



**WIT &
WISDOM®**

Curiosity, Inquiry, Knowledge

Idaho Content
Standards English
Language Arts/ Literacy
Standards (2022)
Alignment to *Wit &
Wisdom*

GRADE 8 | November 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 Idaho Content Standards: English Language Arts/Literacy 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 Idaho Content Standards: English Language Arts/Literacy 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)

Reading Comprehension Strand

Text Complexity (TC)

| Idaho Standards | Aligned Components of Wit & Wisdom |
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| <p>8.RC-TC.1</p> <p>Independently and proficiently read and comprehend texts representing a balance of genres, cultures, and perspectives that exhibit complexity at the higher end of the grades 6–8 band.</p> | <p>Grade 8 Modules 1-4</p> <p><i>Wit & Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p> |

Reading Comprehension Strand

Volume of Reading to Build Knowledge (V)

| Idaho Standards | Aligned Components of Wit & Wisdom |
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| <p>8.RC-V.2</p> <p>Regularly engage in a volume of reading, independently, with peers, or with modest support related to the topics and themes being studied to build knowledge and vocabulary.</p> | <p>Grade 8 Modules 1-4</p> <p><i>Wit & Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p> |

Reading Comprehension Strand

Textual Evidence (TE)

| Idaho Standards | Aligned Components of Wit & Wisdom |
|---|---|
| <p>8.RC-TE.3</p> <p>Draw several pieces of evidence from grade-level texts that strongly supports both what is said explicitly and what is implied, including quoting, and paraphrasing from relevant sections and accurately and citing textual references.</p> | <p>Grade 8, Module 1, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30</p> <p>Grade 8, Module 2, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26, 27, 28, 30, 31, 32, 33, 34, 35, 36</p> <p>Grade 8, Module 3, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34</p> <p>Grade 8, Module 4, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 33</p> |

Reading Comprehension Strand

Reading Fluency (RF)

| Idaho Standards | Aligned Components of Wit & Wisdom |
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| <p>8.RC-RF.4</p> <p>Read grade-level text with accuracy, automaticity appropriate rate, and expression in successive readings to support comprehension</p> | <p>Grade 8 Modules 1-4</p> <p><i>Wit & Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p> |

Reading Comprehension Strand

Literature (L)

| Idaho Standards | Aligned Components of Wit & Wisdom |
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| <p>8.RC-L.5 Use evidence from literature to demonstrate understanding of grade-level texts.</p> | <p>Grade 8, Module 1, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 29</p> <p>Grade 8, Module 2, Lessons 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 26, 27, 28, 30, 33, 34, 35, 36</p> <p>Grade 8, Module 3, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34</p> |
| <p>8.RC-L.5a Explain stated or implied themes, analyzing their development over the course of texts, and the relationship of characters, setting, and plot to those themes.</p> | <p>Grade 8, Module 1, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 10, 12, 13, 13DD, 14, 15, 16, 17, 18, 19, 21, 22, 29, 29DD, 30</p> <p>Grade 8, Module 2, Lessons 8, 9, 10, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 33, 34, 35, 36</p> <p>Grade 8, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 17, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 34, 36</p> |
| <p>8.RC-L.5b Analyze how characters are revealed through particular lines of dialogue or events in literary texts.</p> | <p>Grade 8, Module 1, Lessons 2, 3, 5, 6, 7, 10, 13, 14, 15, 16, 17, 29</p> <p>Grade 8, Module 2, Lessons 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 20, 22, 23, 24, 25, 27, 28, 29, 30, 34, 35, 36</p> <p>Grade 8, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 20, 21, 22, 24</p> |
| <p>8.RC-L.5c Analyze how authors structure texts to advance a plot, explaining how each event gives rise to the next or foreshadows a future event.</p> | <p>Grade 8, Module 1, Lessons 2, 3, 5, 6, 7, 10, 13, 14, 15, 16, 17, 29</p> <p>Grade 8, Module 2, Lessons 6, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17, 20, 22, 23, 24, 25, 27, 28, 29, 30, 34, 35, 36</p> <p>Grade 8, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 20, 21, 22, 24</p> |

| Idaho Standards | Aligned Components of Wit & Wisdom |
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| <p>8.RC-L.5d Analyze how differences in the points of view of the characters and the audience or reader created with dramatic irony result in such effects as suspense or humor.</p> | <p>Grade 8, Module 1, Lesson 10 Grade 8, Module 3, Lessons 18, 19, 20, 21, 22, 24, 29</p> |
| <p>8.RC-L.5e Relate themes, patterns of events, or character types from myths, traditional stories, or religious works to contemporary stories, poems, or drama.</p> | <p>Grade 8, Module 3, Lessons 24, 27</p> |

