



**WIT &  
WISDOM®**

# Curiosity, Inquiry, Knowledge

Georgia's K-12 English  
Language Arts  
Standards (2023)  
Alignment to *Wit &  
Wisdom*

**GRADE 3 | October 2024**



## ABOUT *WIT & WISDOM*

*Wit & Wisdom*® is a Kindergarten through Grade 8 English language arts (ELA) curriculum created by Great Minds. Founded in 2007, Great Minds PBC has evolved from an education advocacy start-up to a respected curriculum developer providing the highest quality materials and professional development to schools and districts nationwide. In pursuit of its goal to raise expectations for every student, Great Minds enlists educators to write curricula that use proven learning strategies to reward students' natural curiosity, build knowledge, and cultivate lifelong critical-thinking skills. Writing teams collaborate to ensure a consistent structure and vision for learning within and across all grade levels.

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. 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. Modules build students' knowledge of important topics in the arts, science, and social studies through the use of diverse and culturally relevant texts. 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* was intentionally designed to be implemented alongside a high-quality, research-based foundational skills program therefore the majority of the foundational skills standards will fall into this category. With strategic placement of supplemental materials, students can be successful in achieving the proficiencies of the Georgia K-12 English Language Arts Standards while benefiting from the rich texts and knowledge building of *Wit & Wisdom*. For more information on *Wit & Wisdom*'s alignment to the science of reading, please see [The Science of Reading and \*Wit & Wisdom\*](#) and [Examining Scarborough's Rope: Background Knowledge](#). A detailed analysis of the alignment between the Georgia K-12 English Language Arts Standards and *Wit & Wisdom* is provided in the table on the pages that follow this introduction.

An adoption of *Wit & Wisdom* brings to your classroom:

#### HIGH RATINGS

The independent, nonprofit reviewer EdReports.org gives *Wit & Wisdom* top ratings for text quality, building knowledge, and usability. *Wit & Wisdom* received 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 <https://greatminds.org/research>. Data stories from districts can be found at <https://greatminds.org/case-studies>. Finally, we are proud to share *The Knowledge Map Project*, an initiative of the Institute of Educational Policy at Johns Hopkins University and Chiefs for Change. This study provided *Wit & Wisdom* with high marks, saying it contains “high-quality texts with extensive topical coverage,” and “makes especially good use of the visual arts.” Read more at <https://edpolicy.education.jhu.edu/knowledge-map/>.

#### ONGOING SUPPORT

Great Minds offers *Wit & Wisdom* curriculum-specific professional development that values educators’ experiences and unique contexts. Our professional development helps teachers build their content knowledge and instructional practices to guide them in how to develop habits of inquiry in their students through rich experiences with the curriculum’s complex texts. Ongoing support includes:

##### **Introducing *Wit & Wisdom***

- *Wit & Wisdom* Blog and Online Resources Implementation Guide
- Module Zero (GK–2, G3–5, G6–8)
- *Wit & Wisdom* Preparation Protocols
- On-Demand Professional Development and Implementation Support Videos

##### **Extending *Wit & Wisdom***

- Family Tip Sheets
- Multilingual Glossary
- 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)

## Foundations Standards

**I. BIG IDEA: Phonics (P)** - Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation.

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>3-5.F.P.4: Decoding &amp; Encoding with Phonics</b> Use knowledge of phonics to decode and encode grade-level words. Use grade-level phonics skills to decode words in context and in isolation.</p>	See 3.F.P.4.a-c below.
<p><b>3.F.P.4.a</b> Decode and encode words with graphemes that represent multiple letter-sound correspondences.</p>	<p>General Statement Regarding Foundational Skills in <i>Wit &amp; Wisdom</i> <i>Wit &amp; Wisdom</i> is designed to pair with an explicit and systematic foundational skills program.</p>
<p><b>3.F.P.4.b</b> Decode and encode single-syllable and multisyllabic words of all syllable types.</p>	<p><i>Wit &amp; Wisdom</i> intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills.</p>
<p><b>3.F.P.4.c</b> Decode and encode words with common prefixes and suffixes.</p>	<p><i>Wit &amp; Wisdom</i> intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills.</p>

## Foundations Standards

### II. BIG IDEA: Fluency (F) - Students read text aloud or silently with speed, accuracy, and expression.

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>3-5.F.F.1: Oral &amp; Silent Reading Fluency</b>                      Demonstrate oral and silent reading fluency while reading grade-level texts for understanding, self-correcting as necessary to ensure accuracy and aid comprehension.</p>	<p>See 3.F.F.1.a-d below.</p>
<p><b>3.F.F.1.a</b>                      Increase sight word vocabulary by reading regularly and irregularly spelled words in isolation and context with accuracy and automaticity.</p>	<p><i>Wit &amp; Wisdom</i> intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills instruction.</p>
<p><b>3.F.F.1.b</b>                      Read a variety of unfamiliar grade-level texts with increasing accuracy.</p>	<p><i>Wit &amp; Wisdom</i> intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills.</p>
<p><b>3.F.F.1.c</b>                      Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/pause, and intonation) to aid comprehension.</p>	<p>Supplemental material is necessary to address prosody. The following lessons address reading grade-level texts with purpose and understanding.                      Grade 3, Module 1, Lessons 4, 10, 13, 19, 24, 29, 30, 31, 32                      Grade 3, Module 2, Lesson 7</p>
<p><b>3.F.F.1.d</b>                      Self-correct while reading grade-level text (silently or aloud) to aid comprehension and fluency, rereading as necessary.</p>	<p><i>Wit &amp; Wisdom</i> intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills instruction.</p>

## Foundations Standards

### III. BIG IDEA: Handwriting (H) - Students develop print handwriting skills.

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>3-5.F.H.3: Read Cursive</b> Read texts written in cursive.</p>	<p><i>Wit &amp; Wisdom</i> does not address cursive.</p>
<p><b>3.F.H.3.a</b> Read phrases and sentences written in cursive.</p>	<p><i>Wit &amp; Wisdom</i> does not address cursive.</p>
<p><b>3-5.F.H.4: Write Cursive</b> Use fine motor skills to form legible letters and words in cursive.</p>	<p><i>Wit &amp; Wisdom</i> does not address cursive.</p>
<p><b>3.F.H.3.a</b> Practice forming cursive letters and connectors in words.</p>	<p><i>Wit &amp; Wisdom</i> does not address cursive.</p>
<p><b>3.F.H.3.b</b> Use appropriate spacing between cursive words in a sentence.</p>	<p><i>Wit &amp; Wisdom</i> does not address cursive.</p>

## Language Standards

**I. Big Idea: Grammar Conventions (GC)** - Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts.

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>3-5.L.GC.2: Syntax</b> Apply understandings of sentence structure to comprehend and compose varied sentences.</p>	<p>See 3.L.GC.2.a-d below.</p>
<p><b>3.L.GC.2.a</b> Distinguish between correctly structured simple, compound, and complex sentences.</p>	<p>Grade 3, Module 1, Lessons 2DD, 3DD, 4DD, 14DD, 30, 30DD Grade 3, Module 2, Lessons 6DD, 7DD, 8DD, 10DD, 11DD, 12DD, 20DD, 21DD, 22DD, 24DD, 26DD, 34DD, 36</p>
<p><b>3.L.GC.2.b</b> Use a variety of simple and compound sentences, including complex sentences, to strengthen clarity and coherence, establishing consistent verb tense within and between sentences.</p>	<p>Grade 3, Module 1, Lessons 2DD, 3DD, 4DD, 14DD, 30, 30DD Grade 3, Module 2, Lessons 6DD, 7DD, 8DD, 10DD, 11DD, 12DD, 20DD, 21DD, 22DD, 24DD, 26DD, 34DD, 36</p>
<p><b>3.L.GC.2.c</b> Use correct subject and verb agreement in a variety of sentences.</p>	<p>Grade 3, Module 3, Lessons 8DD, 9DD, 10DD, 12, 13, 14, 14DD, 23, 24, 24DD, 33, 33DD, 35, 35DD</p>

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>3.L.GC.2.d</b> Elaborate on ideas and information, using adjectives and adverbs when incorporating details and descriptions to convey precise meaning.</p>	<p><b>Adjectives</b> <i>Wit &amp; Wisdom</i> addresses using adjectives to incorporate details in Grade 2. Grade 2, Module 1, Lessons 12DD, 13, 13DD, 14DD, 18, 27, 29 Grade 2, Module 2, Lessons 19DD, 34 Grade 2, Module 3, Lessons 5DD, 8DD, 9DD, 10DD, 14DD, 15, 15DD, 18DD, 22, 22DD Grade 2, Module 4, Lesson 30</p> <p><b>Adverbs</b> Grade 3, Module 4, Lessons 7DD, 8DD, 10DD, 12DD, 14DD, 24DD, 26DD, 29DD, 33, 33DD</p>

