



WIT & WISDOM[®]

MORE MEANINGFUL ENGLISH
Texas Essential Knowledge
and Skills for English
Language Arts and Reading
Correlation to *Wit & Wisdom*

GRADE 3

June 2019

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)

Texas Essential Knowledge and Skills for English Language Arts and Reading Correlation to *Wit & Wisdom*

GRADE 3 ENGLISH LANGUAGE ARTS

The majority of the Grade 3 Texas Essential Knowledge and Skills for English Language Arts and Reading are fully covered by Grade 3 of the *Wit & Wisdom* curriculum. The areas where the Grade 3 Texas 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 Texas standards while benefiting from the rich texts and knowledge building of *Wit & Wisdom*.

KEY

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

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>
Developing and Sustaining Foundational Language Skills	3.1 Listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:		
		3.1.A listen actively, ask relevant questions to clarify information, and make pertinent comments;	G3 M1 L4 G3 M3 L22
		3.1.B follow, restate, and give oral instructions that involve a series of related sequences of action;	Supplemental material is necessary to address restating and giving oral instructions. The following lessons address following oral instructions that involve a series of related sequences of action. G3 M1 L7, L30
		3.1.C speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;	G3 M4 L2–3, L16, L29–30
		3.1.D work collaboratively with others by following agreed-upon rules, norms, and protocols; and	G3 M1 L8
		3.1.E develop social communication such as conversing politely in all situations.	G3 M4 L2–3

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>
Developing and Sustaining Foundational Language Skills	3.2 Listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		
		3.2.A demonstrate and apply phonetic knowledge by:	
		i. decoding multisyllabic words with multiple sound-spelling patterns such as <i>igh</i> , <i>ough</i> , and <i>en</i> ;	<i>Wit & Wisdom</i> does not address phonetic knowledge.
		ii. decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	<i>Wit & Wisdom</i> does not address phonetic knowledge.
		iii. decoding compound words, contractions, and abbreviations;	<i>Wit & Wisdom</i> does not address phonetic knowledge.
		iv. decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;	<i>Wit & Wisdom</i> does not address phonetic knowledge.
		v. decoding words using knowledge of prefixes;	<i>Wit & Wisdom</i> does not address phonetic knowledge.
		vi. decoding words using knowledge of suffixes, including how they can change base words such as dropping <i>e</i> , changing <i>y</i> to <i>i</i> , and doubling final consonants; and	<i>Wit & Wisdom</i> does not address phonetic knowledge.
		vii. identifying and reading high-frequency words from a research-based list;	<i>Wit & Wisdom</i> does not address phonetic knowledge.

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>
		3.2.B demonstrate and apply spelling knowledge by:	
		i. spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	<i>Wit & Wisdom</i> does not address spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
		ii. spelling homophones;	<i>Wit & Wisdom</i> addresses this standard in Grades 4 and 5. G4 M4 L4DD, L6DD, L7DD, L14DD, L22DD, L31DD, L35DD G5 M4 L3DD, L4DD
		iii. spelling compound words, contractions, and abbreviations;	Supplemental material is necessary to address spelling compound words and common abbreviations. <i>Wit & Wisdom</i> addresses spelling contractions in Grade 2. G2 M4 L4DD, L6DD, L8DD, L21DD
		iv. spelling multisyllabic words with multiple sound-spelling patterns;	Supplemental material is necessary to address this standard thoroughly. G3 M4 L8, L9DD, L19DD, L30DD, L33, L33DD
		v. spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;	<i>Wit & Wisdom</i> does not address spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
		vi. spelling words using knowledge of prefixes; and	<i>Wit & Wisdom</i> does not address spelling words using knowledge of prefixes.
		vii. spelling words using knowledge of suffixes, including how they can change base words such as dropping <i>e</i> , changing <i>y</i> to <i>i</i> , and doubling final consonants;	G3 M1 L17DD, L25DD