Reading Comprehension Strand

Nonfiction Text (NF)

| Idaho Standards | Aligned Components of Wit & Wisdom |
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| <p>8.RC-NF.6 Use evidence from nonfiction works to demonstrate understanding of grade-level texts.</p> | <p>Grade 8, Module 1, Lessons 11, 12, 23, 24, 25, 26, 27, 28, 29, 30 Grade 8, Module 2, Lessons 1, 2, 3, 4, 5, 12, 14, 31, 32, 33 Grade 8, Module 3, Lessons 12, 13, 14, 15, 16, 17, Grade 8, Module 4, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 33</p> |
| <p>8.RC-NF.6a Explain stated or implied central ideas of texts, analyzing their development over the course of the texts, including the relationship of individuals, ideas, or events to the central ideas; provide objective summaries of texts.</p> | <p>Grade 8, Module 1, Lessons 11, 12, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32 Grade 8, Module 2, Lessons 1, 2, 3, 4, 5, 12, 14, 31, 32, 34 Grade 8, Module 3, Lessons 13, 15, 16, 17, Grade 8, Module 4, Lessons 3, 4, 5, 6, 7, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24</p> |

| Idaho Standards | Aligned Components of Wit & Wisdom |
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| <p>8.RC-NF.6b</p> <p>Analyze how texts make connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> | <p>Grade 8, Module 1, Lessons 12, 23, 24, 25,</p> <p>Grade 8, Module 2, Lessons 1, 2, 4, 12, 31, 32, 33</p> <p>Grade 8, Module 3, Lessons 13, 14</p> <p>Grade 8, Module 4, Lessons 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15, 17, 20, 21, 23</p> |
| <p>8.RC-NF.6c</p> <p>Analyze the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining key concepts.</p> | <p>Grade 8, Module 1, Lesson 27</p> <p>Grade 8, Module 2, Lessons 1, 3</p> <p>Grade 8, Module 4, Lessons 1, 14, 19, 20, 21</p> |
| <p>8.RC-NF.6d</p> <p>Trace the argument and specific claims in texts and assess whether all the evidence presented is relevant and whether irrelevant evidence was introduced.</p> | <p>Grade 8, Module 3, Lessons 13, 14, 15, 16</p> <p>Grade 8, Module 4, Lessons 20, 23</p> |
| <p>8.RC-NF.6e</p> <p>Analyze cases in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> | <p>Grade 8, Module 4, Lessons 5, 20, 23, 24</p> |

Vocabulary Development Strand

Word Building (WB)

| Idaho Standards | Aligned Components of Wit & Wisdom |
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| <p>8.VD-WB.1</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level content, choosing flexibly from a range of strategies.</p> | <p>See 8.VD-WB.1a-d below.</p> |
| <p>8.VD-WB.1a</p> <p>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> | <p>Grade 8, Module 1, Lessons 4DD, 11DD, 12, 12DD, 13DD, 15, 23, 27DD, 32DD, 33DD</p> <p>Grade 8, Module 2, Lessons 1, 2DD, 2, 3, 4, 6, 6DD, 7DD, 8, 8DD, 9, 10, 10DD, 11DD, 12, 12DD, 13, 17, 18, 18DD, 19, 20, 22, 22DD, 23, 25, 27, 29, 30, 31, 32, 34DD</p> <p>Grade 8, Module 3, Lessons 1, 2, 2DD, 3, 4, 6DD, 7, 9, 10, 10DD, 11DD, 14, 14DD, 15DD, 18DD, 19DD, 20, 20DD, 21, 21DD, 22, 23, 24DD, 30DD, 33DD</p> <p>Grade 8, Module 4, Lessons 4, 5, 7, 10, 13, 15, 17, 19, 21, 3DD, 10DD, 15DD, 17DD, 19DD, 20DD, 28DD, 29DD,</p> |
| <p>8.VD-WB.1b</p> <p>Use common Greek or Latin affixes and roots as clues to the meaning of a word (e.g., in readings about mathematics, determine the meanings of the words percentile and perimeter).</p> | <p>Grade 8, Module 1, Lessons 3DD, 4DD, 12DD, 13DD</p> <p>Grade 8, Module 2, Lessons 10DD, 20DD, 22DD, 29DD</p> <p>Grade 8, Module 3, Lessons 7DD, 10DD, 12DD, 14DD, 18DD, 20DD, 21DD, 22DD, 30DD</p> <p>Grade 8, Module 4, Lessons 1, 10, 17, 6DD, 17DD, 28DD, 29DD, 30DD, 31DD, 32DD</p> |