## Language Standards

**II. Big Idea: Vocabulary (V)** - Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases.

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>3-5.L.V.1: General, Academic, &amp; Specialized Vocabulary</b> Acquire and use general, academic, and specialized vocabulary words and phrases in a variety of settings.</p>	<p>See 3.L.V.1.a-b below.</p>
<p><b>3.L.V.1.a</b> Acquire a range of general, academic, and specialized vocabulary words and phrases through grade-level texts and content.</p>	<p>Grade 3 Modules 1-4 <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>



Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>3.L.V.1.b</b> Use grade-level general, academic, and specialized vocabulary words and phrases to enhance communication in a variety of settings.</p>	<p>Grade 3 Modules 1-4 <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>3-5.L.V.2: Word Analysis</b> Acquire and apply word analysis skills to determine the meanings of words and to communicate with precision in a variety of settings.</p>	<p>See 3.L.V.2.a-c below.</p>
<p><b>3.L.V.2.a</b> Deconstruct words using common roots, root words, and affixes to determine meaning.</p>	<p><b>Root Words</b> Grade 3, Module 1, Lesson 9DD Grade 3, Module 2, Lessons 3, 25DD, 27DD Grade 3, Module 3, Lessons 1DD, 5, 7DD, 8, 15, 15DD Grade 3, Module 4, Lessons 4DD, 20, 20DD, 21DD, 23DD</p> <p><b>Affix</b> Grade 3, Module 1, Lesson 13DD Grade 3, Module 2, Lessons 10, 27DD Grade 3, Module 3, Lessons 1DD, 4 Grade 3, Module 4, Lessons 6DD, 21DD, 23DD</p>

3 | Georgia Standards Correlation to *Wit & Wisdom*

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>3.L.V.2.b</b> Identify affixes associated with specific parts of speech (e.g., ly is commonly used with adverbs) to aid comprehension.</p>	<p><i>Wit &amp; Wisdom</i> does not explicitly address identifying affixes associated with specific parts of speech to aid comprehension. The following lessons address determining the meaning of a new word formed when a known affix is added to a known word.</p> <p>Grade 3, Module 1, Lesson 13DD Grade 3, Module 2, Lessons 10, 27DD Grade 3, Module 3, Lessons 1DD, 4 Grade 3, Module 4, Lessons 6DD, 21DD, 23DD</p>
<p><b>4.L.V.2.c</b> Construct words using common roots, root words, and affixes.</p>	<p>Grade 3, Module 2, Lessons 25, 27, Grade 3, Module 4, Lessons 8,10, 25, 26,</p>
<p><b>3-5.L.V.3: Meaning &amp; Purpose</b> Make connections between words and phrases and use reference materials to determine or clarify word meanings in a variety of settings and for a variety of purposes.</p>	<p>See 3.L.V.3.a-e below.</p>
<p><b>3.L.V.3.a</b> Use context (e.g., images and graphs) within and beyond a sentence to determine or clarify the meaning of unknown words and multiple-meaning words and phrases.</p>	<p>Grade 3, Module 1, Lessons 1DD, 4, 5, 6, 7, 11, 12, 13, 14, 16, 19, 20DD, 22, 24, 25, 26, 27 Grade 3, Module 2, Lessons 2, 3DD, 4, 5, 8, 9, 13, 14, 15, 16, 18DD, 19DD, 22, 23, 23DD, 25, 27, 28 Grade 3, Module 3, Lessons 1, 5, 7, 7DD, 9, 15, 15DD, 17, 20, 25, 28, 29, 31 Grade 3, Module 4, Lessons 5DD, 6DD, 10, 22DD, 26, 27</p>

3 | Georgia Standards Correlation to *Wit & Wisdom*

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>3.L.V.3.b</b> Identify homophones and homographs and use the relationship between synonyms and antonyms to clarify word meanings.</p>	<p>Grade 3, Module 4, Lessons 8, 9DD, 19DD, 30DD, 33, 33DD</p>
<p><b>3.L.V.3.c</b> Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<p>Grade 3, Module 1, Lessons 21DD, 24DD, 29DD Grade 3, Module 2, Lessons 4DD, 5DD, 8 Grade 3, Module 3, Lessons 2DD, 18DD Grade 3, Module 4, Lesson 25DD</p>
<p><b>3.L.V.3.d</b> Use glossaries or beginning dictionaries, both print and digital, to check spelling and to determine or clarify the precise meaning of words and phrases.</p>	<p>Grade 3, Module 1, Lessons 5, 5DD, 6, 19DD, 20 Grade 3, Module 2, Lessons 13DD, 23DD Grade 3, Module 4, Lessons 2DD, 4DD, 5DD, 6, 6DD, 11, 11DD, 12, 15DD, 16DD, 17, 20DD, 21DD, 22DD, 24, 26, 28</p>
<p><b>3.L.V.3.e</b> Use knowledge of word relationships and learned vocabulary words and phrases to make precise word choices when speaking and writing.</p>	<p>Grade 3 Modules 1-4 <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>

## Texts Standards

I. **Big Idea: Context (C)** - Students explore the relationships and roles of authors, purposes, and audiences of texts.

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>3-5.T.C.1: Purpose &amp; Audience</b> Use knowledge of purposes and audiences, as well as the language that develops those relationships, to make meaning of texts in multiple modes.</p>	See 3.T.C.1.a-c below.
<p><b>3.T.C.1.a</b> Determine the purpose (e.g., entertain, inform, persuade) and target audience of a text.</p>	Grade 3, Module 3, Lesson 13
<p><b>3.T.C.1.b</b> Recognize different texts by mode and describe how the different modes of communication: print, digital, auditory, spoken, visual, and multimodal, contribute to the overall purpose and effect.</p>	<p>Grade 3 Modules 1-4</p> <p><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>3.T.C.1.c</b> Create multimodal texts, using features of pre-selected modes for a specific purpose and audience.</p>	<p>Grade 3, Module 2, Lessons 6, 10, 14, 18, 20, 21, 22, 23, 24, 27, 29, 31, 32, 33, 34, 35, 36</p> <p>Grade 3, Module 3, Lessons 10, 12, 20, 22, 28</p> <p>Grade 3, Module 4, Lessons 12, 14, 16, 17, 24, 28</p>
<p><b>3-5.T.C.2: Authors &amp; Speakers</b> Make connections between authors of texts, speakers in texts, varying perspectives, and the circumstances in which texts are produced.</p>	See 3.T.C.2.a-d below.

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>3.T.C.2.a</b> Describe different perspectives of the narrator or speakers and distinguish them from their own.</p>	<p>Grade 3, Module 2, Lesson 16, 18, 23, 24 Grade 3, Module 3, Lessons 1, 3, 4, 9, 10, 15</p>
<p><b>3.T.C.2.b</b> Determine what makes a source text credible and identify examples.</p>	<p><i>Wit &amp; Wisdom</i> addresses identifying reliable sources in Grade 5 Grade 5, Module 4, Lessons 18, 20, 21, 25, 26, 27</p>
<p><b>3.T.C.2.c</b> With adult support, identify the context in which a text is written (e.g., time period, individual, situational).</p>	<p>Grade 3 Modules 1-4 <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>3.T.C.2.d</b> This progression begins in 6th grade.</p>	<p>n/a</p>

## Texts Standards

**II. BIG IDEA: Structures & Style (SS)** - Students build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts.

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>3-5.T.SS.1: Organization</b> Demonstrate and apply understanding of organizational structures and elements to create coherent and engaging texts.</p>	<p>See 3.T.SS.1.a-d below.</p>

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>3.T.SS.1.a</b> Describe how texts are arranged to represent information and ideas using text features (e.g., map, captions) and organizational structures (e.g., cause/effect), referring to parts of texts using terms such as chapter or section.</p>	<p>Grade 3, Module 1, Lessons 14, 15, 16, 19, 20, 21, 22, 26, 28, 29, 30 Grade 3, Module 3, Lessons 18, 20 Grade 3, Module 4, Lesson 7, 11, 12, 13, 17, 19</p>
<p><b>3.T.SS.1.b</b> Design texts using a variety of text structures and features, according to purpose and audience.</p>	<p>Grade 3 Modules 1-4 <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>3.T.SS.1.c</b> Use text connective such as although and since, to add coherence and link ideas and information.</p>	<p>Grade 3, Module 1, Lessons 24, 25, 29, 30, 32 Grade 3, Module 2, Lessons 27, 28, 36 Grade 3, Module 3, Lessons 7, 8, 9, 11 Grade 3, Module 4, Lessons 19, 33</p>
<p><b>3.T.SS.1.d</b> Craft related sentences into clear and coherent paragraphs.</p>	<p>Grade 3, Module 1, Lessons 17, 18, 29, 30, 32 Grade 3, Module 2, Lessons 12, 25, 26, 33, 36 Grade 3, Module 3, Lessons 13, 14, 19, 23, 24, 32, 33, 35 Grade 3, Module 4, Lessons 8, 9, 19, 31, 32, 33</p>
<p><b>3-5.T.SS.2: Craft</b> Use language to interpret meaning and craft engaging texts.</p>	<p>Grade 3 Modules 1-4 <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>

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>3.T.SS.2.a</b> Identify and describe the use of figurative language, such as similes, metaphors, and idioms in a wide variety of texts.</p>	<p>Grade 3, Module 2, Lessons 13DD, 17DD, 31DD Grade 3, Module 4, Lessons 2DD, 12</p>
<p><b>3.T.SS.2.b</b> Use figurative language, such as similes, metaphors, and idioms, to show relationships between ideas and information.</p>	<p>Grade 3, Module 2, Lessons 13DD, 17DD, 31DD Grade 3, Module 4, Lessons 2DD, 12</p>
<p><b>3.T.SS.2.c</b> This progression begins in 6th grade.</p>	<p>n/a</p>

## Texts Standards

**III. BIG IDEA: Techniques (T)** - Students explain, analyze, and use various techniques to comprehend and shape meaning.

