



**WIT &  
WISDOM**<sup>®</sup>  
OREGON

MORE MEANINGFUL ENGLISH

Oregon English Language  
Arts and Literacy Standards  
Correlation to *Wit & Wisdom*  
with Foundations<sup>®</sup>

**GRADE 3**

June 2021

## ***Wit & Wisdom*® Oregon with Foundations® correlation to Oregon English Language Arts and Literacy Standards**

### **Grade 3**

**June 2021**

*Wit & Wisdom*® Oregon with Foundations® is a comprehensive solution for a Kindergarten through Grade 8 English language arts (ELA) curriculum. *Wit & Wisdom* was created by Great Minds® by bringing together teachers and experts who believe all students deserve access to rich, rigorous content alongside systematic, scientifically based reading instruction. In Grade 3, the major tool of instruction contains two components:

- *Wit & Wisdom* as the core curriculum, and
- Foundations®, a foundational skills program by Wilson Language Training for students in K–3.

Together, the implementation of these resources ensures that all students will have access to comprehensive ELA instruction that thoroughly meets the demands of Oregon’s English Language Arts and Literacy Standards. Great Minds and Wilson Language Training have created a comprehensive solution to ELA instruction for the state of Oregon.

### ***Wit & Wisdom*®**

At the heart of each *Wit & Wisdom* module is a selection of literary works, informational texts, and visual art. Every text a student explores is authentic and of the highest quality. Students use these texts at every turn to learn—and eventually master—essential reading, communication, and vocabulary skills. Each module focuses on an engaging, content-focused topic. The purposeful sequence of topics within and across grade levels builds students’ content knowledge in literature, the arts, social sciences and history, and science. A shared knowledge base empowers all students to comprehend complex texts.

Powerful questions guide students’ learning across the 30–38 lessons in each module. In Grade 3, students engage with the following module topics and Essential Questions:

#### **Module 1: *The Sea***

- Essential Question: Why do people explore the sea?

#### **Module 2: *Outer Space***

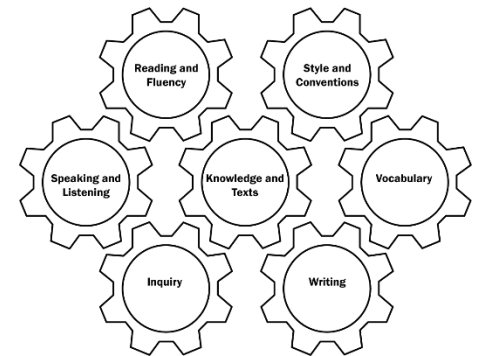
- Essential Question: How do people learn about space?

#### **Module 3: *A New Home***

- Essential Question: How do stories help us understand immigrants’ experiences?

#### **Module 4: *Artists Make Art***

- Essential Question: What is an artist?



Using predictable yet flexible Content Stages with their associated Content Framing Questions, for close reading, *Wit & Wisdom* students build transferrable skills to comprehend texts across the content areas. Explicit, text-based writing and speaking and listening instruction follows a sequence of Craft Stages that gradually leads students to mastery in writing and presenting.

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

### **Foundations® by Wilson Language Training**

Foundations® by Wilson Language Training provides teachers in K–3 classrooms with a systematic foundational skills, spelling, and handwriting program for all students. Additionally, it reinforces and supports other ELA standards, particularly vocabulary, comprehension, and writing goals, in an integrated approach.

As a multisensory, structured literacy program, Foundations® is systematic, cumulative, and explicit, with a clear and thoroughly documented research base that incorporates the science of reading in a carefully designed scope and sequence. The power of this program is that it overlaps skills, not treating them in isolation, so that a daily 30–35-minute lesson teaches and then reinforces many corresponding skills. The highly integrated approach to skill instruction differentiates learning while actively engaging students.

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

### **GRADE 3 ENGLISH LANGUAGE ARTS**

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

Through the implementation of the major tool of instruction—*Wit & Wisdom* for core ELA and Foundations® for foundational skills—*Wit & Wisdom* Oregon with Foundations® provides students with the proficiencies necessary to meet the *Oregon English Language Arts and Literacy Standards* while benefiting from the access to rich texts and knowledge building.

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

## ONGOING SUPPORT

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

### Introducing *Wit & Wisdom*

- Implementation Guide
- Module Zero (GK–2, G3–5, G6–8)

### Extending *Wit & Wisdom*

- Family 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)

## Wilson Language Training

Integrated Teacher Support is available for all teachers. This includes extensive guidance in the Teacher's Manual, which includes daily lesson plans, procedural guidelines, differentiation recommendations, formative/summative assessments, and Home Support.

Also available with the Teacher's Manual is the Learning Community for Foundations®, an online companion site containing demonstrations/animations, printable resources, lesson plan templates, expert tips, assessment trackers, discussion boards, and other resources.

Available directly from Wilson Language Training and separate from this adoption process are a range of other professional learning opportunities. Wilson partners with districts to develop an implementation and sustainability plan to support teacher knowledge and proficiency that result in increased student success. Called COMPASS—Wilson's COMprehensive Plans for Achieving Success and Sustainability, it is aligned with scientific principles of implementation science. COMPASS Plans include varying levels of support to meet the needs of schools/districts, which includes workshops, Virtual Implementation Support, certification programs, and coaching.

Strand	Sub-Strand	Standard	Aligned Components of <i>Wit &amp; Wisdom with Foundations</i> ®
Reading Foundational Skills	Phonics and Word Recognition	<p>3.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p><b>Wilson Language Training’s Foundations® Level 3</b> Foundations® teaches both reading (decoding) and spelling (encoding) simultaneously, with a multisensory, structured language and literacy approach which explicitly teaches total word structure, not just phonics.</p> <p>Structured literacy includes synthetic, systematic phonics instruction, but it goes well beyond learning phonics for initial decoding. Many phonics programs teach sounds, and can “check off the box” for grade-level phonics, but are often insufficient because they fall significantly short of teaching word structure beyond sounds and do not teach decoding and spelling concurrently. Foundations®, on the other hand, comprehensively provides the structured literacy elements that are linked to the acquisition of foundational skills.</p> <p>Foundations® presents an explicit and systematic study of the English written language system in a clearly defined sequence, distributed across four Levels: K, 1, 2, and 3. Students cumulatively learn to process words more quickly by using the patterns of syllables and orthographic rules (spelling conventions) involving base words and affixes. Students investigate words and use a variety of techniques to analyze single-syllable and multisyllabic words, unknown words, and words with spelling options. This is important for students to efficiently read longer, unfamiliar words as their reading skills progress and the complexity of grade-level text increases.</p>
		<p>3.RF.3a Identify and know the meaning of the most common prefixes and derivational suffixes.</p>	<p><b>Wilson Language Training’s Foundations® Level 3</b> Foundations® explicitly teaches about the base word and prefixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including con, dis, un, en, em, ex, in, im, il, ir, mis, non, sub, trans, de, e, pre, pro, and re, beginning in the <b>Bonus Unit</b> (see <b>Bonus Unit Introduction</b>: p. 264). Words with taught prefixes are included in word resources for use in all decoding activities following the Bonus Unit. (<b>Resources</b>: pp. 288–291, pp. 316–319, pp. 354–359, pp. 394–398, pp. 434–439, pp. 464–467, pp. 492–496, pp. 522–526, pp. 552–555). Students explicitly practice decoding words with prefixes during these activities in the Bonus Unit: <b>Introduce New Concepts</b> and <b>Make It Fun</b> activities. <b>Introduce New Concepts (description p. 70)</b>: (Bonus Unit: p. 269; p. 273; p. 280; p. 282; pp. 284–285) <b>Make It Fun (description p. 70)</b>: (Bonus Unit: p. 274; p. 276; p. 283)</p>