| Idaho Standards | Aligned Components of Wit & Wisdom |
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| <p>8.VD-WB.1c</p> <p>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), print or digital, to find the pronunciation of a grade-level word and determine or clarify its precise meaning or its part of speech.</p> | <p>Grade 8, Module 1, Lessons 3DD, 4DD, 11DD, 13DD, 15DD, 23DD, 24DD, 27DD, 29DD</p> <p>Grade 8, Module 2, Lessons 1, 1DD, 4, 6DD, 7DD, 10DD, 12DD, 20DD, 29DD, 30DD</p> <p>Grade 8, Module 3, Lessons 1, 2, 3, 6, 6DD, 7DD, 8, 9, 9DD, 10DD, 12, 12DD, 15DD, 18, 18DD, 19, 20DD, 21, 21DD, 22, 22DD, 30, 30DD, 31DD</p> <p>Grade 8, Module 4, Lessons 2, 5, 10, 12, 13, 3DD, 10DD, 15DD, 17DD, 19DD, 20DD</p> |
| <p>8.VD-WB.1d</p> <p>Verify the preliminary determination of the meaning of a word or phrase by checking the inferred meaning in context or in a dictionary.</p> | <p>Grade 8, Module 1, Lessons 3DD, 4DD, 11DD, 12, 12DD, 13DD, 15, 23, 23DD, 27DD</p> <p>Grade 8, Module 2, Lessons 1, 4, 6DD, 7DD, 10DD, 12, 12DD, 13, 20DD, 22DD, 29DD, 31</p> <p>Grade 8, Module 3, Lessons 1, 2, 3, 6DD, 10, 10DD, 14, 18DD, 20, 21DD, 30DD</p> <p>Grade 8, Module 4, Lessons 2, 10, 17, 3DD, 10DD, 15DD, 17DD, 19DD, 20DD</p> |
| <p>8.VD-WB.2</p> <p>Determine how words and phrases provide meaning and nuance to texts.</p> | <p>See 8.VD-WB.2a-d below.</p> |
| <p>8.VD-WB.2a</p> <p>interpret figurative language (e.g., verbal irony, puns) in context.</p> | <p>Grade 8, Module 1, Lessons 4, 8DD, 21DD</p> <p>Grade 8, Module 2, Lessons 9DD, 10, 11, 14, 15, 18, 19, 20, 22, 29</p> <p>Grade 8, Module 3, Lessons 2, 3, 4, 4DD, 5, 6, 8, 9, 10, 11, 19, 20, 20DD, 22, 28, 29, 30</p> <p>Grade 8, Module 4, Lessons 18, 20, 22, 5DD, 6DD, 11DD</p> |

| Idaho Standards | Aligned Components of Wit & Wisdom |
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| <p>8.VD-WB.2b Use the relationship between particular words (e.g., homonyms, person to location, object to use) to better understand each of the words.</p> | <p>Grade 8, Module 1, Lessons 1, 1DD, 23DD, 27DD, 29DD Grade 8, Module 2, Lessons 1, 2DD, 10, 13DD, 17, 18DD, 27, 31 Grade 8, Module 3, Lessons 20, 23, 29, 30 Grade 8, Module 4, Lessons 1, 5, 6, 11, 12, 15, 17, 21, 5DD, 6DD, 11DD</p> |
| <p>8.VD-WB.2c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., crowd versus mob, fired versus laid off).</p> | <p>Grade 8, Module 1, Lessons 15DD, 24DD Grade 8, Module 2, Lessons 2DD, 4DD, 15, 19, 30DD, 31, 32 Grade 8, Module 3, Lessons 2, 2DD, 7DD, 9DD, 10, 14, 15DD, 21 Grade 8, Module 4, Lessons 15DD, 21</p> |
| <p>8.VD-WB.2d Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p> | <p>Grade 8, Module 1, Lessons 11, 12, 12DD, 13DD, 23, 23DD, 24, 25, 27DD, 32DD, 33DD Grade 8, Module 2, Lessons 1, 2DD, 3, 4, 4DD, 12, 12DD, 31, 32 Grade 8, Module 3, Lessons 12, 14, 14DD, 15DD Grade 8, Module 4, Lessons 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 17, 18, 19, 20, 21, 22, 24, 3DD, 10DD, 15DD, 17DD, 19DD, 20DD</p> |