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>
		3.2.C alphabetize a series of words to the third letter; and	<i>Wit & Wisdom</i> does not address alphabetizing series of words to the third letter.
		3.2.D write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.	<i>Wit & Wisdom</i> does not address writing in cursive.
Developing and Sustaining Foundational Language Skills	3.3 Listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
		3.3.A use print or digital resources to determine meaning, syllabication, and pronunciation;	Supplemental material is necessary to address using resources to determine syllabication and pronunciation. The following lessons address using resources to determine meaning. G3 M4 L6, L11, L11DD, L15DD, L16DD, L17, L20DD, L21DD, L22DD, L25DD, L26, L28DD
		3.3.B use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;	G3 M1 L1DD, L4–7, L11–14, L19, L20DD, L24–27 G3 M2 L2, L4, L15, L18DD, L19DD, L23DD, L27 G3 M3 L1, L7, L7DD, L9, L15, L15DD, L25, L28 G3 M4 L1DD, L4DD, L5DD, L6DD, L10, L22DD, L26
		3.3.C identify the meaning of and use words with affixes such as <i>im-</i> (into), <i>non-</i> , <i>dis-</i> , <i>in-</i> (not, non), <i>pre-</i> , <i>-ness</i> , <i>-y</i> , and <i>-ful</i> ; and	G3 M1 L9DD G3 M2 L7, L25DD, L27DD G3 M3 L1DD, L15DD G3 M4 L6DD, L23DD

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>
		3.3.D identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	G3 M2 L4DD, L13DD G3 M3 L2DD G3 M4 L2DD
Developing and Sustaining Foundational Language Skills	3.4 Listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		G3 M1 L4, L10, L13, L19, L24 G3 M2 L7 G3 M4 L16–17, L19
Developing and Sustaining Foundational Language Skills	3.5 Listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.		Each <i>Wit & Wisdom</i> module includes a Volume of Reading list (Appendix D) which lists texts at a variety of complexity levels that students can select from and read independently.
Comprehension Skills	3.6 Listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	3.6.A establish purpose for reading assigned and self-selected texts;	3.6.A <i>Wit & Wisdom</i> does not explicitly address students establishing their own purposes for reading assigned and self-selected texts.
		3.6.B generate questions about text before, during, and after reading to deepen understanding and gain information;	3.6.B G3 M1 L1–2, L4, L10, L13, L16, L19–21, L24, L26–29 G3 M2 L1, L13, L18–20, L27 G3 M3 L7, L16, L21, L25 G3 M4 L6, L11, L16, L20, L26

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>
		3.6.C make, correct, or confirm predictions using text features, characteristics of genre, and structures;	Supplemental material is necessary to address making predictions using text features, characteristics of genre, and structures. Supplemental material is also needed to address correcting or confirming predictions. The following lessons address making predictions about texts. G3 M1 L11, L15 G3 M2 L7 G3 M3 L16, L20
		3.6.D create mental images to deepen understanding;	<i>Wit & Wisdom</i> addresses this standard in Grade 4. G4 M1 L19, L20–21
		3.6.E make connections to personal experiences, ideas in other texts, and society;	G3 M2 L1, L4, L25, L30 G3 M3 L10, L12, L16 G3 M4 L21, L23
		3.6.F make inferences and use evidence to support understanding;	G3 M1 L14 G3 M2 L5
		3.6.G evaluate details read to determine key ideas;	G3 M1 L16, L20–21, L25 G3 M2 L9 G3 M4 L7
		3.6.H synthesize information to create new understanding; and	G3 M1 L32 G3 M2 L11, L35 G3 M4 L29–30