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>3-5.T.T.1: Narrative Techniques</b> Explain, analyze, and use narrative techniques to shape understandings.</p>	<p>See 3.T.T.1.a-e below.</p>
<p><b>3.T.T.1.a</b> Explain how narrative techniques are used to present ideas, design texts, and convey information about characters, setting, and plot.</p>	<p>Grade 3, Module 1, Lessons 5, L7 Grade 3, Module 2, Lessons 28, 29, 30 Grade 3, Module 3, Lessons 2, 3, 5, 6, 9, 10, 12, 13, 14, 15, 16, 26, 27, 28, 29, 30, 32, 33 Grade 3, Module 4, Lesson 1</p>

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Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>3.T.T.1.b</b> Explain how characters, setting, problem, and solution function in the plot.</p>	<p>Grade 3, Module 1, Lessons 4, 5, 6, 7, 20, 31, 32 Grade 3, Module 2, Lessons 27, 28 Grade 3, Module 3, Lessons 1, 2, 3, 6, 7, 15, 25 Grade 3, Module 4, Lessons 1, 2, 3, 15</p>
<p><b>3.T.T.1.c</b> Describe characters' traits, motivations, actions, thoughts, and feelings and explain their connection to the central message, lesson, or moral of the story.</p>	<p>Grade 3, Module 1, Lessons 5, 7 Grade 3, Module 2, Lessons 28, 29, 30 Grade 3, Module 3, Lessons 2, 3, 5, 6, 9, 10, 12, 13, 14, 15, 16, 26, 27, 28, 29, 30, 32, 33 Grade 3, Module 4, Lesson 1</p>
<p><b>3.T.T.1.d</b> Compare and contrast two or more characters, settings, central messages, or events within texts across diverse cultures.</p>	<p>Grade 3, Module 3, Lessons 8, 12, 13, 14, 15, 31</p>
<p><b>3.T.T.1.e</b> Apply narrative techniques (e.g., character, setting, problem, resolution, dialogue) to develop a real or imagined experience using descriptive details, clear event sequences, and a sense of closure.</p>	<p>Grade 3, Module 3, Lessons 27, 28, 28DD, 29, 30, 33, 35</p>
<p><b>3-5.T.T.2: Expository Techniques</b> Explain, analyze, and use expository techniques to shape understandings.</p>	<p>See 3.T.T.2.a-c below.</p>



Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>3.T.T.2.a</b> Describe the techniques used to present and design expository texts, including facts and key details used to support the main idea.</p>	<p>Grade 3, Module 1, Lessons 11, 14, 15, 16, 20, 21, 22, 23, 26, 28, 29, 30, 31, 32 Grade 3, Module 2, Lessons 4, 5, 6, 7, 9, 13, 14, 15, 16, 19, 29 Grade 3, Module 3, Lessons 16, 19, 20, 21, 24 Grade 3, Module 4, Lessons 15, 16, 26, 28</p>
<p><b>3.T.T.2.b</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>Grade 3, Module 1, Lessons 25, 27 Grade 3, Module 2, Lessons 2, 4, 5, 8, 9, 10, 11, 12, 14, 15, 16, 18, 20, 25, 26, 33, 34 Grade 3, Module 3, Lessons 17, 18 Grade 3, Module 4, Lessons 5, 21</p>
<p><b>3.T.T.2.c</b> Apply expository techniques to introduce a topic, develop the topic with facts and other information (e.g., definitions, details, illustrations) and provide a concluding statement or section.</p>	<p>Grade 3, Module 1, Lessons 9, 18, 20, 21, 22, 29, 30, 31, 32 Grade 3, Module 2, Lessons 2, 3, 5, 6, 7, 9, 10 Grade 3, Module 3, Lesson 13 Grade 3, Module 4, Lessons 19, 33</p>
<p><b>3-5.T.T.3: Opinion Techniques</b> Explain, analyze, and use opinion techniques to shape understandings.</p>	<p>See 3.T.T.3.a-d below.</p>
<p><b>3.T.T.3.a</b> Describe and discuss the techniques used to present and design opinion texts, including author’s opinion statement, supporting reasons, and evidence.</p>	<p>Grade 3, Module 2, Lesson 19</p>

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>3.T.T.3.b</b> This progression begins in 9th grade.</p>	n/a
<p><b>3.T.T.3.c</b> Apply opinion techniques to create opinion pieces that introduce the topic, state an opinion about the topic, supply reasons to support the opinion with linking words (e.g., because, therefore, since, for example) to connect the opinion and reasons, and provide a concluding statement or section.</p>	Grade 3, Module 2, Lessons 13, 14, 15, 17, 18, 19, 20, 21, 23, 26, 27, 28, 34, 36
<p><b>3.T.T.3.d</b> This progression begins in 9th grade.</p>	n/a
<p><b>3-5.T.T.4: Poetic Techniques</b> Explain, analyze, and use poetic techniques to shape understandings.</p>	See 3.T.T.4.a-b below.
<p><b>3.T.T.4.a</b> Discuss and explain techniques used to present and design poetry, including rhyme scheme.</p>	Grade 3, Module 1, Lesson 20 Grade 3, Module 4, Lessons 11, 12, 13, 17, 19
<p><b>3.T.T.4.b</b> Apply poetic techniques to produce poetry and engage audiences that use rhyme in at least two stanzas to achieve an intended effect.</p>	Grade 3, Module 4, Lesson 12

## Texts Standards

**IV. BIG IDEA: Research & Analysis (RA)** - Students use, discuss, analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics.

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>3-5.RA.1: Research &amp; Inquiry</b></p> <p>Conduct research to ask and answer questions that clarify, deepen, and extend understanding of a topic of interest using credible sources and communicating relevant and accurate information.</p>	<p>See 3.T.RA.1.a-c below.</p>
<p><b>3.T.RA.1.a</b></p> <p>Generate questions about a self-selected topic of interest to be researched, formulating additional questions to clarify or deepen understanding.</p>	<p>Grade 3, Module 2, Lessons 8, 29, 30, 31, 33</p> <p>Grade 3, Module 4, Lessons 4, 5, 6, 7, 8, 14, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31</p>
<p><b>3.T.RA.1.b</b></p> <p>Conduct research by locating, gathering, selecting, and organizing information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic.</p>	<p>Grade 3, Module 1, Lessons 2, 7, 8, 9, 10, 11, 12, 16, 17, 18, 22, 23, 26, 27, 28, 29, 30, 31, 32</p> <p>Grade 3, Module 2, Lessons 14, 23, 25, 26, 30, 31, 33, 35, 36</p> <p>Grade 3, Module 3, Lessons 12, 21, 23, 33, 34, 35</p> <p>Grade 3, Module 4, Lessons 1, 2, 4, 5, 6, 7, 8, 10, 11, 14, 15, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31</p>
<p><b>3.T.RA.1.c</b></p> <p>Summarize researched, relevant, and accurate information from at least two credible sources about a self-selected topic.</p>	<p>Grade 3, Module 1, Lessons 2, 7, 8, 9, 10, 11, 12, 16, 17, 18, 22, 23, 26, 27, 28, 29, 30, 31, 32</p> <p>Grade 3, Module 2, Lessons 14, 23, 25, 26, 30, 31, 33, 35, 36</p> <p>Grade 3, Module 3, Lessons 12, 21, 23, 33, 34, 35</p> <p>Grade 3, Module 4, Lessons 1, 2, 4, 5, 6, 7, 8, 10, 11, 14, 15, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31</p>