Vocabulary Development Strand

Academic Vocabulary (AV)

| Idaho Standards | Aligned Components of Wit & Wisdom |
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| <p>8.VD-AV.3 Acquire and use accurately general academic and content-specific words and phrases occurring in grade level reading and content; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. Use these words in discussions and writing.</p> | <p>Grade 8 Modules 1-4 <i>Wit & Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p> |

Research Strand

Inquiry Process to Build, Present, and Use Knowledge (IP)

| Idaho Standards | Aligned Components of Wit & Wisdom |
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| <p>8.RS-IP.1</p> <p>Conduct brief as well as multi-day research tasks to take some action or share findings orally or in writing by formulating research questions and generating additional questions that allow for multiple avenues of exploration; gathering and assessing the relevance and credibility of information from multiple sources; and summarizing, paraphrasing, or quoting the data and conclusions of others while avoiding plagiarism and following a standard format for citations.</p> | <p>Grade 8, Module 2, Lesson 1</p> <p>Grade 8, Module 3, Lessons 1, 8</p> <p>Grade 8, Module 4, Lessons 1, 2, 3, 4, 5, 10, 11, 13, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 33</p> |

Research Strand

Deep Reading on Topics to Build Knowledge (DR)

| Idaho Standards | Aligned Components of Wit & Wisdom |
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| <p>8.RS-DR.2</p> <p>Read a series of texts organized around a variety of conceptually related topics to build knowledge about the world. (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.)</p> | <p>Grade 8 Modules 1-4</p> <p><i>Wit & Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p> |

Writing Strand**Range of Writing (RW)**

| Idaho Standards | Aligned Components of Wit & Wisdom |
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| <p>8.W-RW.1</p> <p>Develop flexibility in writing by routinely engaging in the production of shorter and longer pieces for a range of tasks, purposes, and audiences. This could include, among others, summaries, reflections, descriptions, critiques, letters, and poetry, etc.</p> | <p>Grade 8, Module 1, Lessons 2, 3, 19, 23, 27</p> <p>Grade 8, Module 2, Lessons 1, 6, 7, 11, 12, 14, 17, 19, 20, 22, 23, 24, 28, 29, 30, 33</p> <p>Grade 8, Module 3, Lessons 1, 2, 3, 6, 7, 8, 9, 10, 11, 13, 14, 15, 18, 19, 22, 23, 24, 25</p> <p>Grade 8, Module 4, Lessons 1, 2, 3, 4, 6, 7, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, 24, 33</p> |
| <p>8.W-RW.2</p> <p>Write arguments or make claims that support well-defined points of view effectively with relevant evidence and clear reasoning in ways that logically advance the claim(s) made; demonstrate a nuanced understanding of the topic; and provide a concluding section that follows from and supports the argument presented.</p> | <p>Grade 8, Module 3, Lessons 3, 4, 6, 7, 8, 9, 10, 13, 17, 18, 19, 20, 22, 23, 24, 26, 30, 31, 32, 33, 34, 35</p> |
| <p>8.W-RW.3</p> <p>Write informational texts that introduce the topic clearly; preview what is to follow by establishing and maintaining a clear focus with relevant, well-chosen facts, definitions, concrete details, quotations, and examples from multiple sources using appropriate strategies, such as description, enumeration, classification, comparison, problem-solution, and/or cause-effect; and provide a concluding section that follows from the information presented.</p> | <p>Grade 8, Module 1, Lessons 16, 18</p> <p>Grade 8, Module 2, Lessons 2, 3, 4, 5, 8, 9, 10, 11, 15, 18, 21, 25, 26, 27, 28, 31, 32, 34, 35, 36, 37</p> <p>Grade 8, Module 3, Lessons 5, 6, 8, 16, 27</p> <p>Grade 8, Module 4, Lessons 12</p> |