			<p><b>Wit &amp; Wisdom</b>  <b>Module 4:</b> Lesson 6DD</p>
		<p>3.RF.3b                  Decode words with common suffixes. Read grade-appropriate irregularly spelled words.</p>	<p><b>Wilson Language Training’s Foundations® Level 3</b>                  Foundations® explicitly teaches about the <b>base word and suffixes</b>, focusing on how these change the meaning of the base word. Students learn to decode words with suffixes, including -s, -ed, -ing, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, -er, -en, -es, -ous, -al, -ent, -an, -ward, and -or, beginning in Unit 2 (see Unit 2 pp.114–151). Spelling rules for adding suffixes to changing base words in all six syllable types (such as dropping e, changing y to i, and doubling final consonants) are addressed in Foundations® Level 3 (see Unit 2 pp. 114–151, Unit 4 pp. 170–197, Unit 7 pp. 292–319, Unit 9 pp. 360–399, Unit 10 pp. 400–439, Unit 12 pp. 468–496). Words with taught suffixes, including words with changing base words, are included in word resources for all units following Unit 2 for all decoding activities. <b>(Resources:</b> pp. 148–151, pp. 166–169, pp. 194–197, pp. 222–224, pp. 260–263, pp. 288–291, pp. 316–319, pp. 354–359, pp. 394–398, pp. 434–439, pp. 464–467, pp. 492–496, pp. 522–526, pp. 552–555.) Students practice decoding words with suffixes during activities that include decoding once suffixes are addressed in Unit 2: <b>Introduce New Concepts, Word of the Day, Word Talk, and Make It Fun</b> activities.</p> <p><b>Introduce New Concepts (description p. 70):</b> (Unit 2: pp. 118–119; pp. 120–121; pp. 122–123; p. 125; p. 126; p. 129; p. 131; p. 133; p. 139; p. 141), (Unit 4: p. 175; pp. 178–179; pp. 184–185; pp. 188–189), (Bonus Unit: p. 269; pp. 280–281), (Unit 7: pp. 296–297; pp. 298–299; pp. 306–307; p. 308), (Unit 8: p. 329), (Unit 9: p. 376; pp. 384–385; pp. 388–389), (Unit 10: pp. 426–427), (Unit 12: p. 487), (Unit 14: pp. 542–543)</p> <p><b>Word of the Day (description p. 66):</b> (Unit 2: p. 122; p. 124; p. 132; p. 135; p. 140; p. 142), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit 6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 300; p. 302; p. 310; p. 312), (Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390), (Unit 10: p. 407; p. 410; p. 418; p. 420; p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508; p. 516; p. 518), (Unit 14: p. 536; p. 538; p. 546; p. 548)</p> <p><b>Word Talk (description p. 68):</b> (Unit 2: p. 128; p. 136; p. 138; p. 146), (Unit 4: p. 182; p. 192), (Unit 5: p. 210; p. 220), (Unit 6: p. 238; p. 248; p. 258), (Unit 7: p. 304; p. 314), (Unit 8: p. 342; p. 352), (Unit 9: p. 372; p. 382), (Unit 10: p. 422; p. 432), (Unit 11: p. 452; p. 462), (Unit 12: p. 480; p. 490), (Unit 13: p. 510; p. 514; p. 520), (Unit 14: p. 540; p. 550)</p> <p><b>Make It Fun (description p. 70):</b> (Unit 2: p. 127; p. 130; p. 134; p. 144), (Unit 4: p. 181; p. 189), (Unit 7: p. 305; p. 311), (Unit 8: p. 343; p. 351), (Unit 9: p. 392), (Unit 10: p. 431), (Unit 14: p. 549)</p>



			<p>Foundations® also provides instruction in phonetically irregular high-frequency words, and high-frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called trick words in Foundations®) are taught as words to be automatically recognized in Foundations® Levels K, 1, and 2. By the end of Level 2, Foundations® students are prepared to read the first 200 words and 95% of the first 300 words on the Fry list (Fry and Kress 2006). In Level 3, those learned trick words are practiced for decoding when students read grade-level texts, and there is an option for supplemental support with the <b>Trick Words</b> activity.</p>
		<p>3.RF.3c Decode multisyllable words.</p>	<p><b>Wilson Language Training’s Foundations® Level 3</b> In Foundations®, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types. In Level 3, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in both single and multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 3, <b>Introduce New Concepts</b> pp. 160–161 as an example). Multisyllabic words are introduced in Unit 3 and then included in word resources for all subsequent decoding activities. (<b>Resources:</b> pp. 166–169, pp. 194–197, pp. 222–224, pp. 260–263, pp. 288–291, pp. 316–319, pp. 354–359, pp. 394–398, pp. 434–439, pp. 464–467, pp. 492–496, pp. 522–526, pp. 552–555). Foundations® activities for decoding words with these syllable types include <b>Guess Which One</b>, <b>Introduce New Concepts</b>, <b>Word of the Day</b>, <b>Word Talk</b>, <b>Word Play</b>, and <b>Make It Fun</b> activities.</p> <p><b>Guess Which One (description p. 56):</b> (Unit 3: p. 161), (Unit 4: p. 177; p. 187), (Unit 5: p. 205; p. 213), (Unit 6: p. 233; p. 243; p. 251), (Unit 7: p. 299; p. 309); (Unit 8: p. 327; p. 337; p. 387), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p. 427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543)</p> <p><b>Introduce New Concepts (description p. 70):</b> (Unit 3: pp. 160–161) (Unit 4: pp. 174–175; pp. 178–179; pp. 188–189), (Unit 5: pp. 202–203; p. 217), (Unit 6: pp. 230–231; pp. 232; p. 237; pp. 240–241; pp. 250–251; p. 255), (Bonus Unit: p. 269; p. 270; p. 273; p. 280; p. 282–283; pp. 284–285), (Unit 7: pp. 296–297; pp. 298–299; pp. 306–307; p.308), (Unit 8: pp. 324–325; pp. 334–335; p. 336; p. 344–345), (Unit 9: pp. 364–365; pp. 368–369; p.374; pp. 384–385; pp. 388–389), (Unit 10: pp. 404–405; p. 407; p. 417; pp. 424–427; p. 429 ), (Unit 12: p. 472; p. 474; pp. 482–485), (Unit 13: p. 502; p. 507; pp. 512–513), (Unit 14: pp. 532–533; pp. 542–543)</p> <p><b>Word of the Day (description p. 66):</b> (Unit 3: p. 162), (Unit 4: p. 176; p. 180; p. 186; p. 190), (Unit 5: p. 206; p. 216), (Unit 6: p. 234; p. 236; p. 244; p. 246; p. 254; p. 257), (Unit 7: p. 302; p. 310; p. 312), (Unit 8: p. 328; p. 330; p. 332; p. 338; p. 340; p. 348; p. 350), (Unit 9: p. 368; p. 370; p. 378; p. 380; p. 390), (Unit 10: p. 410; p. 418; p. 420;</p>