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>3-5.RA.2: Curating Sources &amp; Evidence</b> Integrate evidence from print and digital sources, assessing credibility and relevance and avoiding plagiarism.</p>	<p>See 3.T.RA.2.a-c below.</p>
<p><b>3.T.RA.2.a</b> Refer to specific passages from a text to support an idea, answer, or opinion.</p>	<p>Grade 3, Module 1, Lessons 1, 3, 4, 5, 7, 8 Grade 3, Module 2, Lessons 1, 11, 19, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36 Grade 3, Module 3, Lessons 1, 2, 3, 4, 5, 7, 8, 9, 15, 22, 25, 27, 30, 31, 32, 33, 34, 35 Grade 3, Module 4, Lessons 1, 2, 3, 4, 5, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 22, 23, 24, 25, 31, 32, 33, 34</p>
<p><b>3.T.RA.2.b</b> Determine what makes a source text credible and relevant and identify examples.</p>	<p><i>Wit &amp; Wisdom</i> addresses source credibility in Grade 6.</p>
<p><b>3.T.RA.2.c</b> This progression begins in 5th grade.</p>	<p>n/a</p>

## Practices Standards

**I. BIG IDEA: Engagement & Intention for Comprehension & Composition (EICC)** - Students develop personal and academic identities as readers and writers, approaching texts for a variety of tasks and purposes and engaging in reading and writing processes in order to deepen comprehension and strengthen composition.

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>K-12.P.EICC.1: Reader &amp; Writer Identity</b></p> <p>Build an identity as a reader and writer, developing a repertoire of resources and tools to continuously expand participation as an active consumer and producer of texts.</p>	<p>See K-12.P.EICC.1.a-f below.</p>
<p><b>K-12.P.EICC.1.a</b></p> <p>Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.</p>	<p>Grades K-8</p> <p><i>Wit &amp; Wisdom</i> considers this standard a Continuing Standard because it is fundamental to the learning design. Each lesson contains a Content Framing Question and a majority contain a Craft Question that guides students' exploration, monitoring, and discussion of texts that they read and write. The following lessons are some examples of Content Framing Questions and Craft Questions.</p> <p>Grade 3, Module 1, Lessons 4, 5, 9, 16, 21</p> <p>Grade 3, Module 2, Lessons 12, 16, 17, 23</p> <p>Grade 3, Module 3, Lessons 5, 9, 7, 17</p> <p>Grade 3, Module 4, Lessons 7, 14, 21, 30</p>
<p><b>K-12.P.EICC.1.b</b></p> <p>Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.</p>	<p>Grade 3, Module 1, Lessons 16, 29</p> <p>Grade 3, Module 2, Lessons 23, 29</p> <p>Grade 3, Module 3, Lessons 17, 27</p> <p>Grade 3, Module 4, Lessons 15, 34</p>

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>K-12.P.EICC.1.c</b> Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.</p>	<p><i>Wit &amp; Wisdom</i> encourages students to choose texts from a list of Volume of Reading titles that align with module topics and reflect a range of Lexiles®, supporting all students in deepening their topical knowledge.</p>
<p><b>K-12.P.EICC.1.d</b> Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.</p>	<p>Grades K-8</p> <p><i>Wit &amp; Wisdom</i> considers this standard a Continuing Standard because it is fundamental to the learning design. In Organize lessons, students explore what the text is about, demonstrating their literal comprehension of a text.</p> <p>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 that are crucial to understanding the text and set the stage for deeper interpretation and analysis.</p> <p>These skills are supported and reinforced in the Craft sections of lessons where students practice composition skills in the context of specific writing types. The following are some examples of Organize lessons with Craft sections.</p> <p>Grade 3, Module 1, Lessons 5, 14, 20, 25            Grade 3, Module 2, Lessons 4, 5, 14, 15            Grade 3, Module 3, Lessons 2, 8, 17, 26,            Grade 3, Module 4, Lessons 1, 5, 13, 21</p>
<p><b>K-12.P.EICC.1.e</b> Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.</p>	<p>Grade 3, Module 1, Lessons 4, 5, 6, 7, 8, 9, 11, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 28, 29, 30, 31, 32</p> <p>Grade 3, Module 2, Lessons 1, 2, 4, 5, 7, 10, 11, 13, 14, 16, 17, 19, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35</p> <p>Grade 3, Module 3, Lessons 3, 4, 6, 8, 9, 12, 13, 14, 22, 23, 26, 27, 34</p> <p>Grade 4, Module 4, Lessons 3, 16, 29</p>

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>K-12.P.EICC.1.f</b> Develop independence and autonomy as a reader and writer.</p>	<p>Grades K-8 <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>K-12.P.EICC.2: Engagement &amp; Intention</b> Engage in written or spoken dialogue as author and audience for a variety of tasks and purposes, making intentional connections within, between, and beyond texts.</p>	<p>See K-12.P.EICC.2.a-e below.</p>
<p><b>K-12.P.EICC.2.a</b> Share real or imagined experiences by interpreting and constructing texts that tell or include stories.</p>	<p>Grades K-8 <i>Wit &amp; Wisdom</i> considers this standard a Continuing Standard. Because interpreting and discussing literary and informational texts is fundamental to the learning design, it is addressed continually across all lessons and modules. The following lessons address constructing narratives.  Grade 3, Module 3, Lessons 6, 16, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 28DD, 29, 30, 31, 33, 35</p>

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>K-12.P.EICC.2.b</b></p> <p>Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.</p>	<p>Grades K-8</p> <p><i>Wit &amp; Wisdom</i> considers this standard a Continuing Standard because it is fundamental to the learning design. In Know lessons, students consider the text in the context of their own knowledge and learning. They examine the impact of the text on their world and articulate how a text builds and expands their knowledge by connecting the text to other texts and topics of study</p> <p>The following are some examples of Know lessons.</p> <p>Grade 3, Module 1, Lessons 8, 9, 12, 17, 18, 28, 29, 30, 31, 32</p> <p>Grade 3, Module 2, Lessons 2, 8, 10, 11, 12, 18, 23, 24, 25, 26, 29, 32, 33, 34, 35, 36</p> <p>Grade 3, Module 3, Lessons 12, 13, 14, 21, 23, 24, 32, 33, 34, 35</p> <p>Grade 3, Module 4, Lessons 8, 9, 18, 19, 25, 29, 30, 31, 32, 33, 34</p>
<p><b>K-12.P.EICC.2.c</b></p> <p>Explain and learn concepts and processes by interpreting and constructing texts.</p>	<p>Grades K-8</p> <p><i>Wit &amp; Wisdom</i> considers this standard a Continuing Standard. Explaining and learning concepts and processes about English Language arts and interpreting and constructing texts are inherent practices and values that run through each lesson.</p>
<p><b>K-12.P.EICC.2.d</b></p> <p>Interpret and construct texts to aid the analysis and evaluation of texts and ideas.</p>	<p>Grades K-8</p> <p><i>Wit &amp; Wisdom</i> considers this standard a Continuing Standard because it is fundamental to the learning design. In Reveal Lessons, students evaluate the author’s craft and word choices, analyze the text’s structure and its implicit meaning, and attend to other unique features of the text.</p> <p>The following are some examples of Reveal lessons.</p> <p>Grade 3, Module 1, Lessons 6, 11, 15, 21, 22, 26</p> <p>Grade 3, Module 2, Lessons 6, 7, 16, 21, 28</p>



Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
	<p>Grade 3, Module 3, Lessons 3, 4, 5, 9, 10, 15, 18, 19, 27, 28, 29,                      Grade 3, Module 4, Lessons 2, 6, 12, 14, 15, 22,</p> <p>In Distill Lessons, students synthesize their understanding of a text’s elements to discern the full impact of the elements they studied. They seek to understand the text as a sum of its parts, with the goal of achieving a profound understanding of the whole work. Students express the central ideas or themes of the text and determine how key aspects of the text support these ideas and themes.</p> <p>The following are some examples of Distill lessons.</p> <p>Grade 3, Module 1, Lessons 7, 16, 23, 27,                      Grade 3, Module 2, Lessons 9, 17, 22                      Grade 3, Module 3, Lessons 6, 11, 20, 22, 30, 31                      Grade 3, Module 4, Lessons 3, 7, 16, 17, 23, 24, 28,</p>
<p><b>K-12.P.EICC.2.e</b>                      Consume and produce texts in order to solve problems or influence decisions.</p>	<p>Grades K-8</p> <p>Wit &amp; Wisdom considers this standard a Continuing Standard because it is fundamental to the learning design. In Know lessons, students consider the text in the context of their own knowledge and learning. They examine the impact of the text on their world and articulate how a text builds and expands their knowledge by connecting the text to other texts and topics of study.</p> <p>The following are some examples of Know lessons.</p> <p>Grade 3, Module 1, Lessons 8, 9, 12, 17, 18, 28, 29, 30, 31, 32,                      Grade 3, Module 2, Lessons 2, 8, 10, 11, 12, 18, 23, 24, 25, 26, 29, 32, 33, 34, 35, 36                      Grade 3, Module 3, Lessons 12, 13, 14, 21, 23, 24, 32, 33, 34, 35,                      Grade 3, Module 4, Lessons 8, 9, 18, 19, 25, 29, 30, 31, 32, 33, 34,</p>

