



WIT & WISDOM[®]

MORE MEANINGFUL ENGLISH

Pennsylvania Core
Standards: English
Language Arts
Correlation to
Wit & Wisdom

GRADE 3

October 2018

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)

Pennsylvania Core Standards: English Language Arts Correlation to *Wit & Wisdom*

GRADE 3 ENGLISH LANGUAGE ARTS

The majority of the Grade 3 Pennsylvania Core Standards: English Language Arts are fully covered by Grade 3 of the *Wit & Wisdom* curriculum. The areas where the Grade 3 Pennsylvania 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 Pennsylvania standards while benefiting from the rich texts and knowledge building of *Wit & Wisdom*.

KEY

-  *Wit & Wisdom* fully addresses the Pennsylvania standard.
-  *Wit & Wisdom* may not completely address the Pennsylvania standard.
-  *Wit & Wisdom* does not address the Pennsylvania standard.
-  *Wit & Wisdom* addresses the Pennsylvania 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

Standard Category	Subcategory	Standard	Aligned Components of <i>Wit & Wisdom</i>
1.1 Foundational Skills Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	Phonics and Word Recognition	CC.1.1.3.D Know and apply grade-level phonics and word analysis skills in decoding words.	
		CC.1.1.3.D.1 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
		CC.1.1.3.D.2 Decode words with common Latin suffixes.	<i>Wit & Wisdom</i> does not address foundational skills.
		CC.1.1.3.D.3 Decode multisyllable words.	<i>Wit & Wisdom</i> does not address foundational skills.
		CC.1.1.3.D.4 Read grade-appropriate irregularly spelled words.	<i>Wit & Wisdom</i> does not address foundational skills.
	Fluency	CC.1.1.3.E Read with accuracy and fluency to support comprehension.	
		CC.1.1.3.E.1 Read on-level text with purpose and understanding.	G3 M1 L4, L10, L13, L19, L24 G3 M2 L7
		CC.1.1.3.E.2 Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	G3 M4 L16–17, L19

Standard Category	Subcategory	Standard	Aligned Components of <i>Wit & Wisdom</i>
		<p>CC.1.1.3.E.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><i>Wit & Wisdom</i> does not address foundational skills.</p>
<p>1.2 Reading Informational Text Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p>	<p>Key Ideas and Details: Main Idea</p>	<p>CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p>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</p>
	<p>Key Ideas and Details: Text Analysis</p>	<p>CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p>	<p>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</p>
		<p>CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.</p>	<p>G3 M1 L25, L27 G3 M2 L2, L4–5, L8, L9DD, L10–12, L14–16, L18, L20, L25–26, L33–34 G3 M3 L17–18 G3 M4 L5, L21</p>

Standard Category	Subcategory	Standard	Aligned Components of <i>Wit & Wisdom</i>
	Craft and Structure: Point of View	CC.1.2.3.D Explain the point of view of the author.	G3 M2 L16, L18, L24
	Craft and Structure: Text Structure	CC.1.2.3.E Use text features and search tools to locate and interpret information.	G3 M1 L14–16, L19, L21–22, L26, L28–30 G3 M2 L7, L9, L29 G3 M3 L18, L20 G3 M4 L7, L23
	Craft and Structure: Vocabulary	CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.	G3 M1 L1, L11, L14, L15DD, L16, L19–21, L21DD, L22–23, L24DD, L25 G3 M2 L2, L4–6, L15, L19–21, L28DD G3 M3 L1, L15–16, L20, L22 G3 M4 L4, L6, L10, L26–28, L32DD, L34DD
	Integration of Knowledge and Ideas: Diverse Media	CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.	G3 M1 L14, L21–22
	Integration of Knowledge and Ideas: Evaluating Arguments	CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.	G3 M2 L4–5, L9DD, L10, L14–15 G3 M4 L5, L13, L21, L23–24, L27
	Integration of Knowledge and Ideas: Analysis Across Texts	CC.1.2.3.I 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

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	Vocabulary Acquisition and Use	<p>CC.1.2.3.J 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>G3 M1–4 <i>Wit & 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>CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content; choosing flexibly from a range of strategies and tools.</p>	<p>G3 M1 L9DD, L10DD, L13DD, L19DD, L20DD, L22DD, L24DD</p>
	Range of Reading	<p>CC.1.2.3.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	<p>G3 M1–4 <i>Wit & 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>