			<p>p. 428; p. 430), (Unit 11: p. 448; p. 450; p. 455; p. 460), (Unit 12: p. 476; p. 478; p. 486; p. 488), (Unit 13: p. 506; p. 508; p. 518), (Unit 14: p. 536; p. 538; p. 546; p. 548)</p> <p><b>Word Talk (description p. 68):</b> (Unit 4: p. 182; p. 192), (Unit 5: p. 210; p. 220), (Unit 6: p. 238; p. 248; p. 258), (Unit 7: p. 304; p. 314), (Unit 8: p. 342; p. 352), (Unit 9: p. 372; p. 382), (Unit 10: p. 422; p. 432), (Unit 11: p. 452; p. 462), (Unit 12: p. 480; p. 490), (Unit 13: p. 510; p. 514; p. 520), (Unit 14: p. 540; p. 550)</p> <p><b>Word Play (description p. 70):</b> (Unit 5: p. 208), (Bonus Unit: p. 278)</p> <p><b>Make It Fun (description p. 70):</b> (Unit 3: p. 164), (Unit 4: p. 181; p. 189), (Unit 5: p. 209; p. 218), (Unit 6: p. 249; p. 256), (Bonus Unit: p. 274; p. 276; p. 283), (Unit 7: p. 305; p. 311), (Unit 8: p. 333; p. 343; p. 351), (Unit 9: p. 373; p. 383; p. 392), (Unit 10: p. 412; p. 423; p. 431), (Unit 12: p. 481), (Unit 13: p. 511; p. 517), (Unit 14: p. 541; p. 549)</p>
	<p><b>Fluency</b></p>	<p>3.RF.4 Read with sufficient accuracy and fluency to support comprehension.</p>	<p><b>Wilson Language Training’s Foundations® Level 3</b></p> <p>Foundations® students develop deep word-level knowledge and automatic word identification skills, beginning with strategies that target accuracy, such as tapping out sounds and marking word elements. Lessons focus on quick and automatic word recognition. Teachers make word chains with Sound Cards, and students learn how to scoop sentences into meaningful phrases to develop prosody and expression when reading connected text.</p> <p>By Grade 3, given the depth of knowledge systematically imparted in all Levels, and the fact that Foundations® Level 2 is a prerequisite for Foundations® Level 3, students should be able to decode grade-appropriate non-controlled informational text and authentic literature. It is not necessary to limit Level 3 students to highly controlled text.</p> <p><b>Wit &amp; Wisdom</b></p> <p><i>Wit &amp; Wisdom</i> fluency instruction is designed to foster fluency development for all readers. It is grounded in the belief that the goal of fluent reading is rich comprehension, rather than a quantitative assessment of reading rate. Students learn to read grade-level complex text through repeatedly reading short, well-chosen text excerpts from module texts. Practicing these fluency excerpts builds students’ overall fluency skills, while also scaffolding understanding of specific module texts. In lessons and homework, repeated oral readings of these excerpts help students to understand the texts and communicate more effectively about them.</p>



		<p>3.RF.4a Read grade-level text with purpose and understanding.</p>	<p><b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lessons 4, 10, 13, 19, 24 <b>Module 2:</b> Lesson 7</p>
		<p>3.RF.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p><b>Wit &amp; Wisdom</b> <b>Module 4:</b> Lessons 16–17, 19</p>
		<p>3.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lessons 4, 6, 7, Handout 4A <b>Module 2:</b> Lessons 2, 7, 13, 19 Handout 2D, Handout 7E <b>Module 3:</b> Lessons 1, 7, 16, 25, Handout 1D, Handout 7C <b>Module 4:</b> Lessons 1, 4, 10, 17, 20, Handout 1C, Handout 4B, Handout 20B</p>

*Wit & Wisdom’s* rigorous and joyful text-based approach to reading instruction creates skilled readers who love to read. Through inquiry-based engagement, students build their comprehension and deepen their analysis of texts. *Wit & Wisdom* reading lessons are precisely and deliberately crafted to ensure rigor, lead to authentic work arising from the texts, and create coherence across a module; require that learners do the cognitive work; are structured within and across lessons to guide purposeful engagement during each Content Stage of a text; and are sequenced across the module to cultivate content connections and skill development among multiple texts. Each lesson begins and ends with a Content Framing Question that provides an umbrella for the text-dependent tasks and text-dependent questions (TDQs) in the lesson. Framing each lesson with familiar questions helps students build the habits of mind they need to become independent close readers. The discussions, text-dependent tasks, and TDQs within each Content Stage serve a distinct purpose, illuminating key close reading habits:

- **Wonder:** Students generate their own observations and questions, forming an initial impression of the text.
- **Organize:** Readers get the gist of the text by sorting out characters, settings, and plot for literary texts; or speaker, audience, main ideas, and purpose for informational texts. TDQs and tasks in this stage focus on specific and challenging areas (e.g., domain-specific vocabulary, syntax, and background information) that are crucial to understanding the text and set the stage for deeper interpretation and analysis.
- **Reveal:** Readers focus intently on different and unique aspects of the text, such as language choice, literary devices, or structure, and analyze how each element affects meaning.
- **Distill:** Students express the central ideas or themes of the text and determine how key aspects of the text support these ideas and themes.
- **Know:** Students articulate how a text builds their knowledge and expand their knowledge by connecting the text to other texts and topics of study.