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>
		<p>3.6.I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	<p><i>Wit & Wisdom</i> does not explicitly address monitoring comprehension and making adjustments.</p>
<p>Response Skills</p>	<p>3.7 Listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>	<p>3.7.A describe personal connections to a variety of sources, including self-selected texts;</p>	<p>Supplemental material, such as use of the <i>Wit & Wisdom</i> Volume of Reading list, is necessary to ensure making connections with self-selected texts. The following lessons address making personal connections to varied sources.</p> <p>G3 M1 L23DD</p>
		<p>3.7.B write a response to a literary or informational text that demonstrates an understanding of a text;</p>	<p>G3 M3 L12, L32</p>
		<p>3.7.C use text evidence to support an appropriate response;</p>	<p>G3 M1 L3, L17, L22, L28–31</p>
		<p>3.7.D retell and paraphrase texts in ways that maintain meaning and logical order;</p>	<p>G3 M1 L5 G3 M2 L5, L16, L30–31 G3 M3 L17, L27 G3 M4 L1</p>

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		3.7.E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	G3 M1 L1, L4 G3 M4 L20–22, L28, L31
		3.7.F respond using newly acquired vocabulary as appropriate; and	G3 M1 L2, L3, L10DD, L11DD, L12DD, L17, L18DD, L22DD, L29DD, L31DD, L32DD G3 M2 L9DD, L32DD, L33DD, L35DD, L36DD G3 M3 L3DD, L13DD, L18DD, L19DD, L29DD, L32DD, L34DD G3 M4 L1DD, L17DD, L18DD, L31DD, L32DD, L34DD
		3.7.G discuss specific ideas in the text that are important to the meaning.	G3 M1 L8, L17, L20, L23, L28
Multiple Genres	3.8 Listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
		3.8.A infer the theme of a work, distinguishing theme from topic;	Supplemental material is necessary to address students distinguishing theme from topic. The following lessons address identifying texts’ central message(s) or lesson. G3 M1 L1, L7 G3 M2 L29 G3 M3 L6, L11, L20 G3 M4 L3, L16–17

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>
		3.8.B explain the relationships among the major and minor characters;	G3 M3 L4, L8, L26–28
		3.8.C analyze plot elements, including the sequence of events, the conflict, and the resolution; and	G3 M3 L2–3, L8–9, L28, L32 G3 M4 L2
		3.8.D explain the influence of the setting on the plot.	G3 M2 L29
Multiple Genres	3.9 Listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		
		3.9.A demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths;	G3 M2 L30, L31
		3.9.B explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;	G3 M1 L1–2 G3 M4 L10–12, L16
		3.9.C discuss elements of drama such as characters, dialogue, setting, and acts;	<i>Wit & Wisdom</i> addresses this element in Grade 4. G4 M4 L8–9

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>
		3.9.D recognize characteristics and structures of informational text, including:	
		i. the central idea with supporting evidence;	G3 M1 L12, L16, L20–21, L23, L25–27 G3 M2 L9 G3 M4 L24
		ii. features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and	G3 M1 L15–16, L19–22, L26, L28–29 G3 M2 L7, L35 G3 M3 L18 G3 M4 L5
		iii. organizational patterns such as cause and effect and problem and solution;	G3 M2 L4–5, L14–15 G3 M4 L21
		3.9.E recognize characteristics and structures of argumentative text by:	
		i. identifying the claim;	<i>Wit & Wisdom</i> does not explicitly address claim in the upper elementary grades. <i>Wit & Wisdom</i> addresses this concept in Grades 6–8.
		ii. distinguishing facts from opinion; and	G3 M2 L13
		iii. identifying the intended audience or reader; and	<i>Wit & Wisdom</i> does not address identifying the intended audience or reader in the upper elementary grades. <i>Wit & Wisdom</i> addresses his concept in Grade 7.