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>K-12.P.EICC.3: Comprehension Strategies</b> Engage with a range of complex texts for a variety of tasks and purposes, accessing and using strategies for comprehension* before, during, and after reading as part of the meaning-making process.</p>	<p>See K-12.P.EICC.3.a-g below.</p>
<p><b>K-12.P.EICC.3.a</b> Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.</p>	<p>Grades K-8</p> <p>Wit &amp; Wisdom considers this standard a Continuing Standard because it is fundamental to the learning design. Each lesson contains a Content Framing Question that guides students’ exploration, monitoring, and discussion of texts that they read. The following lessons contain some examples of Content Framing Questions.</p> <p>Grade 3, Module 1, Lessons 4, 5, 9, 16, 21</p> <p>Grade 3, Module 2, Lessons 12, 16, 17, 23</p> <p>Grade 3, Module 3, Lessons 5, 9, 7, 17</p> <p>Grade 3, Module 4, Lessons 7, 14, 21, 30</p> <p>In Organize lessons, students explore what the text is about and monitor comprehension by demonstrating their literal knowledge of what is happening in a text. 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 that are crucial to understanding the text and set the stage for deeper interpretation and analysis.</p> <p>The following are some examples of Organize lessons.</p> <p>Grade 3, Module 1, Lessons 5, 14, 20, 25</p> <p>Grade 3, Module 2, Lessons 4, 5, 14, 15, 20, 27, 30, 31</p> <p>Grade 3, Module 3, Lessons 2, 8, 17, 26</p> <p>Grade 3, Module 4, Lessons 1, 5, 13, 21, 27</p>

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>K-12.P.EICC.3.b</b> Scan and skim the text, making note of structures and sections that might be most useful.</p>	<p>Wit &amp; Wisdom does not explicitly address scanning and skimming the text. However, Wit &amp; Wisdom considers annotation to be one of its Core Practices. Students use annotation to note observations and unknown words during the Wonder stage and also to highlight text evidence essential for a summary in the Organize stage. Students also employ annotation during the Reveal stage to indicate specific textual elements, such as types of figurative language, or shifts in point of view.</p>
<p><b>K-12.P.EICC.3.c</b> Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.</p>	<p>Grades K-8</p> <p>Wit &amp; Wisdom considers this standard a Continuing Standard because it is fundamental to the learning design. In Wonder lessons, students read the text with curiosity and attention and ask key questions about what they read. Students generate their own observations and questions based on background knowledge, their own curiosity, and their interests.</p> <p>The following are some examples of Wonder lessons.</p> <p>Grade 3, Module 1, Lessons 4, 10, 13, 19, 24</p> <p>Grade 3, Module 2, Lessons 1, 3, 13, 19</p> <p>Grade 3, Module 3, Lessons 1, 7, 16, 25,</p> <p>Grade 3, Module 4, Lessons 4, 10, 11, 20, 26</p> <p>Additionally, discussion of texts is inherent in the learning design, and is represented in every lesson. Students engage in Socratic Seminars where they prepare for and participate in a structured, text-based, academic conversation. Students apply the crafts of speaking and listening to express what they have learned from their reading and writing and to share their ideas, prior knowledge, and other aspects that are pertinent to the module's texts and knowledge.</p> <p>The following are some examples of lessons that contain Socratic Seminars.</p> <p>Grade 3, Module 1, Lessons 8, 17, 28</p> <p>Grade 3, Module 2, Lessons 10, 24, 32</p>

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
	<p>Grade 3, Module 3, Lesson 22</p> <p>Grade 3, Module 4, Lessons 3, 29</p>
<p><b>K-12.P.EICC.3.d</b></p> <p>Summarize and visualize sections of the text to maintain understanding.</p>	<p>Grades K-8</p> <p>Wit &amp; Wisdom considers this standard a Continuing Standard because it is fundamental to the learning design. In Organize lessons, students explore what the text is about and monitor comprehension by demonstrating their literal knowledge of what is happening in a text. 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 that are crucial to understanding the text and set the stage for deeper interpretation and analysis.</p> <p>The following are some examples of Organize lessons.</p> <p>Grade 3, Module 1, Lessons 5, 14, 20, 25</p> <p>Grade 3, Module 2, Lessons 4, 5, 14, 15, 20, 27, 30, 31</p> <p>Grade 3, Module 3, Lessons 2, 8, 17, 26</p> <p>Grade 3, Module 4, Lessons 1, 5, 13, 21</p>

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>K-12.P.EICC.3.e</b>                      Make and track predictions about the events and information likely to come next.</p>	<p>Wit &amp; Wisdom considers this standard a Continuing Standard because it is fundamental to the learning design. In Wonder lessons, students read the text with curiosity and attention and ask key questions about what they read. Students generate their own observations and questions based on background knowledge, their own curiosity, and their interests. Students make predictions in Wonder lessons and then track them as they read the texts.</p> <p>The following are some examples of Wonder lessons.</p> <p>Grade 3, Module 1, Lessons 4, 10, 13, 19, 24                      Grade 3, Module 2, Lessons 1, 3, 13, 19                      Grade 3, Module 3, Lessons 1, 7, 16, 25,                      Grade 3, Module 4, Lessons 4, 10, 11, 20, 26</p>
<p><b>K-12.P.EICC.3.f</b>                      Make, track, and support inferences about different levels of meaning within the text.</p>	<p>Wit &amp; Wisdom considers this standard a Continuing Standard because it is fundamental to the learning design. In Wonder lessons, students read the text with curiosity and attention and ask key questions about what they read. Students generate their own observations and questions based on background knowledge, their own curiosity, and their interests. Students make predictions in Wonder lessons and then track them as they read the texts.</p> <p>The following are some examples of Wonder lessons.</p> <p>Grade 3, Module 1, Lessons 4, 10, 13, 19, 24                      Grade 3, Module 2, Lessons 1, 3, 13, 19                      Grade 3, Module 3, Lessons 1, 7, 16, 25,                      Grade 3, Module 4, Lessons 4, 10, 11, 20, 26</p>

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>K-12.P.EICC.3.g</b> Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.</p>	<p>Grade 3, Module 1, Lessons 1DD, 4, 5, 6, 7, 11, 12, 13, 14, 16, 19, 20DD, 22, 24, 25, 26, 27</p> <p>Grade 3, Module 2, Lessons 2, 3DD, 4, 5, 8, 9, 13, 14, 15, 16, 18DD, 19DD, 22, 23, 23DD, 25, 27, 28</p> <p>Grade 3, Module 3, Lessons 1, 5, 7, 7DD, 9, 15, 15DD, 17, 20, 25, 28, 29, 31</p> <p>Grade 3, Module 4, Lessons 5DD, 6DD, 10, 22DD, 26, 27</p>
<p><b>K-12.P.EICC.4: Writing Processes</b> Compose a range of texts for a variety of purposes and audiences, flexibly engaging in writing processes to plan, draft, evaluate, revise, and edit texts.</p>	<p>See K-12.P.EICC.4.a-h below.</p>
<p><b>K-12.P.EICC.4.a</b> Establish a purpose and goals for writing and identify a target audience.</p>	<p>Grades K-8</p> <p><i>Wit &amp; Wisdom</i> considers this standard a Continuing Standard because it is fundamental to the learning design. Each lesson contains a Content Framing Question and a majority contain a Craft Question that guides students' exploration, monitoring, and discussion of texts that they read and write. The following lessons are some examples of Content Framing Questions and Craft Questions.</p> <p>Grade 3, Module 1, Lessons 4, 5, 9, 16, 21</p> <p>Grade 3, Module 2, Lessons 12, 16, 17, 23</p> <p>Grade 3, Module 3, Lessons 5, 9, 7, 17</p> <p>Grade 3, Module 4, Lessons 7, 14, 21, 30</p> <p>The following lessons address writing routinely over extended time frames for a range of tasks, purposes, and audiences.</p> <p>Grade 3, Module 2, Lessons 6, 10, 14, 18, 20, 21, 22, 23, 24, 27, 29, 31, 32, 33, 34, 35, 36</p> <p>Grade 3, Module 3, Lessons 10, 12, 20, 22, 28</p>