**Modules 1–4:** Module Overview: Texts

<b>Reading Literature</b>	<b>Key Ideas and Details</b>	<p>3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lessons 1, 3–5, 7–8  <b>Module 2:</b> Lessons 1, 11, 19, 27–36  <b>Module 3:</b> Lessons 1–5, 7–9, 15–16, 22, 25, 27, 30–35  <b>Module 4:</b> Lessons 1–5, 10–17, 19–20, 22–25, 28, 31–34</p>
		<p>3.RL.2 Recount and summarize 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 the text.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lessons 1, 5, 7–9, 31–32  <b>Module 2:</b> Lessons 1, 27, 29–31  <b>Module 3:</b> Lessons 2, 6, 8, 11–15, 25–28, 30–31  <b>Module 4:</b> Lessons 1–3, 16–17</p>
		<p>3.RL.3 Describe characters in a story and explain how their actions contribute to the sequence of events.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lessons 5, 7  <b>Module 2:</b> Lessons 28–30  <b>Module 3:</b> Lessons 2–3, 5–6, 9–10, 12–16, 26–30, 32–33  <b>Module 4:</b> Lesson 1</p>
	<b>Craft and Structure</b>	<p>3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lessons 1, 4, 6–7  <b>Module 2:</b> Lesson 6  <b>Module 3:</b> Lessons 1–2, 5, 7, 11, 15–17, 25, 29, 31  <b>Module 4:</b> Lessons 6, 8DD, 10–11, 13–14, 16–17</p>
		<p>3.RL.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i>, <i>scene</i>, and <i>stanza</i>; describe how each successive part builds on earlier sections.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lesson 20  <b>Module 4:</b> Lessons 11–13, 17, 19</p>

		<p>3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p><b>Wit &amp; Wisdom</b> <b>Module 3:</b> Lessons 1, 3–4, 9–10, 15</p>
	<p><b>Integration of Knowledge and Ideas</b></p>	<p>3.RL.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.</p>	<p><b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lessons 4–7, 20, 31–32 <b>Module 2:</b> Lessons 27–28 <b>Module 3:</b> Lessons 1–2, 6–7, 15, 25 <b>Module 4:</b> Lessons 1–3, 15</p>
		<p>3.RL.9 Compare and contrast the messages, settings, and plots of stories written by the same author about the same or similar characters.</p>	<p><b>Wit &amp; Wisdom</b> <b>Module 3:</b> Lessons 8, 12–15, 31</p>
	<p><b>Range of Reading and Level of Text Complexity</b></p>	<p>3.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p><b>Modules 1–4</b> <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>Reading Informational Text</b></p>	<p><b>Key Ideas and Details</b></p>	<p>3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p><b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lessons 10–17, 19, 23–25, 27–29 <b>Module 2:</b> Lessons 1–5, 8, 10–17, 19–24, 26, 29–30, 35–36 <b>Module 3:</b> Lessons 1, 15–17, 19, 21, 35 <b>Module 4:</b> Lessons 4–10, 13, 15–16, 19–34</p>
		<p>3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p><b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lessons 12, 14, 16–18, 20–23, 25–32 <b>Module 2:</b> Lessons 2, 4, 6–7, 9, 16–18, 21–22, 35 <b>Module 3:</b> Lessons 19–20 <b>Module 4:</b> Lessons 6–7, 16, 23–24, 27–28</p>

		<p>3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lessons 25, 27  <b>Module 2:</b> Lessons 2, 4–5, 8–12, 14–16, 18, 20, 25–26, 33–34  <b>Module 3:</b> Lessons 17–18  <b>Module 4:</b> Lessons 5, 21</p>
	<b>Craft and Structure</b>	<p>3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lessons 11, 14, 16, 19–23, 25  <b>Module 2:</b> Lessons 2, 4–5, 15, 19–20  <b>Module 3:</b> Lessons 1, 16, 20, 22  <b>Module 4:</b> Lessons 4, 6, 10, 26–28, 32DD, 34DD</p>
		<p>3.RI.5 Use text features and search tools to locate information relevant to a given topic efficiently.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lessons 14–16, 19, 21–22, 26, 28–30  <b>Module 3:</b> Lessons 18, 20  <b>Module 4:</b> Lessons 7</p>
		<p>3.RI.6 Distinguish between a firsthand and secondhand account of the same event or topic.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 2:</b> Lessons 16, 18, 24</p>
	<b>Integration of Knowledge and Ideas</b>	<p>3.RI.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lessons 11, 14–16, 20–23, 26, 28–32  <b>Module 2:</b> Lessons 4–7, 9, 13–16, 19, 29  <b>Module 3:</b> Lessons 16, 19–21, 24  <b>Module 4:</b> Lessons 15–16, 26, 28</p>
<p>3.RI.8 Describe the logical connection between particular sentences and paragraphs in a text.</p>		<p><b>Wit &amp; Wisdom</b>  <b>Module 2:</b> Lessons 4–5, 9DD, 10, 14–15  <b>Module 4:</b> Lessons 5, 13, 21, 23–24, 27</p>	

		<p>3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p><b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lessons 15, 26 <b>Module 2:</b> Lessons 4, 25–26</p>
	<p><b>Range of Reading and Level of Text Complexity</b></p>	<p>3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	<p><b>Modules 1–4</b> <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><i>Wit &amp; Wisdom</i> students learn to write and write to learn about complex texts. Writing builds on a foundation of content knowledge developed through the close reading of texts about important topics. All writing is text-based or text-inspired. Through narrative, opinion/argument, and informative writing, students build and express understanding within and across texts. Through explicit learning-to-write instruction, teachers gradually release responsibility for a specific writing strategy through a series of lessons. One or more of the following Craft Stages shapes each lesson.</p> <ul style="list-style-type: none"> <li>• <b>Examine:</b> Students analyze how an exemplar models one or more writing strategies. The exemplar can come from authentic texts, class collaborative writing, or a module resource.</li> <li>• <b>Experiment:</b> Students practice applying a target strategy. Scaffolded tasks provide significant support by limiting the volume of writing, providing parts of a writing piece, or focusing on a relatively simple topic.</li> <li>• <b>Execute:</b> Students plan or draft a full writing piece, paying particular attention to applying the target strategy to support the purpose of the task.</li> <li>• <b>Excel:</b> Students revise, edit, and respond to feedback on the pieces they drafted in the Execute stage, focusing on the target strategy. They reflect on their use of the strategy to refine their thinking about its use in current and future writing.</li> </ul>			
<p><b>Writing</b></p>	<p><b>Text Types and Purposes</b></p>	<p>3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	
		<p>3.W.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p>	<p><b>Wit &amp; Wisdom</b> <b>Module 2:</b> Lessons 13–15, 17–18, 26, 34, 36</p>

