 M3 L6, L9</p>
		<p><b>3.2.W.2</b> Students will edit drafts and revise for clarity and organization.</p>	<p>G3 M1 L30–31 G3 M3 L14, L19 G3 M4 L9, L19, L33DD</p>
		<p><b>3.2.W.3</b> Students will correctly spell grade-appropriate words while editing.</p>	<p>G3 M4 L9DD, L19DD, L33D</p>

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		<p><b>3.2.W.4</b> Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, print and electronic dictionaries</i>).</p>	G3 M4 L9DD, L19DD, L30DD, L33DD
<p><b>3. Critical Reading and Writing</b> Students will apply critical thinking skills to reading and writing.</p>	<p><b>Reading</b> Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.</p>	<p><b>3.3.R.1</b> Students determine the author’s stated and implied purpose (<i>i.e., entertain, inform, persuade</i>).</p>	<p><i>Wit &amp; Wisdom</i> addresses this standard in Grade 2. G2 M1 L4 G2 M2 L10 G2 M4 L7, L18, L20, L26</p>
		<p><b>3.3.R.2</b> Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.</p>	<p>G3 M1 L10 G3 M2 L16 G3 M3 L4</p>

		Standard Objective	Aligned Components of <i>Wit &amp; Wisdom</i>
		<p><b>3.3.R.3</b> Students will find textual evidence when provided with examples of literary elements and organization:</p>	
		<ul style="list-style-type: none"> <li>▪ setting (<i>i.e., time, place</i>)</li> </ul>	<p>G3 M1 L5 G3 M2 L29–30 G3 M3 L2, L8, L15–17 G3 M4 L1</p>
		<ul style="list-style-type: none"> <li>▪ plot</li> </ul>	<p>G3 M1 L5 G3 M2 L30 G3 M3 L2, L26</p>
		<ul style="list-style-type: none"> <li>▪ characters</li> </ul>	<p>G3 M1 L5, L7 G3 M2 L28–30 G3 M3 L2–3, L5, L8–10, L12–13, L15–17, L26–29, L32 G3 M4 L1–2</p>
		<ul style="list-style-type: none"> <li>▪ characterization</li> </ul>	<p>G3 M1 L5, L7 G3 M2 L28 G3 M3 L3, L5–6, L8–9, L11–13, L17, L26–28, L32 G3 M4 L2</p>

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		<ul style="list-style-type: none"> <li>▪ theme</li> </ul>	<p>G3 M1 L1, L7</p> <p>G3 M2 L29</p> <p>G3 M3 L6, L11, L30</p> <p>G3 M4 L3, L16–17</p>
		<p><b>3.3.R.4</b> Students will find examples of literary devices:</p>	
		<ul style="list-style-type: none"> <li>▪ simile</li> </ul>	<p><i>Wit &amp; Wisdom</i> addresses this device in Grade 4.</p> <p>G4 M1 L9</p> <p>G4 M2 L3DD, L4DD, L12</p>
		<ul style="list-style-type: none"> <li>▪ metaphor</li> </ul>	<p><i>Wit &amp; Wisdom</i> addresses this device in Grade 4.</p> <p>G4 M1 L9</p> <p>G4 M2 L1, L3DD, L4DD, L12</p>
		<ul style="list-style-type: none"> <li>▪ personification</li> </ul>	<p>Supplemental material is necessary to address this device thoroughly.</p> <p>G3 M1 L10</p> <p>G3 M2 L21</p>
		<ul style="list-style-type: none"> <li>▪ onomatopoeia</li> </ul>	<p>G3 M2 L17DD</p>