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
	Grade 3, Module 4, Lessons 12, 14, 16, 17, 24, 28
<p><b>K-12.P.EICC.4.b</b></p> <p>Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.</p>	<p>Grades K-8</p> <p><i>Wit &amp; Wisdom</i> considers this standard a Continuing Standard because it is fundamental to the learning design. A majority of the lesson contains a Craft section, where students walk through the Craft Stages: Examine, Experiment, Execute, Excel.</p> <p>In the Examine Craft Stage, students analyze an exemplar of a writing or speaking skill to recognize criteria for quality communication and, ultimately, to execute the skill on their own. The exemplar can come from authentic texts, class collaborative writing, or a module resource.</p> <p>The following lessons are some examples of Examine lessons.</p> <p>Grade 3, Module 1, Lessons 1, 2, 3, 4, 5, 6, 8, 15, 16, 18, 20, 21, 22, 24, 25, 26, 28</p> <p>Grade 3, Module 2, Lessons 1, 3, 4, 6, 7, 10, 13, 14, 19, 20, 27, 29</p> <p>Grade 3, Module 3, Lessons 1, 2, 3, 5, 7, 16, 17, 20, 27</p> <p>Grade 3, Module 4, Lessons 1, 2, 3, 4, 7, 9, 10, 12, 14, 20, 23</p>
<p><b>K-12.P.EICC.4.c</b></p> <p>Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.</p>	<p>Grades K-8</p> <p><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>

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>K-12.P.EICC.4.d</b></p> <p>Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.</p>	<p>Grades K-8</p> <p>Wit &amp; Wisdom considers this standard a Continuing Standard because it is fundamental to the learning design. A majority of the lesson contains a Craft section, where students walk through the Craft Stages: Examine, Experiment, Execute, Excel.</p> <p>In the Examine Craft Stage, students analyze an exemplar of a writing or speaking skill to recognize criteria for quality communication and, ultimately, to execute the skill on their own. The exemplar can come from authentic texts, class collaborative writing, or a module resource.</p> <p>The following lessons are some examples of Examine lessons.</p> <p>Grade 3, Module 1, Lessons 1, 2, 3, 4, 5, 6, 8, 15, 16, 18, 20, 21, 22, 24, 25, 26, 28</p> <p>Grade 3, Module 2, Lessons 1, 3, 4, 6, 7, 10, 13, 14, 19, 20, 27, 29</p> <p>Grade 3, Module 3, Lessons 1, 2, 3, 5, 7, 16, 17, 20, 27</p> <p>Grade 3, Module 4, Lessons 1, 2, 3, 4, 7, 9, 10, 12, 14, 20, 23</p>



Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>K-12.P.EICC.4.e</b></p> <p>Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.</p>	<p>Grades K-8</p> <p>Wit &amp; Wisdom considers this standard a Continuing Standard because it is fundamental to the learning design. A majority of the lesson contains a Craft section, where students walk through the Craft Stages: Examine, Experiment, Execute, Excel.</p> <p>In the Experiment Craft Stage, Students practice and hone the target writing or speaking skill in a scaffolded task. Scaffolded tasks provide significant support by limiting the volume of writing, providing parts of a writing piece, or focusing on a relatively simple topic. The following lessons are some examples of Experiment lessons.</p> <p>Grade 3, Module 1, Lessons 3, 4, 6, 7, 10, 13, 14, 15, 16, 17, 19, 20, 22, 25, 27, 30,</p> <p>Grade 3, Module 2, Lessons 2, 3, 7, 8, 9, 11, 12, 14, 15, 20, 21, 28, 30,</p> <p>Grade 3, Module 3, Lessons 3, 6, 8, 18, 25, 26, 28,</p> <p>Grade 3, Module 4, Lessons 3, 5, 8, 10, 11, 12, 15, 19, 21, 24, 25,</p>
<p><b>K-12.P.EICC.4.f</b></p> <p>Evaluate the text’s effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.</p>	<p>Grade 3, Module 1, Lessons 9, 18, 30, 31, 32</p> <p>Grade 3, Module 2, Lessons 6, 10, 12, 18, 22, 26, 34, 36</p> <p>Grade 3, Module 3, Lessons 3, 4, 5, 11, 12, 13, 14, 24, 26, 30, 33, 34, 35</p> <p>Grade 3, Module 4, Lessons 4, 5, 8, 9, 9DD, 12, 13, 19, 19DD, 30DD, 31, 32, 33, 33DD</p>
<p><b>K-12.P.EICC.4.g</b></p> <p>Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text’s effectiveness.</p>	<p>Grade 3, Module 1, Lessons 9, 18, 30, 31, 32</p> <p>Grade 3, Module 2, Lessons 6, 10, 12, 18, 22, 26, 34, 36</p> <p>Grade 3, Module 3, Lessons 3, 4, 5, 11, 12, 13, 14, 24, 26, 30, 33, 34, 35</p> <p>Grade 3, Module 4, Lessons 4, 5, 8, 9, 9DD, 12, 13, 19, 19DD, 30DD, 31, 32, 33, 33DD</p>

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>K-12.P.EICC.4.h</b>                      Edit the text, ensuring it adheres to the conventions of written language.</p>	<p>Grade 3, Module 1, Lessons 9, 18, 30, 31, 32                      Grade 3, Module 2, Lessons 6, 10, 12, 18, 22, 26, 34, 36                      Grade 3, Module 3, Lessons 3, 4, 5, 11, 12, 13, 14, 24, 26, 30, 33, 34, 35                      Grade 3, Module 4, Lessons 4, 5, 8, 9, 9DD, 12, 13, 19, 19DD, 30DD, 31, 32, 33, 33DD</p>

### Practices Standards

**II. BIG IDEA: Situating Texts (ST)** - Students develop and apply a multilayered understanding of context, author, audience, and purpose to ground and propel the interpretation and construction of texts.

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>K-12.P.ST.1: Context</b>                      Develop and apply knowledge of key components of context such as background information, geographic location, cultural influences, time period, and contemporary events when interpreting and constructing texts.</p>	<p>See K-12.P.ST.1.a-c below.</p>
<p><b>K-12.P.ST.1.a</b>                      Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.</p>	<p>Grades K-8                      Wit &amp; Wisdom considers this standard a Continuing Standard because it is fundamental to the learning design. In Wonder lessons, students read the text with curiosity and attention and ask key questions about what they read. Students generate their own observations and questions based on background knowledge, their own curiosity, and their interests.                      The following are some examples of Wonder lessons.                      Grade 3, Module 1, Lessons 4, 10, 13, 19, 24                      Grade 3, Module 2, Lessons 1, 3, 13, 19                      Grade 3, Module 3, Lessons 1, 7, 16, 25,</p>

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
	<p>Grade 3, Module 4, Lessons 4, 10, 11, 20, 26</p> <p>Grade 3, Module 4, Lessons 1, 9, 16, 22, 28</p> <p>Additionally, discussion of texts is inherent in the learning design, and is represented in every lesson. Students engage in Socratic Seminars where they prepare for and participate in a structured, text-based, academic conversation. Students apply the crafts of speaking and listening to express what they have learned from their reading and writing and to share their ideas, prior knowledge, and other aspects that are pertinent to the module's texts and knowledge.</p> <p>The following are some examples of lessons that contain Socratic Seminars:</p> <p>Grade 3, Module 1, Lessons 8, 17, 28</p> <p>Grade 3, Module 2, Lessons 10, 24, 32</p> <p>Grade 3, Module 3, Lessons 22</p> <p>Grade 3, Module 4, Lessons 3, 29</p>
<p><b>K-12.P.ST.1.b</b></p> <p>Consider how context impacts the purposes of the author and the audience.</p>	<p>Grades K-8</p> <p>Wit &amp; Wisdom considers this standard a Continuing Standard because it is fundamental to the learning design. In Reveal Lessons, students evaluate the author's craft and word choices, analyze the text's structure and its implicit meaning, and attend to other unique features of the text.</p> <p>The following are some examples of Reveal lessons.</p> <p>Grade 3, Module 1, Lessons 6, 11, 15, 21, 22, 26</p> <p>Grade 3, Module 2, Lessons 6, 7, 16, 21, 28</p> <p>Grade 3, Module 3, Lessons 3, 4, 5, 9, 10, 15, 18, 19, 27, 28, 29,</p> <p>Grade 3, Module 4, Lessons 2, 6, 12, 14, 15, 22,</p> <p>In Distill Lessons, students synthesize their understanding of a text's elements to discern the full impact of the elements they studied. They seek to understand the text as a sum of its parts, with the goal of achieving a</p>