		<p>3.W.1b Provide reasons that support the opinion.</p>	<p><b>Wit &amp; Wisdom</b> <b>Module 2:</b> Lessons 19–21, 26, 34, 36</p>
		<p>3.W.1c Use linking words and phrases to connect opinion and reasons.</p>	<p><b>Wit &amp; Wisdom</b> <b>Module 2:</b> Lessons 27–28, 36</p>
		<p>3.W.1d Provide a concluding statement or section.</p>	<p><b>Wit &amp; Wisdom</b> <b>Module 2:</b> Lessons 23, 26, 34, 36</p>
		<p>3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	
		<p>3.W.2a Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.</p>	<p><b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lessons 2–3, 5–6, 8–9, 14–18, 22, 29–32 <b>Module 2:</b> Lesson 7 <b>Module 3:</b> Lessons 1–6, 13 <b>Module 4:</b> Lessons 2–5, 8, 33</p>
		<p>3.W.2b Develop the topic with facts, definitions, and details.</p>	<p><b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lessons 9, 18, 20–22, 29–32 <b>Module 2:</b> Lessons 2–3, 5–7 <b>Module 4:</b> Lesson 33</p>
		<p>3.W.2c Use linking words and phrases to connect ideas within categories of information.</p>	<p><b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lessons 24–25, 29–30, 32 <b>Module 3:</b> Lessons 7–9, 11 <b>Module 4:</b> Lessons 19, 33</p>
		<p>3.W.2d Provide a concluding statement or section.</p>	<p><b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lesson 22 <b>Module 2:</b> Lessons 7, 9–10 <b>Module 3:</b> Lesson 13 <b>Module 4:</b> Lessons 19, 33</p>

		<p>3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
		<p>3.W.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><b><i>Wit &amp; Wisdom</i></b> <b>Module 3:</b> Lessons 16–20, 23–26, 29–30, 33, 35</p>
		<p>3.W.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p><b><i>Wit &amp; Wisdom</i></b> <b>Module 3:</b> Lessons 27–28, 28DD, 29–30, 33, 35</p>
		<p>3.W.3c Use temporal words and phrases to signal event order.</p> <p><b><i>Wit &amp; Wisdom</i></b> <b>Module 3:</b> Lessons 26, 30, 35</p>
		<p>3.W.3d Provide a sense of closure.</p> <p><b><i>Wit &amp; Wisdom</i></b> <b>Module 3:</b> Lessons 31, 35</p>
	<p><b>Production and Distribution of Writing</b></p>	<p>3.W.4 With guidance and support, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b><i>Wit &amp; Wisdom</i></b> <b>Module 1:</b> Lessons 17–18, 29–30, 32 <b>Module 2:</b> Lessons 12, 25–26, 33, 36 <b>Module 3:</b> Lessons 13–14, 19, 23–24, 32–33, 35 <b>Module 4:</b> Lessons 8–9, 19, 31–33</p>



		<p>3.W.5 With guidance and support, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lessons 9, 18, 30–32  <b>Module 2:</b> Lesson 6, 10, 12, 18, 22, 26, 34, 36  <b>Module 3:</b> Lessons 3–4, 11–14, 24, 26, 30, 33–35  <b>Module 4:</b> Lessons 4–5, 8–9, 9DD, 12–13, 19, 19DD, 30DD, 31–33, 33DD</p>
		<p>3.W.6 With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 4:</b> Lessons 1–2, 5, 7–9, 11, 14–15, 20, 22, 24–27, 29</p>
	<p><b>Research to Build and Present Knowledge</b></p>	<p>3.W.7 Conduct short research projects that build knowledge about a topic.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 2:</b> Lessons 8, 29–31, 33  <b>Module 4:</b> Lessons 4–8, 14, 20–23, 25–31</p>
		<p>3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lessons 2, 7–12, 16–18, 22–23, 26–32  <b>Module 2:</b> Lessons 14, 23, 25–26, 30–31, 33, 35–36  <b>Module 3:</b> Lessons 12, 21, 23, 33–35  <b>Module 4:</b> Lessons 1–2, 4–8, 10–11, 14–15, 20–31</p>

	<b>Range of Writing</b>	<p>3.W.10 With scaffolding, guidance, and support, 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.</p>	<p><b>Wit &amp; Wisdom</b> <b>Module 2:</b> Lessons 6, 10, 14, 18, 20–24, 27, 29, 31 <b>Module 3:</b> Lessons 10, 12, 20, 22, 28 <b>Module 4:</b> Lessons 12, 14, 16–17, 24, 28</p>
--	-------------------------	--	---

*Wit & Wisdom* lessons provide explicit language instruction across modules. While Deep Dives are the primary vehicle for explicit language skill development, students apply language skills in core lessons to understand and discuss complex texts. Throughout the year, students apply their knowledge of style and conventions with increasing depth and independence. The language standards for each module were assigned based on a consideration of the language demands of the major module writing tasks, the language found in the core module texts, and the connections between the language standards and other module standards.

L.4 and L.5 are a focus in many modules, as students determine and demonstrate understanding of word meanings to deepen their understanding of module content. L.6 is an ongoing standard, as it represents the cumulative results of mastering a range of vocabulary knowledge. Students’ work in their Vocabulary Journals offers a clear picture of the volume of new words students acquire throughout the year and of the strategies they employ to learn and practice new vocabulary.

<b>Language</b>	<b>Conventions of Standard English</b>	<p>3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
		<p>3.L.1a Identify, explain, and use nouns, pronouns, verbs, adjectives, and adverbs.</p>	<p><b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lessons 1, 2DD, 3DD, 4DD, 5DD, 28DD, 30 <b>Module 2:</b> Lessons 1DD, 2DD, 3DD, 12, 14, 14DD, 15DD, 16DD, 26, 29DD, 30DD, 31DD, 34DD, 36</p>
		<p>3.L.1b Form and use regular and irregular plural nouns.</p>	<p><b>Wit &amp; Wisdom</b> <b>Module 3:</b> 22DD, 23DD, 31–32, 35, 35DD</p>
		<p>3.L.1c Use abstract nouns.</p>	<p><b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lesson 7DD <b>Module 3:</b> Lessons 6DD, 20DD, 21DD, 27–28, 35, 35DD</p>
		<p>3.L.1d Form and use regular and irregular verbs.</p>	<p><b>Wit &amp; Wisdom</b> <b>Module 3:</b> Lessons 25DD, 26DD, 27DD, 35, 35DD</p>

		3.L.1e Form and use the simple verb tenses.	<b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lessons 16DD, 17DD, 25DD, 30
		3.L.1f Ensure subject-verb and pronoun-antecedent agreement.	<b>Wit &amp; Wisdom</b> <b>Module 3:</b> Lessons 8DD, 9DD, 10DD, 12–14, 14DD, 23–24, 24DD, 33, 33DD, 35, 35DD
		3.L.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	<b>Wit &amp; Wisdom</b> <b>Module 4:</b> Lessons 7DD, 8DD, 10DD, 12DD, 14DD, 24DD, 26DD, 29DD, 33, 33DD
		3.L.1h Use coordinating and subordinating conjunctions.	<b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lesson 14DD <b>Module 2:</b> Lessons 6DD, 7DD, 8DD, 10DD, 11DD, 12DD, 20DD, 21DD, 22DD, 24DD, 26DD, 34DD, 36 <b>Module 3:</b> Lesson 3
		3.L.1i Produce simple, compound, and complex sentences.	<b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lessons 2DD, 3DD, 4DD, 14DD, 30, 30DD <b>Module 2:</b> Lessons 6DD, 7DD, 8DD, 10DD, 11DD, 12DD, 21DD, 22DD, 24DD, 26DD, 34DD, 36
		3.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
		3.L.2a Capitalize appropriate words in titles.	<b>Wilson Language Training’s Foundations® Level 3</b> Foundations® provides instruction that supports this standard by systematically teaching capitalization beginning in Level K and continuing in Levels 1, 2, and 3. When students write sentences, they follow a proofreading procedure, checking to see that they have a capital letter at the beginning of the sentence and have capitalized any proper nouns. <b>Dictation/Sentences (description p. 42):</b> (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163), (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; p. 209; p. 211; p. 219), (Unit 6:

			<p>p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p. 373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; p. 547; p. 549)</p> <p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lessons 6DD, 27DD, 30  <b>Module 2:</b> Lesson 26</p>
		<p>3.L.2b Use commas in addresses.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 3:</b> Lessons 16DD, 17DD, 23–24, 24DD</p>
		<p>3.L.2c Use commas and quotation marks in dialogue.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 3:</b> Lessons 11DD, 12DD, 28DD, 32–33, 33DD, 35, 35DD</p>
		<p>3.L.2d Form and use possessives.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lesson 8DD  <b>Module 3:</b> Lessons 4DD, 5DD, 31–33, 33DD, 35, 35DD</p>
		<p>3.L.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.</p>	<p><b>Wilson Language Training’s Foundations® Level 3</b></p> <p>Phonetically irregular high-frequency words and high-frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called trick words in Foundations®) are taught as words to be automatically recognized in Foundations® Levels K, 1, and 2. By the end of Level 2, Foundations® students are prepared to read and spell the first 200 words and 95% of the first 300 words on the Fry list (Fry and Kress 2006). In Level 3, those learned trick words are practiced for encoding during the <b>Dictation (Dry Erase), Dictation (Composition Book), and Dictation (Day 5 Check Up)</b> activities, and there is an option for supplemental support with the <b>Trick Words</b> activity (<b>description pp. 64–65</b>). See <b>Appendix</b> (p. 958).</p> <p>In addition to the identified high-frequency word instruction for automatic recognition and spelling, Foundations® introduces spelling rules, which are an integral part of the English alphabetic principle. This begins in Level 1, and is enhanced with complexity in Level 3, as students learn to apply spelling rules with suffixes to base words that change. Manipulatives, sound cards, letter tiles, and suffix frames serve as graphic representation</p>

to accompany sequential, cumulative instruction. Explicit instruction is provided for students to read and spell contractions, reducing two words into one, as well as identifying the words from which the contraction was made. These rules are practiced for encoding during the **Echo/Find Words (Single-Syllable Words—No Options)**, **Echo/Find Words (Multisyllabic Words)**, **Dictation (Dry Erase)**, **Dictation (Composition Book)**, and **Dictation (Day 5 Check Up)** activities. See Appendix (p. 958).

**Dictations/Sound Alike and Trick Words (description p. 40):** (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 133; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163), (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277), (Unit 7: p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p. 373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; p. 547; p. 549)

**Dictation/Sentences (description p. 42):** (Unit 1: p. 95; p. 97; p. 99; p. 107), (Unit 2: p. 125; p. 127; p. 135; p. 137; p. 143; p. 145), (Unit 3: p. 163), (Unit 4: p. 179; p. 181; p. 183; p. 187; p. 189; p. 191), (Unit 5: p. 205; p. 207; p. 209; p. 211; p. 219), (Unit 6: p. 237; p. 239; p. 243; p. 245; p. 247; p. 249; p. 253; p. 257), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. 301; p. 303; p. 305; p. 311; p. 313), (Unit 8: p. 327; p. 329; p. 331; p. 333; p. 337; p. 339; p. 341; p. 343; p. 347; p. 349; p. 351), (Unit 9: p. 369; p. 371, p. 373; p. 377; p. 381; p. 383; p. 387; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 413; p. 419; p. 421; p. 423; p. 427; p. 429; p. 431), (Unit 11: p. 449; p. 451; p. 453; p. 459; p. 461), (Unit 12: p. 477; p. 479; p. 481; p. 489), (Unit 13: p. 507; p. 509; p. 511; p. 517; p. 519), (Unit 14: p. 535; p. 537; p. 539; p. 541; p. 545; p. 547; p. 549)

**Echo/Find Words (Single-Syllable Words—No Options) (description p. 48):** (Unit 9: p. 379)

**Echo/Find Words (Multisyllabic Words) (description p. 50):** (Unit 9: p. 379)

**Dictation (Dry Erase):** (Unit 2: p. 133; p. 143; p. 145; p. 187), (Unit 9: p. 369; p. 377; p. 387)

**Dictation (Composition Book):** (Unit 2: p. 135), (Unit 4: p. 181; p. 189; p. 191), (Unit 9: p. 371; p. 381; p. 389; p. 391)

**Dictation (Day 5 Check Up):** (Unit 2: p. 147), (Unit 4: p. 183), (Unit 9: p. 373; p. 383)

***Wit & Wisdom***

**Module 1:** Lessons 17DD, L25DD

**Module 4:** Lessons 9DD, 19DD, 30DD, 33, 33DD

		<p>3.L.2f Use spelling patterns and generalizations in writing words.</p>	<p><b>Wilson Language Training’s Foundations® Level 3</b> In Foundations®, encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 3, students learn to encode all six syllable types: closed, vowel-consonant-e, open, vowel team (digraphs and diphthongs), r-controlled, and final stable syllables in both single-syllable and multisyllabic words.</p> <p>Encoding instruction is conducted using manipulatives (cards; tiles) with letters. Foundations® activities for encoding words with these syllable types include <b>Dictation (Dry Erase), Dictation (Composition Book), and Dictation (Day 5 Check Up), Echo/Find Words, Guess Which One, Introduce New Concepts, and Make It Fun.</b> For single-syllable words, students must segment sounds and identify the letter(s) that go with each segmented sound. The segmenting is done with finger tapping. For multisyllabic words, the focus shifts from phonemic segmentation to syllabic segmentation. White Syllable Frames are used to provide a multisensory approach to teaching syllable division for spelling (see Unit 3, <b>Introduce New Concepts</b> p. 162 as an example). The procedures used for spelling at this time help students learn to break words into syllables and spell one syllable at a time, which simplifies the task of spelling longer words.</p> <p>Foundations® goes beyond phonics to thoroughly integrate the instruction of total word structure, including syllable patterns, affixes, and orthography (rules of English written language) so that students fully internalize the “system” of the English language. Students are taught to identify, read, spell, and know the meaning of the most Latin suffixes. This is essential for students to go beyond the recognition and spelling of single-syllable words and master multisyllabic word decoding and encoding. The spelling options procedure provides explicit instruction for spelling words with options for the grapheme representation for sounds. Explicit verbal instruction is accompanied with sound cards, letter tiles, syllable frames, and affix frames. Students learn to use a known root word as a clue to unfamiliar words containing the same root.</p> <p><b>Dictation (Dry Erase):</b> (Unit 1: p. 95), (Unit 2: p. 125; p. 133; p. 143), (Unit 4: p. 187), (Unit 5: p. 205; p. 207), (Unit 6: p. 243; p. 253), (Bonus Unit: p. 275; p. 277; p. 281; p. 285), (Unit 7: p. 301, p. 311), (Unit 8: p. 327; p. 337; p. 339; p. 347), (Unit 9: p. 369; p. 377; p. 387), (Unit 10: p. 419; p. 427; p. 431), (Unit 11: p. 449; p. 459), (Unit 12: p. 477), (Unit 13: p. 507; p. 517), (Unit 14: p. 535; p. 545)</p> <p><b>Dictation (Composition Book):</b> (Unit 1: p. 97; p. 107), (Unit 2: p. 126; p. 135; p. 145), (Unit 3: p. 163), (Unit 4: p. 181; p. 198; p. 191; p. 209; p. 219), (Unit 6: p. 237; p. 245; p. 247; p. 257), (Unit 7: p. 303; p. 313), (Unit 8: p. 329; p. 331, p. 341; p. 348; p. 351), (Unit 9: p. 371; p. 381; p. 389; p. 391), (Unit 10: p. 409; p. 411; p. 421; p. 429), (Unit 11: p. 451; p. 461), (Unit 12: p. 479; p. 489), (Unit 13: p. 509; p. 519), (Unit 14: p. 537; p. 539; p. 547; p. 549)</p>
--	--	---	--