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		<ul style="list-style-type: none"> <li>hyperbole</li> </ul>	<p><i>Wit &amp; Wisdom</i> does not address hyperbole in the upper elementary grades. <i>Wit &amp; Wisdom</i> addresses this device in Grades 7 and 8.</p>
		<p><b>3.3.R.5</b> Students will distinguish fact from opinion in a text.</p>	<p>G3 M2 L2, L13–14</p>
		<p><b>3.3.R.6</b> Students will describe the structure of a text (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect</i>) with guidance and support.</p>	<p>G3 M2 L2 G3 M4 L5, L13</p>
		<p><b>3.3.R.7</b> Students will ask and answer inferential questions using the text to support answers with guidance and support.</p>	<p>G3 M1 L1, L3–5, L7–8, L10–17, L19, L23–24, L27–29 G3 M2 L1, L3–5, L8, L10–17, L19–24, L26–33, L35 G3 M3 L1–5, L7–9, L12, L15–19, L21, L25, L27, L30–34 G3 M4 L1–6, L8–17, L19, L21–34</p>



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	<p><b>Writing</b> Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.</p>	<p><b>Narrative</b> <b>3.3.W.1</b> Students will write narratives incorporating characters, plot, setting, point of view, and conflict (<i>i.e., solution and resolution</i>).</p>	G3 M3 L19, L23, L23–24, L29–31, L33, L35
		<p><b>Informative</b> <b>3.3.W.2</b> Students will write facts about a subject, including a main idea with supporting details, and use transitional and signal words.</p>	G3 M1 L20, L22, L29, L32 G3 M2 L2–3, L5–6 G3 M4 L19, L33
		<p><b>Opinion</b> <b>3.3.W.3</b> Students will express an opinion about a topic and provide reasons as support.</p>	G3 M2 L15, L17, L20–21, L26, L34, L36

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<p><b>4. Vocabulary</b></p> <p>Students will expand their working vocabularies to effectively communicate and understand texts.</p>	<p><b>Reading</b></p> <p>Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.</p>	<p><b>3.4.R.1</b></p> <p>Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p>	<p>G3 M1 L2, L8, L11, L11DD, L12DD, L19, L31DD, L32DD</p> <p>G3 M2 L2, L5, L32DD, L35DD, L36DD</p> <p>G3 M3 L22, L31DD, L32DD, L34DD</p> <p>G3 M4 L1DD, L17D, L18DD, L31DD, L32DD, L34DD</p>
		<p><b>3.4.R.2</b></p> <p>Students will use word parts (<i>e.g., affixes, roots, stems</i>) to define and determine the meaning of new words.</p>	<p>G3 M1 L5DD, L9DD, L13DD</p> <p>G3 M2 L25DD, L27DD</p> <p>G3 M3 L1DD, L7DD</p> <p>G3 M4 L4DD, L20DD, L21DD, L23DD</p>
		<p><b>3.4.R.3</b></p> <p>Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.</p>	<p>G3 M1 L1DD, L5–7, L11–12, L19, L20DD, L24–27</p> <p>G3 M2 L2, L4, L15, L18DD, L19DD, L27</p> <p>G3 M3 L1, L5, L7, L7DD, L9, L15, L15DD, L17, L20, L25, L28–29</p> <p>G3 M4 L5DD, L6DD, L10, L22DD, L26</p>
		<p><b>3.4.R.4</b></p> <p>Students will infer relationships among words, including synonyms, antonyms, homographs, and homonyms.</p>	<p>G3 M2 L13DD, L31DD</p> <p>G3 M4 L2DD</p>

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		<p><b>3.4.R.5</b> Students will use a dictionary or glossary (<i>print and/or electronic</i>) to determine or clarify the meanings, syllabication, and pronunciation of words.</p>	<p>G3 M1 L6, L19DD G3 M2 L13DD, L23DD G3 M4 L2DD, L4DD, L5DD, L6, L6DD, L11, L11DD, L15DD, L16DD, L17, L20DD, L21DD, L22DD, L25DD, L26, L28DD</p>
	<p><b>Writing</b> Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.</p>	<p><b>3.4.W.1</b> Students will use domain-appropriate vocabulary to communicate ideas in writing.</p>	<p>G3 M1 L9, L18, L30, L32</p>
	<p><b>3.4.W.2</b> Students will select appropriate language according to purpose in writing.</p>	<p>G3 M1 L26DD G3 M3 L23 G3 M4 L10–11, L13, L13DD, L19, L30</p>	