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
	<p>profound understanding of the whole work. Students express the central ideas or themes of the text and determine how key aspects of the text support these ideas and themes.</p> <p>The following are some examples of Distill lessons.</p> <p>Grade 3, Module 1, Lessons 7, 16, 23, 27,            Grade 3, Module 2, Lessons 9, 17, 22            Grade 3, Module 3, Lessons 6, 11, 20, 22, 30, 31            Grade 3, Module 4, Lessons 3, 7, 16, 17, 23, 24, 28</p>
<p><b>K-12.P.ST.1.c</b>            Explore how context shapes the author’s decisions and the audience’s responses during the interpretation and construction of texts.</p>	<p>Grades K-8</p> <p>Wit &amp; Wisdom considers this standard a Continuing Standard because it is fundamental to the learning design. In Reveal Lessons, students evaluate the author’s craft and word choices, analyze the text’s structure and its implicit meaning, and attend to other unique features of the text.</p> <p>The following are some examples of Reveal lessons.</p> <p>Grade 3, Module 1, Lessons 6, 11, 15, 21, 22, 26            Grade 3, Module 2, Lessons 6, 7, 16, 21, 28            Grade 3, Module 3, Lessons 3, 4, 5, 9, 10, 15, 18, 19, 27, 28, 29,            Grade 3, Module 4, Lessons 2, 6, 12, 14, 15, 22,</p> <p>In Distill Lessons, students synthesize their understanding of a text’s elements to discern the full impact of the elements they studied. They seek to understand the text as a sum of its parts, with the goal of achieving a profound understanding of the whole work. Students express the central ideas or themes of the text and determine how key aspects of the text support these ideas and themes.</p> <p>The following are some examples of Distill lessons.</p> <p>Grade 3, Module 1, Lessons 7, 16, 23, 27,            Grade 3, Module 2, Lessons 9, 17, 22</p>

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
	<p>Grade 3, Module 3, Lessons 6, 11, 20, 22, 30, 31</p> <p>Grade 3, Module 4, Lessons 3, 7, 16, 17, 23, 24, 28</p>
<p><b>K-12.P.ST.2: Author, Audience, &amp; Purpose</b></p> <p>Interpret and construct texts by developing and applying knowledge of the strategies and techniques authors use to accommodate the target audience and achieve the text’s purpose.</p>	<p>See K-12.P.ST.2.a-c below.</p>
<p><b>K-12.P.ST.2.a</b></p> <p>Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.</p>	<p>Grades K-8</p> <p>Wit &amp; Wisdom considers this standard a Continuing Standard because it is fundamental to the learning design. In Distill Lessons, students synthesize their understanding of a text’s elements to discern the full impact of the elements they studied. They seek to understand the text as a sum of its parts, with the goal of achieving a profound understanding of the whole work. Students express the central ideas or themes of the text and determine how key aspects of the text support these ideas and themes.</p> <p>The following are some examples of Distill lessons.</p> <p>Grade 3, Module 1, Lessons 7, 16, 23, 27,</p> <p>Grade 3, Module 2, Lessons 9, 17, 22</p> <p>Grade 3, Module 3, Lessons 6, 11, 20, 22, 30, 31</p> <p>Grade 3, Module 4, Lessons 3, 7, 16, 17, 23, 24, 28</p>

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>K-12.P.ST.2.b</b></p> <p>Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.</p>	<p>Grades K-8</p> <p><i>Wit &amp; Wisdom</i> considers this standard a Continuing Standard because it is fundamental to the learning design. In <i>Distill Lessons</i>, students synthesize their understanding of a text’s elements to discern the full impact of the elements they studied. They seek to understand the text as a sum of its parts, with the goal of achieving a profound understanding of the whole work. Students express the central ideas or themes of the text and determine how key aspects of the text support these ideas and themes.</p> <p>The following are some examples of <i>Distill</i> lessons.</p> <p>Grade 3, Module 1, Lessons 7, 16, 23, 27,</p> <p>Grade 3, Module 2, Lessons 9, 17, 22</p> <p>Grade 3, Module 3, Lessons 6, 11, 20, 22, 30, 31</p> <p>Grade 3, Module 4, Lessons 3, 7, 16, 17, 23, 24, 28</p> <p>In <i>Know</i> lessons, students consider the text in the context of their own knowledge and learning. They examine the impact of the text on their world and articulate how a text builds and expands their knowledge by connecting the text to other texts and topics of study.</p> <p>The following are some examples of <i>Know</i> lessons.</p> <p>Grade 3, Module 1, Lessons 8, 9, 12, 17, 18, 28, 29, 30, 31, 32</p> <p>Grade 3, Module 2, Lessons 2, 8, 10, 11, 12, 18, 23, 24, 25, 26, 29, 32, 33, 34, 35, 36</p> <p>Grade 3, Module 3, Lessons 12, 13, 14, 21, 23, 24, 32, 33, 34, 35</p> <p>Grade 3, Module 4, Lessons 8, 9, 18, 19, 25, 29, 30, 31, 32, 33, 34</p>
<p><b>K-12.P.ST.2.c</b></p> <p>Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful.</p>	<p>Grade 3-8</p> <p><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>

## Practices Standards

III. **BIG IDEA: Author’s Craft (AC)** - Students apply knowledge of author’s craft to enhance the interpretation and construction of texts.

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>K-12.P.AC.1: Reading like a Writer</b></p> <p>Interpret texts through the author’s lens by identifying, analyzing, and evaluating craft techniques that are connected to the responses, thoughts, decisions, and questions triggered by the text.</p>	<p>See K-12.P.AC.1.a-d below.</p>
<p><b>K-12.P.AC.1.a</b></p> <p>Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text’s purpose.</p>	<p>Grades K-8</p> <p>Wit &amp; Wisdom considers this standard a Continuing Standard because it is fundamental to the learning design. In Reveal Lessons, students evaluate the author’s craft and word choices, analyze the text’s structure and its implicit meaning, and attend to other unique features of the text.</p> <p>The following are some examples of Reveal lessons.</p> <p>Grade 3, Module 1, Lessons 6, 11, 15, 21, 22, 26</p> <p>Grade 3, Module 2, Lessons 6, 7, 16, 21, 28</p> <p>Grade 3, Module 3, Lessons 3, 4, 5, 9, 10, 15, 18, 19, 27, 28, 29,</p> <p>Grade 3, Module 4, Lessons 2, 6, 12, 14, 15, 22</p>

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>K-12.P.AC.1.b</b></p> <p>Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text’s purpose.</p>	<p>Grades K-8</p> <p>Wit &amp; Wisdom considers this standard a Continuing Standard because it is fundamental to the learning design. In Reveal Lessons, students evaluate the author’s craft and word choices, analyze the text’s structure and its implicit meaning, and attend to other unique features of the text.</p> <p>The following are some examples of Reveal lessons.</p> <p>Grade 3, Module 1, Lessons 6, 11, 15, 21, 22, 26</p> <p>Grade 3, Module 2, Lessons 6, 7, 16, 21, 28</p> <p>Grade 3, Module 3, Lessons 3, 4, 5, 9, 10, 15, 18, 19, 27, 28, 29,</p> <p>Grade 3, Module 4, Lessons 2, 6, 12, 14, 15, 22</p>
<p><b>K-12.P.AC.1.c</b></p> <p>Explain, analyze, and evaluate how the author’s use of sentence structure and syntax affects the target audience and supports the text’s purpose.</p>	<p>Grades K-8</p> <p>Wit &amp; Wisdom considers this standard a Continuing Standard because it is fundamental to the learning design. In Reveal Lessons, students evaluate the author’s craft and word choices, analyze the text’s structure and its implicit meaning, and attend to other unique features of the text.</p> <p>The following are some examples of Reveal lessons.</p> <p>Grade 3, Module 1, Lessons 6, 11, 15, 21, 22, 26</p> <p>Grade 3, Module 2, Lessons 6, 7, 16, 21, 28</p> <p>Grade 3, Module 3, Lessons 3, 4, 5, 9, 10, 15, 18, 19, 27, 28, 29,</p> <p>Grade 3, Module 4, Lessons 2, 6, 12, 14, 15, 22</p>



Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>K-12.P.AC.1.d</b></p> <p>Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text’s accessibility, and support the text’s purpose.</p>	<p>Grades K-8</p> <p>Wit &amp; Wisdom considers this standard a Continuing Standard because it is fundamental to the learning design. In Organize lessons, students explore what the text is about and monitor comprehension by demonstrating their literal knowledge of what is happening in a text. 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 that are crucial to understanding the text and set the stage for deeper interpretation and analysis.</p> <p>The following are some examples of Organize lessons.</p> <p>Grade 3, Module 1, Lessons 5, 14, 20, 25</p> <p>Grade 3, Module 2, Lessons 4, 5, 14, 15, 20, 27, 30, 31</p> <p>Grade 3, Module 3, Lessons 2, 8, 17, 26</p> <p>Grade 3, Module 4, Lessons 1, 5, 13, 21, 27</p>
<p><b>K-12.P.AC.2: Writing like a Reader</b></p> <p>Construct texts with the audience’s experience in mind, basing decisions about craft techniques on context and purpose.</p>	<p>See K-12.P.AC.2a-d below.</p>
<p><b>K-12.P.AC.2.a</b></p> <p>Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.</p>	<p><b>Literary (Narrative Writing)</b></p> <p>Grade 3, Module 3, Lessons 6, 16, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 28DD, 29, 30, 31, 33, 35</p> <p><b>Expository (Informative/Explanatory Writing)</b></p> <p>Grade 3, Module 1, Lessons 2, 3, 5, 6, 8, 9, 14, 15, 16, 17, 18, 20, 21, 22, 29, 30, 31, 32</p> <p>Grade 3, Module 2, Lesson 2, 3, 5, 6, 7, 9, 10</p> <p>Grade 3, Module 3, Lessons 1, 2, 3, 4, 5, 6, 13</p>