		<p><b>Dictation (Day 5 Check Up):</b> (Unit 1: p. 99), (Unit 2: p. 137), (Unit 4: p. 183), (Unit 5: p. 211), (Unit 6: p. 249), (Unit 8: p. 333; p. 343), (Unit 9: p. 373), (Unit 9: p. 383), (Unit 10: p. 414; p. 423), (Unit 11: p. 453), (Unit 12: p. 481), (Unit 13: p. 511), (Unit 14: p. 541)</p> <p><b>Echo/Find Words:</b> (Unit 4: p. 185), (Unit 5: p. 215), (Unit 6: p. 239), (Bonus Unit: p. 268; p. 279), (Unit 9: p. 373. p. 379; p. 419), (Unit 11: p. 449; p. 459), (Unit 12: p. 475), (Unit 13: p. 505)</p> <p><b>Guess Which One:</b> (Unit 1: p. 95; p. 101), (Unit 2: p. 123; p. 133; p. 141), (Unit 3: p. 161), (Unit 4: p. 177, p. 187), (Unit 5: p. 205; p. 213; p. 233), (Unit 6: p. 243; p. 251), (Unit 7: p. 299; p. 309), (Unit 8: p. 327; p. 337; p. 345), (Unit 9: p. 367; p. 377; p. 387), (Unit 10: p. 407; p. 417; p. 427), (Unit 11: p. 447; p. 457), (Unit 12: p. 475; p. 485), (Unit 13: p. 503; p. 513), (Unit 14: p. 533; p. 543)</p> <p><b>Introduce New Concepts:</b> (Unit 1: p. 90; p. 92; p. 100; p. 103; p. 104), (Unit 2: p. 118; p. 120; p. 122; p. 125; p. 126; p. 129; p. 131; p. 133; p. 139; p. 141), (Unit 3: p. 156; p. 158; p. 160; p. 162), (Unit 4: p. 174, p. 178; p. 184; p. 188; p. 202), (Unit 5: p. 204; p. 212; p. 214; p. 217), (Unit 6: p. 230; p. 232; p. 234; p. 237; p. 240; p. 242; p. 250; p. 252; p. 255), (Bonus Unit: p. 269; p. 273; p. 280; p. 282; p. 284), (Unit 7: p. 296; p. 298; p. 306; p. 308), (Unit 8: p. 324; p. 326; p. 328; p. 334; p. 336; p. 344; p. 346), (Unit 9: p. 364; p. 366; p. 368; p. 374; p. 376; p. 384; p. 386; p. 388), (Unit 10: p. 404; p. 406; p. 408; p. 414; p. 416; p. 424; p. 426; p. 429), (Unit 11: p. 444; p. 446; p. 454; p. 456), (Unit 12: p. 472; p. 474; p. 482; p. 484; p. 486), (Unit 13: p. 502; p. 504; p. 507; p. 512; p. 515), (Unit 14: p. 532; p. 542; p. 544)</p> <p><b>Make It Fun:</b> (Unit 1: p. 98; p. 107), (Unit 2: p. 126; p. 130; p. 134; p. 144), (Unit 3: p. 164), (Unit 4: p. 181; p. 189; p. 209; p. 218), (Unit 6: p. 239; p. 249; p. 256; p. 274), (Bonus Unit: p. 276; p. 283; pp. 285–286), (Unit 7: p. 305), (Unit 8: p. 333; p. 343; p. 351), (Unit 9: p. 373; p. 383; p. 392), (Unit 10: p. 412; p. 423; p. 431), (Unit 11: p. 453; p. 458; p. 463), (Unit 12: p. 481; p. 487; p. 490), (Unit 13: p. 511; p. 517; p. 534), (Unit 14: p. 541; p. 549)</p> <p><b>Dictation/Words (Words with Spelling Options) (description p. 38):</b> (Unit 9: p. 360; p. 366; pp. 374–375; p. 378; p. 380; pp. 382–386; p. 392)</p> <p><b>Wit &amp; Wisdom</b>  <b>Module 4:</b> Lessons 8, 9DD, 19DD, 30DD, 33, 33DD</p>	
		<p>3.L.2g                  Consult reference materials, including beginning dictionaries, <u>both print and digital</u>, as needed to check and correct spellings.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 4:</b> Lessons 8, 9DD, 19DD, 30DD, 33, 33DD</p>



	<b>Knowledge of Language</b>	3.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
		3.L.3a Choose words and phrases for effect.	<b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lesson 26DD <b>Module 2:</b> Lessons 16, 16DD, 17DD <b>Module 4:</b> Lessons 10–11, 13, 13DD, 19, 29–30, 33, 33DD, 34
		3.L.3b Recognize and observe differences between the conventions of spoken and written standard English.	<b>Wit &amp; Wisdom</b> <b>Module 3:</b> Lesson 13 <b>Module 4:</b> Lessons 3, 3DD, 5–7, 16, 19, 29–30, 32
	<b>Vocabulary Acquisition and Use</b>	3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i> , choosing from an array of strategies.	
		3.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.	<b>Wilson Language Training’s Foundations® Level 3</b> In Foundations® Level 3, students are introduced to the skill of using sentence-level context as a clue to the meaning of a word or phrase. This is supported through activities found within the Home Support Packet, available for all levels in Foundations®: (Unit 1: Weeks 1, 2), (Unit 2: Weeks 1, 2, 3), (Unit 3: Week 1), (Unit 4: Weeks 1,2), (Unit 5: Weeks 1, 2), (Unit 6: Weeks 1, 2, 3), (Bonus Unit: Weeks 1, 2), (Unit 7: Weeks 1, 2), (Unit 8: Weeks 1, 2, 3), (Unit 9: Weeks 1, 2, 3), (Unit 10: Weeks 1, 2, 3), (Unit 11: Weeks 1, 2), (Unit 12: Weeks 1, 2), (Unit 13: Weeks 1, 2), (Unit 14: Weeks 1, 2)  <b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lessons 1DD, 4–7, 11–14, 16, 19, 20DD, 22, 24–27 <b>Module 2:</b> Lessons 2, 3DD, 4–5, 8–9, 13–16, 18DD, 19DD, 22–23, 23DD, 25, 27–28 <b>Module 3:</b> Lessons 1, 5, 7, 7DD, 9, 15, 15DD, 17, 20, 25, 28–29, 31 <b>Module 4:</b> Lessons 5DD, 6DD, 10, 22DD, 26–27