Standard Category	Subcategory	Standard	Aligned Components of <i>Wit & Wisdom</i>
<p>1.3 Reading Literature</p> <p>Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p>	Key Ideas and Details: Theme	<p>CC.1.3.3.A</p> <p>Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.</p>	<p>G3 M1 L1, L5, L7–9, L31–32</p> <p>G3 M2 L1, L27, L29–31</p> <p>G3 M3 L2, L6, L8, L11–15, L25–28, L30–31</p> <p>G3 M4 L1–3, L16–17</p>
	Key Ideas and Details: Text Analysis	<p>CC.1.3.3.B</p> <p>Ask and answer questions about the text and make inferences from text; refer to text to support responses.</p>	<p>G3 M1 L1, L3–5, L7–8</p> <p>G3 M2 L1, L11, L19, L27–36</p> <p>G3 M3 L1–5, L7–9, L15–16, L22, L25, L27, L30–35</p>
	Key Ideas and Details: Literary Elements	<p>CC.1.3.3.C</p> <p>Describe characters in a story and explain how their actions contribute to the sequence of events.</p>	<p>G3 M1 L5, L7</p> <p>G3 M2 L28–30</p> <p>G3 M3 L2–3, L5–6, L9–10, L12–16, L26–30, L32–33</p> <p>G3 M4 L1</p>
	Craft and Structure: Point of View	<p>CC.1.3.3.D</p> <p>Explain the point of view of the author.</p>	<p><i>Wit & Wisdom</i> does not explicitly address explaining the point of view of the author in the context of reading literature in Grade 3.</p>

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	Craft and Structure: Text Structure	<p>CC.1.3.3.E</p> <p>Refer to parts of texts when writing or speaking about a text using such terms as chapter, scene, and stanza and describe how each successive part builds upon earlier sections.</p>	<p>G3 M1 L20</p> <p>G3 M4 L11–13, L17, L19</p>
	Craft and Structure: Vocabulary	<p>CC.1.3.3.F</p> <p>Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.</p>	<p>G3 M1 L1, L4, L6–7</p> <p>G3 M2 L4DD, L5DD, L6</p> <p>G3 M3 L1–2, L5, L7, L11, L15–17, L25, L29, L31</p> <p>G3 M4 L6, L8DD, L10–11, L13–14, L16–17</p>
	Integration of Knowledge and Ideas: Sources of Information	<p>CC.1.3.3.G</p> <p>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).</p>	<p>G3 M1 L4–7, L20, L31–32</p> <p>G3 M2 L27–28</p> <p>G3 M3 L1–2, L6–7, L15, L25</p> <p>G3 M4 L1–3, L15</p>
	Integration of Knowledge and Ideas: Text Analysis	<p>CC.1.3.3.H</p> <p>Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p>	<p>G3 M3 L8, L12–15, L31</p>

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	Vocabulary Acquisition and Use: Strategies	<p>CC.1.3.3.I</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p>	<p>G3 M2 L27DD</p> <p>G3 M3 L1DD, L2DD, L7DD, L15DD</p>
	Vocabulary Acquisition and Use	<p>CC.1.3.3.J</p> <p>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>G3 M1–4</p> <p><i>Wit & 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>
	Range of Reading	<p>CC.1.3.3.K</p> <p>Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>G3 M1–4</p> <p><i>Wit & 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>

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1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	Informative/ Explanatory	CC.1.4.3.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	G3 M1 L1, L13 G3 M2 L11–12 G3 M3 L13–14 G3 M4 L8–9, L13, L19, L32–33
	Informative/ Explanatory: Focus	CC.1.4.3.B Identify and introduce the topic.	G3 M1 L2–3, L9, L12 G3 M4 L2
	Informative/ Explanatory: Content	CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.	G3 M1 L9, L16, L18, L20–22, L29–32 G3 M2 L2–3, L5–7 G3 M4 L33
	Informative/ Explanatory: Organization	CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.	G3 M1 L6, L8, L14 G3 M2 L7, L9–10, L13, L19, L33
	Informative/ Explanatory: Style	CC.1.4.3.E Choose words and phrases for effect.	G3 M1 L26DD G3 M2 L16DD, L17DD G3 M4 L10, L13, L13DD, L19, L33, L33DD
	Informative/ Explanatory: Conventions of Language	CC.1.4.3.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	G3 M4 L33, L33DD

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	Opinion/ Argumentative	CC.1.4.3.G Write opinion pieces on familiar topics or texts.	G3 M2 L25–26, L33–36
	Opinion/ Argumentative: Focus	CC.1.4.3.H Introduce the topic and state an opinion on the topic.	G3 M2 L13–15, L17–18, L26, L34, L36
	Opinion/ Argumentative: Content	CC.1.4.3.I Support an opinion with reasons.	G3 M2 L19–21, L26, L34, L36
	Opinion/ Argumentative: Organization	CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.	G3 M2 L13–15, L17–18, L23, L26, L34, L36
	Opinion/ Argumentative: Style	CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience.	G3 M2 L1DD, L2DD, L16DD, L26DD
	Opinion/ Argumentative: Conventions of Language	CC.1.4.3.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	G3 M2 L36
	Narrative	CC.1.4.3.M Write narratives to develop real or imagined experiences or events.	G3 M3 L23, L30, L32