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
	<p>Grade 3, Module 4, Lessons 19, 33</p> <p><b>Grade 3, Module 4, Lessons 2, 3, 4, 5, 8, 33 Persuasive (Opinion Writing)</b></p> <p>Grade 3, Module 2, Lessons 13, 14, 15, 17, 18, 19, 20, 21, 23, 26, 26, 27, 28, 34, 36</p>
<p><b>K-12.P.AC.2.b</b></p> <p>Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.</p>	<p>Grades K-8</p> <p>Wit &amp; Wisdom considers this standard a Continuing Standard because it is fundamental to the learning design. A majority of the lesson contains a Craft section, where students walk through the Craft Stages: Examine, Experiment, Execute, Excel.</p> <p>In the Execute Craft Stage, students plan or draft a full writing piece, paying particular attention to applying the target strategy to support the purpose of the task.</p> <p>The following are examples of Execute lessons.</p> <p>Grade 3, Module 1, Lessons 8, 17, 24, 25, 26, 28, 29, 30, 31</p> <p>Grade 3, Module 2, Lessons 3, 5, 7, 8, 10, 11, 15, 16, 21, 22, 23, 24, 31, 32, 34</p> <p>Grade 3, Module 3, Lessons 9, 11, 12, 13, 19, 23, 29, 32, 34</p> <p>Grade 3, Module 4, Lessons 5, 6, 7, 8, 13, 14, 16, 18, 19, 22, 24, 26, 27, 28, 29, 30, 31, 32, 34</p>

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>K-12.P.AC.2.c</b></p> <p>Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.</p>	<p>Grades K-8</p> <p>Wit &amp; Wisdom considers this standard a Continuing Standard because it is fundamental to the learning design. A majority of the lesson contains a Craft section, where students walk through the Craft Stages: Examine, Experiment, Execute, Excel.</p> <p>In the Execute Craft Stage, students plan or draft a full writing piece, paying particular attention to applying the target strategy to support the purpose of the task.</p> <p>The following are examples of Execute lessons.</p> <p>Grade 3, Module 1, Lessons 8, 17, 24, 25, 26, 28, 29, 30, 31</p> <p>Grade 3, Module 2, Lessons 3, 5, 7, 8, 10, 11, 15, 16, 21, 22, 23, 24, 31, 32, 34</p> <p>Grade 3, Module 3, Lessons 9, 11, 12, 13, 19, 23, 29, 32, 34</p> <p>Grade 3, Module 4, Lessons 5, 6, 7, 8, 13, 14, 16, 18, 19, 22, 24, 26, 27, 28, 29, 30, 31, 32, 34</p>
<p><b>K-12.P.AC.2.d</b></p> <p>Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text’s purpose.</p>	<p>Grades K-8</p> <p>Wit &amp; Wisdom considers this standard a Continuing Standard because it is fundamental to the learning design. A majority of the lesson contains a Craft section, where students walk through the Craft Stages: Examine, Experiment, Execute, Excel. Together, the Craft Stages provide students with a scaffold and a framework to conceive of, organize, craft, and edit or revise a piece of writing.</p>
<p><b>K-12.P.AC.3: Text Design</b></p> <p>Consider the impact of text design on audience and purpose when consuming and producing texts across modes and genres.</p>	<p>See K-12.P.AC.3.a below.</p>

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>K-12.P.AC.3.a</b> Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.</p>	<p>Grade 3, Module 1, Lessons 2, 3, 5, 6, 8, 9, 14, 15, 16, 17, 18, 20, 21, 22, 24, 25, 29, 30, 31, 32</p> <p>Grade 3, Module 2, Lessons 2, 3, 5, 6, 7, 9, 10, 13, 14, 15, 17, 18, 19, 20, 21, 23, 26, 27, 28, 34, 36</p> <p>Grade 3, Module 3, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 13, 16, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 28DD, 29, 30, 31, 33, 35</p> <p>Grade 3, Module 4, Lessons 2, 3, 4, 5, 8, 19, 33</p>
<p><b>K-12.P.AC.3.b</b> Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.</p>	<p>Grade K-8</p> <p><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>K-12.P.AC.3.c</b> Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.</p>	<p>Grades K-8</p> <p><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>K-12.P.AC.3.d</b> Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.</p>	<p>Grades K-8</p> <p><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>

## Practices Standards

**IV. BIG IDEA: Collaboration & Presentation (CP)** - Students build and share knowledge as they engage with others in a range of settings and for a variety of purposes.

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>K-12.P.CP.1: Collaboration</b> Collaborate with others to accomplish shared goals and projects.</p>	<p>See K-12.P.CP.1.a-d below.</p>
<p><b>K-12.P.CP.1.a</b> Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.</p>	<p>Grade 3, Module 1, Lessons 2, 3, 4, 8, 17, 23, 28 Grade 3, Module 2, Lessons 10, 24, 32 Grade 3, Module 3, Lessons 3, 4, 8, 9, 12, 13, 14, 26, 27, 34 Grade 4, Module 4, Lessons 3, 16, 29</p>
<p><b>K-12.P.CP.1.b</b> Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.</p>	<p>Grade 3, Module 1, Lessons 4, 5, 6, 7, 8, 9, 11, 13, 14, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 28, 29, 30, 31, 32 Grade 3, Module 2, Lessons 1, 2, 4, 5, 7, 10, 11, 13, 14, 16, 17, 19, 24, 25, 26, 27, 28, 29, 32, 33, 34, 35 Grade 4, Module 3, Lessons 10, 22, 30 Grade 4, Module 4, Lessons 3, 16, 29</p>
<p><b>K-12.P.CP.1.c</b> Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.</p>	<p>Grade 3, Module 1, Lessons 1, 2, 3, 4, 8, 10, 11, 13, 17, 19, 20, 23, 24, 27, 28 Grade 3, Module 2, Lessons 1, 3, 6, 10, 13, 14, 18, 19, 24, 27, 28, 29, 31, 32 Grade 3, Module 3, Lessons 6, 11, 17, 19, 22, 27 Grade 3, Module 4, Lessons 23, 29</p>

3 | Georgia Standards Correlation to *Wit & Wisdom*

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>K-12.P.CP.1.d</b> Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.</p>	<p>Grades K-8 <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>K-12.P.CP.2: Presentation</b> Use presentation skills to tailor communication to target audiences for specific purposes.</p>	<p>See K-12.P.CP.2.a-e below.</p>
<p><b>K-12.P.CP.2.a</b> Communicate clearly to present ideas, information, and texts.</p>	<p>Grade 3, Module 1, Lessons 8, 17, 23, 25 Grade 3, Module 2, Lessons 4, 7, 9, 10, 11, 15, 16, 24, 25, 30, 31, 32, 33 Grade 3, Module 4, Lessons 5, 6, 7, 15, 24, 28, 29, 30, 34</p>
<p><b>K-12.P.CP.2.b</b> Integrate modes and genres most appropriate to purpose and audience.</p>	<p>Grades K-8 <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>K-12.P.CP.2.c</b> Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.</p>	<p>Grade 3, Module 1, Lessons 8, 17, 23, 25 Grade 3, Module 2, Lessons 4, 7, 9, 10, 11, 15, 16, 24, 25, 30, 31, 32, 33 Grade 3, Module 4, Lessons 5, 6, 7, 15, 24, 28, 29, 30, 34</p>

Georgia Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>K-12.P.CP.2.d</b> Engage in dialogue with audiences by asking and answering questions.</p>	<p>Grade 3, Module 1, Lessons 1, 2, 3, 4, 8, 10, 11, 13, 17, 19, 20, 23, 24, 27, 28 Grade 3, Module 2, Lessons 1, 3, 6, 10, 13, 14, 18, 19, 24, 27, 28, 29, 31, 32 Grade 3, Module 3, Lessons 6, 11, 17, 19, 22, 27 Grade 3, Module 4, Lessons 23, 29</p>
<p><b>K-12.P.CP.2.e</b> Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level.</p>	<p><i>Wit &amp; Wisdom</i> does not explicitly address building background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level.</p>