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<p><b>5. Language</b> Students will apply knowledge of grammar and rhetorical style to reading and writing.</p>	<p><b>Reading</b> Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.</p>	<p><b>3.5.R.1</b> Students will recognize pronouns and possessive nouns.</p>	<p>G3 M1 L8DD G3 M2 L29DD, L30DD G3 M3 L4DD, L5DD, L35, L35DD</p>
		<p><b>3.5.R.2</b> Students will recognize irregular and past participle verbs and verb tense to identify settings, times, and sequences in text.</p>	<p><i>Wit &amp; Wisdom</i> addresses verb tense to identify settings, time, and sequences in Grade 5. Supplemental material is necessary to address past participle verbs. The following lessons in Grade 3 address irregular verbs and simple regular verb tenses. G3 M3 L25DD, L26DD, L27DD</p>
		<p><b>3.5.R.3</b> Students will recognize adjectives, articles as adjectives, and adverbs.</p>	<p>G3 M1 L5DD, L28DD G3 M2 L1DD, L2DD, L3DD, L14, L14DD, L15, L15DD, L16, L16DD</p>
		<p><b>3.5.R.4</b> Students will recognize prepositions and conjunctions.</p>	<p><i>Wit &amp; Wisdom</i> addresses prepositions in Grades 1, 4, and 5. The following lessons in Grade 3 address conjunctions. G3 M1 L30DD G3 M2 L6DD, L7DD, L8DD, L10, L10DD, L11DD, L12DD, L20DD, L21DD, L22DD, L24DD, L26DD, L34DD</p>
		<p><b>3.5.R.5</b> Students will recognize the subject and verb agreement.</p>	<p>G3 M3 L8DD, L9DD, L10DD, L14DD, L24DD, L33DD, L35, L35DD</p>

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<p><b>Writing</b> Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.</p>	<p><b>3.5.W.1</b> Students will capitalize and appropriately punctuate:</p>	
	<ul style="list-style-type: none"> <li>▪ titles of respect</li> </ul>	<p><i>Wit &amp; Wisdom</i> does not address capitalization and punctuation of titles of respect.</p>
	<ul style="list-style-type: none"> <li>▪ appropriate words in titles</li> </ul>	<p>G3 M1 L6DD, L27DD</p>
	<ul style="list-style-type: none"> <li>▪ geographical names</li> </ul>	<p><i>Wit &amp; Wisdom</i> addresses this standard in Grade 2. G2 M2 L11DD, L12DD, L15DD</p>
	<p><b>3.5.W.2</b> Students will use complex contractions (<i>e.g., should've, won't</i>).</p>	<p><i>Wit &amp; Wisdom</i> addresses this standard in Grade 2. G2 M4 L4DD, L6DD, L8DD</p>
	<p><b>3.5.W.3</b> Students will compose and expand grammatically correct sentences and questions with appropriate commas, apostrophes, quotation marks, and end marks as needed for dialogue.</p>	<p>G3 M3 L11DD, L12DD, L33DD, L35DD</p>



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		<p><b>3.5.W.4</b> Students will compose simple, compound and complex declarative, interrogative, imperative, and exclamatory sentences.</p>	<p>G3 M1 L2DD, L3DD, L4DD, L3oDD G3 M2 L6DD, L7DD, L8DD, L1oDD, L11DD, L12DD, L22DD, L24DD, L26DD, L34DD</p>
<p><b>6. Research</b> Students will engage in inquiry to acquire, refine, and share knowledge.</p>	<p><b>Reading</b> Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.</p>	<p><b>3.6.R.1</b> Students will use their own questions to find information on their topic.</p>	<p>G3 M2 L29, L31, L33 G3 M4 L14</p>
		<p><b>3.6.R.2</b> Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to define a text.</p>	<p>G3 M1 L14–16, L20–22, L26 G3 M2 L4–7, L9, L13–14, L16 G3 M3 L16, L20 G3 M4 L26</p>
		<p><b>3.6.R.3</b> Students will locate information in visual and text reference sources, electronic resources, and/or interviews.</p>	<p>G3 M2 L31, L33, L35 G3 M4 L5, L7–8, L14, L20–23, L28</p>