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		<p>3.9.F recognize characteristics of multimodal and digital texts.</p>	<p>Supplemental material is necessary to address recognizing characteristics of digital texts. The following lesson addresses the characteristics of multimodal text.</p> <p>G3 M1 L28</p>	
<p>Author's Purpose and Craft</p>		<p>3.10 Listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:</p>		
			<p>3.10.A explain the author's purpose and message within a text;</p>	<p><i>Wit & Wisdom</i> addresses author's purpose in Grade 2. The following lessons address explaining the author's point of view and message.</p> <p>G3 M2 L22, L24</p>
			<p>3.10.B explain how the use of text structure contributes to the author's purpose;</p>	<p>G3 M2 L2 G3 M4 L5</p>
			<p>3.10.C explain the author's use of print and graphic features to achieve specific purposes;</p>	<p>G3 M1 L28–32 G3 M2 L15 G3 M3 L20 G3 M4 L15–16</p>
			<p>3.10.D describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;</p>	<p>G3 M1 L1, L6, L15DD G3 M2 L6, L17DD, L21, L28DD G3 M3 L5, L11, L29 G3 M4 L6, L10, L12–14, L16, L27</p>

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		3.10.E identify the use of literary devices, including first- or third-person point of view;	G3 M3 L4, L26
		3.10.F discuss how the author’s use of language contributes to voice; and	<i>Wit & Wisdom</i> addresses this standard in Grade 4. G4 M3 L11DD, L12DD, L13DD
		3.10.G identify and explain the use of hyperbole.	<i>Wit & Wisdom</i> does not explicitly address hyperbole in the upper elementary grades. <i>Wit & Wisdom</i> addresses this standard in Grades 6–8.
Composition		3.11 Listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
		3.11.A plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;	<i>Wit & Wisdom</i> does not address students planning a first draft by selecting a genre.
		3.11.B develop drafts into a focused, structured, and coherent piece of writing by:	
		i. organizing with purposeful structure, including an introduction and a conclusion; and	G3 M1 L8–9, L18, L22, L29–30, L32 G3 M2 L7, L9–10, L13–15, L17, L23, L34, L36 G3 M3 L4, L13, L18, L31 G3 M4 L3, L8–9, L19, L33
		ii. developing an engaging idea with relevant details;	G3 M1 L18, L20–22, L29–30, L32 G3 M2 L2–3, L5–6, L26, L36 G3 M4 L33

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>
		<p>3.11.C revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;</p>	<p>G3 M1 L26DD, L30, L32 G3 M2 L22 G3 M3 L14, L19 G3 M4 L9, L13, L13DD, L19, L33DD</p>
		<p>3.11.D edit drafts using standard English conventions, including:</p>	
		<p>i. complete simple and compound sentences with subject-verb agreement;</p>	<p>G3 M1 L2DD, L3DD, L4DD, L14DD, L30DD G3 M2 L6DD, L7DD, L8DD, L10DD, L11DD, L12DD, L24DD, L26DD G3 M3 L8DD, L10DD, L14DD, L24DD, L33DD, L35, L35DD</p>
		<p>ii. past, present, and future verb tense;</p>	<p>G3 M1 L17DD, L25DD</p>
		<p>iii. singular, plural, common, and proper nouns;</p>	<p>G3 M3 L22DD, L23DD</p>
		<p>iv. adjectives, including their comparative and superlative forms;</p>	<p>G3 M1 L28DD G3 M2 L3DD, L14 G3 M4 L7DD, L8DD, L10DD, L12DD, L14DD, L24DD, L25, L26DD, L29DD, L33DD</p>
		<p>v. adverbs that convey time and adverbs that convey manner;</p>	<p><i>Wit & Wisdom</i> addresses this standard in Grade 4. G4 M3 L26DD, L27DD, L28DD, L33DD, L34DD.</p>