		<p>3.L.4b Determine the meaning of the new word formed when a known affix is added to a known word.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lesson 13DD  <b>Module 2:</b> Lessons 10, 27DD  <b>Module 3:</b> Lessons 1DD, 4  <b>Module 4:</b> Lessons 6DD, 21DD, 23DD</p>
		<p>3.L.4c Use a known root word as a clue to the meaning of an unknown word with the same root.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lessons 9DD  <b>Module 2:</b> Lessons 3, 25DD, 27DD  <b>Module 3:</b> Lessons 1DD, 5, 7DD, 8, 15, 15DD  <b>Module 4:</b> Lessons 4DD, 20, 20DD, 21DD, 23DD</p>
		<p>3.L.4d Use glossaries, beginning dictionaries, and other reference materials, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lessons 5, 5DD, 6, 19DD, 20  <b>Module 2:</b> Lessons 13DD, 23DD  <b>Module 4:</b> Lessons 2DD, 4DD, 5DD, 6, 6DD, 11, 11DD, 12, 15DD, 16DD, 17, 20DD, 21DD, 22DD, 24, 25DD, 26, 28</p>
		<p>3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>	
		<p>3.L.5a Distinguish the literal and nonliteral meanings of words and phrases in context.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lessons 1, 15DD  <b>Module 2:</b> Lessons 6, 21, 28DD  <b>Module 3:</b> Lesson 15  <b>Module 4:</b> Lessons 6, 8DD, 11, 13–14, 16, 27–28</p>
		<p>3.L.5b Identify real-life connections between words and their use.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lessons 18DD, 22DD, 23DD  <b>Module 2:</b> Lessons 9DD, 31DD, 33DD  <b>Module 3:</b> Lessons 2, 3DD, 5, 6DD, 9, 13DD, 15, 18–19, 19DD, 26, 28, 29DD, 30DD, 34DD  <b>Module 4:</b> Lessons 1DD, 22DD, 27DD, 28DD</p>

		<p>3.L.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lessons 21DD, 24DD, 29DD  <b>Module 2:</b> Lessons 4DD, 5DD, 8  <b>Module 3:</b> Lessons 2DD, 18DD  <b>Module 4:</b> Lesson 25DD</p>
		<p>3.L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p>	<p><b>Modules 1–4</b>  <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>

*Wit & Wisdom* builds students’ ability to communicate orally by maximizing the quality, quantity, and variety of their speaking and listening experiences.

- **Quality:** Students learn speaking and listening just as they would any other discipline—through rich, rigorous, and joyful instruction. From explicit modeling to experimentation to independent expression, students build capacity in discrete speaking and listening skills that make their communications stronger. As with writing instruction, this speaking and listening instruction is always text-based or text-inspired.
- **Quantity:** Daily lessons intentionally shift the balance of talking to students, engaging them in multiple, meaningful opportunities to speak and listen.
- **Variety:** Students hone their skills and awareness of the many purposes for speaking and listening, and they learn to tailor their speaking and listening for a specific purpose and audience. For example, students learn how to participate informally in daily academic conversations and also how to deliver a formal presentation.

Students develop and practice their speaking and listening skills through a variety of embedded instructional routines and engaging activities designed to foster conversations around the topics and texts studied in Grade 3. Students apply the crafts of speaking and listening to express and extend what they have learned from their reading and writing.

Speaking and Listening	Comprehension and Collaboration	3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others’ ideas and expressing their own clearly.	
		3.SL.1a With guidance and support, 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.	<b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lessons 2–4 <b>Module 3:</b> Lessons 3–4, 8–9, 12–14, 26–27, 34
		3.SL.1b Follow agreed-upon rules for discussions.	<b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lessons 4–7, 9, 11, 13–16, 18–19, 21–22, 24–26, 29–32 <b>Module 2:</b> Lessons 1–2, 4–5, 7, 11, 13–14, 16–17, 19, 25–29, 32–35
		3.SL.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	<b>Wit &amp; Wisdom</b> <b>Module 3:</b> Lessons 3–4, 6, 8–9, 12–14, 22–23, 26–27, 34
		3.SL.1d Explain their own ideas and understanding in light of the discussion.	<b>Wit &amp; Wisdom</b> <b>Module 2:</b> Lessons 1–2, 4–7, 9–11, 13–14, 16–17, 19–22, 24–29, 31–35
		3.SL.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.	<b>Wit &amp; Wisdom</b> <b>Module 1:</b> Lessons 1–4, 8, 10–11, 13, 17, 19–20, 23–24, 27–28 <b>Module 2:</b> Lessons 1, 3, 6, 10, 13–14, 18–19, 24, 27–29, 31–32 <b>Module 3:</b> Lessons 6, 11, 17, 19, 22, 27 <b>Module 4:</b> Lessons 23, 29

		<p>3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lessons 17, 27–28  <b>Module 2:</b> Lesson 24  <b>Module 3:</b> Lessons 3, 8–10, 13–14, 18, 21–22, 26–27, 30, 34  <b>Module 4:</b> Lessons 2–3</p>
<p><b>Presentation of Knowledge and Ideas</b></p>		<p>3.SL.4 With guidance and support, report 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><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lessons 8, 17, 23, 25  <b>Module 2:</b> Lessons 4, 7, 9–11, 15–16, 24–25, 30–33  <b>Module 4:</b> Lessons 5–7, 15, 24, 28–30, 34</p>
		<p>3.SL.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.</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 2:</b> Lesson 23  <b>Module 4:</b> Lessons 14–18, 34</p>
		<p>3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)</p>	<p><b>Wit &amp; Wisdom</b>  <b>Module 1:</b> Lessons 8, 17, 21, 23, 27–28  <b>Module 2:</b> Lessons 15, 32  <b>Module 3:</b> Lessons 10, 22, 30  <b>Module 4:</b> Lessons 2–3, 5–7, 15–16, 28–30, 34</p>