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	Narrative: Focus	CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.	G3 M3 L16–20, L23–26, L29–30, L33, L35
	Narrative: Content	CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	G3 M3 L27–28, L28DD, L29–30, L33, L35
	Narrative: Organization	CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.	G3 M3 L20, L23–26, L30–31, L35
	Narrative: Style	CC.1.4.3.Q Choose words and phrases for effect.	G3 M3 L24 G3 M4 L11
	Narrative: Conventions of Language	CC.1.4.3.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	G3 M3 L24, L24DD, L27DD, L28DD, L33, L33DD
	Response to Literature	CC.1.4.3.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.	G3 M1 L6–7 G3 M4 L2–3

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	Production and Distribution of Writing: Writing Process	<p>CC.1.4.3.T</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>G3 M1 L9, L18, L30–32</p> <p>G3 M2 L6, L10, L12, L18, L22, L26, L34, L36</p> <p>G3 M3 L3–4, L11–14, L24, L26, L30, L33–35</p> <p>G3 M4 L4–5, L8–9, L9DD, L12–13, L19, L19DD, L30DD, L31–33, L33DD</p>
	Technology and Publication	<p>CC.1.4.3.U</p> <p>With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>G3 M4 L1–2, L5, L7–9, L11, L14–15, L20, L22, L24–27, L29</p>
	Conducting Research	<p>CC.1.4.3.V</p> <p>Conduct short research projects that build knowledge about a topic.</p>	<p>G3 M2 L8, L29–31, L33</p> <p>G3 M4 L4–8, L14, L20–23, L25–31</p>
	Credibility, Reliability, and Validity of Sources	<p>CC.1.4.3.W</p> <p>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>G3 M1 L2, L7–12, L16–18, L22–23, L26–32</p> <p>G3 M2 L14, L23, L25–26, L30–31, L33, L35–36</p> <p>G3 M3 L12, L21, L23, L33–35</p> <p>G3 M4 L1–2, L4–8, L10–11, L14–15, L20–31</p>

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	Range of Writing	<p>CC.1.4.3.X</p> <p>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>G3 M2 L6, L10, L14, L18, L20–24, L27, L29, L31</p> <p>G3 M3 L10, L12, L20, L22, L28</p> <p>G3 M4 L12, L14, L16–17, L24, L28</p>
<p>1.5 Speaking and Listening</p> <p>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p>	Comprehension and Collaboration: Collaborative Discussion	<p>CC.1.5.3.A</p> <p>Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others’ ideas and expressing their own clearly.</p>	<p>G3 M1 L8, L17, L23, L28</p> <p>G3 M2 L10, L24, L32</p> <p>G3 M3 L10, L22, L30</p> <p>G3 M4 L3, L16, L29</p>
	Comprehension and Collaboration: Critical Listening	<p>CC.1.5.3.B</p> <p>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.</p>	<p>G3 M1 L1–4, L8, L10–11, L13, L17, L19–20, L23–24, L27–28</p> <p>G3 M2 L1, L3, L6, L10, L13–14, L18–19, L24, L27–29, L31–32</p> <p>G3 M3 L6, L11, L17, L19, L22, L27</p> <p>G3 M4 L23, L29</p>
	Comprehension and Collaboration: Evaluating Information	<p>CC.1.5.3.C</p> <p>Ask and answer questions about information from a speaker, offering appropriate detail.</p>	<p>G3 M1 L17, L27–28</p> <p>G3 M2 L24</p> <p>G3 M3 L3, L8–10, L13–14, L18, L21–22, L26–27, L30, L34</p> <p>G3 M4 L2–3</p>

Standard Category	Subcategory	Standard	Aligned Components of <i>Wit & Wisdom</i>
	Presentation of Knowledge and Ideas: Purpose, Audience, and Task	<p>CC.1.5.3.D</p> <p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p>	<p>Supplemental material is necessary to address clear pronunciation. The following lessons address the other elements of this standard.</p> <p>G3 M1 L8, L17, L23, L25</p> <p>G3 M2 L4, L7, L9–11, L15–16, L24–25, L30–33</p> <p>G3 M4 L5–7, L15, L24, L28–30, L34</p>
	Presentation of Knowledge and Ideas: Context	<p>CC.1.5.3.E</p> <p>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>G3 M1 L8, L17, L21, L23, L27–28</p> <p>G3 M2 L15, L32</p> <p>G3 M3 L10, L22, L30</p> <p>G3 M4 L2–3, L5–7, L15–16, L28–30, L34</p>
	Integration of Knowledge and Ideas: Multimedia	<p>CC.1.5.3.F</p> <p>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>G3 M2 L23</p> <p>G3 M4 L14–18, L34</p>
	Conventions of Standard English	<p>CC.1.5.3.G</p> <p>Demonstrate command of the conventions of standard English when speaking, based on Grade 3 level and content.</p>	<p><i>Wit & Wisdom</i> does not explicitly address demonstrating command of the conventions of standard English when speaking.</p>