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>
		vi. prepositions and prepositional phrases;	<p><i>Wit & Wisdom</i> addresses using prepositions in Grade 1.</p> <p>G1 M1 L26DD, L27DD</p> <p>G1 M2 L21DD, L23DD, L25DD, L29DD, L31, L31DD, L34</p> <p><i>Wit & Wisdom</i> addresses prepositional phrases in Grade 4.</p> <p>G4 M2 L18DD, L19DD, L20DD, L27DD, L28DD</p>
		vii. pronouns, including subjective, objective, and possessive cases;	<p><i>Wit & Wisdom</i> addresses pronoun case in Grade 6. The following lessons address pronouns in general.</p> <p>G3 M2 L29DD, L30DD, L31DD, L34DD</p> <p>G3 M3 L9DD</p>
		viii. coordinating conjunctions to form compound subjects, predicates, and sentences;	<p>Supplemental material is necessary to explicitly address compound subjects, predicates, and compound sentences. The following lessons address using conjunctions.</p> <p>G3 M1 L14DD, L30DD</p> <p>G3 M2 L6DD, L7DD, L8DD, L10DD, L11DD, L12DD, L24DD, L36</p>

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>
		ix. capitalization of official titles of people, holidays, and geographical names and places;	<p><i>Wit & Wisdom</i> does not address capitalization of official titles of people. <i>Wit & Wisdom</i> addresses capitalizing names in Grade 1.</p> <p>G1 M4 L20DD, L21DD</p> <p><i>Wit & Wisdom</i> addresses capitalizing holidays and geographical names in Grade 2.</p> <p>G2 M2 L11DD, L12DD, L15DD, L26</p>
		x. punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and	<p><i>Wit & Wisdom</i> addresses apostrophes in contractions in Grade 2.</p> <p><i>Wit & Wisdom</i> addresses using commas in items in a series in Grade 1. The following lessons address apostrophes in possessives and commas in compound sentences.</p> <p>G3 M2 L11DD, L12DD, L26DD</p> <p>G3 M3 L4DD, L5DD</p>
		xi. correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	<p>Supplemental material is necessary to address high-frequency words. The following lessons address spelling words with grade-appropriate orthographic patterns and rules.</p> <p>G3 M4 L9DD, L19DD, L30DD, L33DD</p>
		3.11.E publish written work for appropriate audiences.	<p>G3 M2 L35</p> <p>G3 M4 L31</p>

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Composition	3.12 Listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
		3.12.A compose literary texts, including personal narratives and poetry, using genre characteristics and craft;	Supplemental material is necessary to address personal narratives. The following lessons address composing poetry and literary texts such as narratives. G3 M3 L19–20, L23–24, L29–31, L33, L35 G3 M4 L12
		3.12.B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	G3 M1 L9, L18, L20–22, L32 G3 M3 L13 G3 M4 L33
		3.12.C compose argumentative texts, including opinion essays, using genre characteristics and craft; and	G3 M2 L15, L17, L20, L21, L34, L36
		3.12.D compose correspondence such as thank you notes or letters.	G3 M3 L24
Inquiry and Research	3.13 Listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
		3.13.A generate questions on a topic for formal and informal inquiry;	Supplemental material is necessary to address generating questions on a topic. The following lesson addresses responding to a given question for formal or informal inquiry. G3 M4 L4

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		3.13.B develop and follow a research plan with adult assistance;	G3 M4 L4–9, L20–33
		3.13.C identify and gather relevant information from a variety of sources;	G3 M2 L10, L25–26, L30–32, L35 G3 M4 L1, L4–7, L10, L15, L20, L22, L28–29, L31, L34
		3.13.D identify primary and secondary sources;	G3 M4 L6
		3.13.E demonstrate understanding of information gathered;	G3 M2 L8, L30, L32
		3.13.F recognize the difference between paraphrasing and plagiarism when using source materials;	<i>Wit & Wisdom</i> addresses this standard in Grade 5. G5 M4 L5–16
		3.13.G create a works cited page; and	<i>Wit & Wisdom</i> does not address creating a works cited page in the upper elementary grades. <i>Wit & Wisdom</i> addresses this standard in Grades 7 and 8.
		3.13.H use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	G3 M2 L32 G3 M4 L18, L30, L34