College- and Career-Ready Standard for English Language Arts	Recursive Reading and Writing Strand	Standard Objective	Aligned Components of <i>Wit &amp; Wisdom</i>
		<p><b>3.6.R.4</b> Students will determine the relevance and reliability of the information for their specific topic of interest with guidance and support.</p>	G3 M4 L21–22, L25, L27
	<p><b>Writing</b> Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.</p>	<p><b>3.6.W.1</b> Students will generate a list of topics of interest and individual questions about one specific topic of interest.</p>	<p>Supplemental material is necessary to address generating a list of topics of interest. The following lessons address generating individual questions about one specific topic.</p> <p>G3 M2 L27, L29</p> <p>G3 M4 L11</p>
		<p><b>3.6.W.2</b> Students will organize information found during group or individual research, using graphic organizers or other aids.</p>	<p>G3 M1 L22, L29</p> <p>G3 M2 L12, L30–31</p> <p>G3 M4 L6, L20, L22, L26–29, L31</p>
		<p><b>3.6.W.3</b> Students will summarize and present information in a report.</p>	<p>G3 M1 L30, L32</p> <p>G3 M2 L33–35</p> <p>G3 M4 L28–29, L31–33</p>

College- and Career-Ready Standard for English Language Arts	Recursive Reading and Writing Strand	Standard Objective	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>7. Multimodal Literacies</b></p> <p>Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.</p>	<p><b>Reading</b></p> <p>Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.</p>	<p><b>3.7.R.1</b></p> <p>Students will locate, organize, and use information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal questions.</p>	<p>G3 M2 L31, L33</p> <p>G3 M4 L22–23</p>
		<p><b>3.7.R.2</b></p> <p>Students will compare how ideas and topics are depicted in a variety of media and formats.</p>	<p>G3 M2 L4, L25, L30</p>
	<p><b>Writing</b></p> <p>Students will create multimodal texts to communicate knowledge and develop arguments.</p>	<p><b>3.7.W.1</b></p> <p>Students will create multimodal content that communicates an idea using technology or appropriate media.</p>	<p>G3 M4 L9, L16–18, L26, L28–30</p>
		<p><b>3.7.W.2</b></p> <p>Students will create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.</p>	<p>Supplemental material is necessary to address the use of video in presentations. The following lessons address the use of photos and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.</p> <p>G3 M4 L18, L28–29, L34</p>

College- and Career-Ready Standard for English Language Arts	Recursive Reading and Writing Strand	Standard Objective	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>8. Independent Reading and Writing</b></p> <p>Students will read and write for a variety of purposes including, but not limited to, academic and personal, for extended periods of time.</p>	<p><b>Reading</b></p> <p>Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.</p>	<p><b>3.8.R</b></p> <p>Students will select appropriate texts for specific purposes and read independently for extended periods of time.</p>	<p>In each module, Appendix D provides a list of texts for independent reading. These texts are grade-level appropriate and related to the module topic.</p>
	<p><b>Writing</b></p> <p>Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.</p>	<p><b>3.8.W</b></p> <p>Students will write independently over extended periods of time (<i>e.g., time for reflection and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>) to communicate with different audiences for a variety of purposes.</p>	<p>Supplemental material is necessary to address writing independently over extended periods. The following lessons address writing for shorter time frames for a variety of purposes.</p> <p>G3 M1 L31–32</p> <p>G3 M2 L12</p> <p>G3 M3 L34–35</p> <p>G3 M4 L32–33</p>