| Idaho Standards | Aligned Components of Wit & Wisdom |
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| <p>8.W-RW.4</p> <p>Write personal or fictional narratives that establish a situation and narrator; engage and orient the reader to the context and one or multiple points of view; use a variety of techniques such as description, dialogue, pacing, and precise words and phrases, sensory language and transition words to develop the characters, capture the action and convey sequence, and signal shifts from one timeframe or setting to another; and provide a conclusion that follows from the narrated event(s).</p> | <p>Grade 8, Module 1, Lessons 7, 11, 12, 13, 14, 15, 17, 21, 29, 31</p> <p>Grade 8, Module 2, Lesson 14, 16</p> |
| <p>8.W-RW.5</p> <p>Produce clear and coherent organizational structures in which ideas and other information are logically grouped; headings, other formatting, and graphics (e.g., charts and tables) support the purpose; and precise language, content-specific vocabulary, and varied transitions create cohesion and clarify the relationships between and among ideas and concepts.</p> | <p>Organizational Structure</p> <p>Grade 8, Module 1, Lessons 7, 21, 31, 32</p> <p>Grade 8, Module 2, Lessons 5, 16, 32, 37</p> <p>Grade 8, Module 3, Lessons 5, 36</p> <p>Grade 8, Module 4, Lessons 8, 27, 28</p> <p>Precise Language</p> <p>Grade 8, Module 1, Lessons 5, 6, 7, 8, 9, 10, 11, 13, 15, 17, 21, 29, 31</p> <p>Grade 8, Module 2, Lessons 3, 5, 14, 16, 25, 26</p> <p>Grade 8, Module 3, Lessons 16, 27</p> <p>Transitions</p> <p>Grade 8, Module 2, Lessons 13, 15, 36, 37</p> <p>Grade 8, Module 3, Lessons 16, 27</p> <p>Grade 8, Module 4, Lesson 12</p> |

| Idaho Standards | Aligned Components of Wit & Wisdom |
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| <p>8.W-RW.6</p> <p>With support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing should demonstrate command of grade-level Grammar and Conventions.)</p> | <p>Grade 8, Module 1, Lessons 11, 17, 28, 29, 30, 31, 32</p> <p>Grade 8, Module 2, Lessons 8, 34, 37DD</p> <p>Grade 8, Module 3, Lessons 10, 24, 26, 33, 35, 36, 35DD, 36DD</p> <p>Grade 8, Module 4, Lessons 16, 26, 27, 31</p> |

Writing Strand

Handwriting and Keyboarding (HWK)

| Idaho Standards | Aligned Components of Wit & Wisdom |
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| <p>8.W-HWK.7</p> <p>Write by hand or with technology to produce and publish writing, link to and cite sources, present the relationships between information and ideas efficiently, and interact and collaborate with others.</p> | <p><i>Wit & Wisdom</i> does not address keyboarding skills. The below standards address using technology to produce and publish writing.</p> <p>Grade 8, Module 1, Lesson 22</p> <p>Grade 8, Module 4, Lessons 9, 32, 33</p> |

Oral and Digital Communications Strand

Oral Communications (OC)

| Idaho Standards | Aligned Components of Wit & Wisdom |
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| <p>8.ODC-OC.1</p> <p>Engage in collaborative discussions about grade-level topics and texts with peers by following rules for collegial discussions and decision-making, defining individual roles, and tracking progress on specific goals; propelling conversations forward by posing and responding to questions, relating the current discussion to broader themes, and connecting the ideas of several speakers; and when warranted, qualifying or justifying one’s views considering new evidence heard.</p> | <p>Grade 8, Module 1, Lessons 15, 20, 27</p> <p>Grade 8, Module 2, Lessons 24, 33</p> <p>Grade 8, Module 3, Lesson 11, 26, 32</p> <p>Grade 8, Module 4, Lessons 9, 24</p> <p><i>Wit & Wisdom</i> addresses qualifying or justifying one’s own views in Grade 7.</p> <p>Grade 7, Module 1, Lesson 7</p> <p>Grade 7, Module 2, Lesson 30</p> <p>Grade 8, Module 3, Lessons 29, 37</p> <p>Grade 8, Module 4, Lessons 31</p> |
| <p>8.ODC-OC.2</p> <p>Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the intent (e.g., social, political, commercial) behind its presentation.</p> | <p>Grade 8, Module 1, Lessons 4, 9, 18, 19</p> <p>Grade 8, Module 2, Lessons 2, 3, 4, 6, 7, 1, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 25, 26, 33, 34</p> <p>Grade 8, Module 3, Lesson 18</p> <p>Grade 8, Module 4, Lessons 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 24, 33</p> |
| <p>8.ODC-OC.3</p> <p>Analyze a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> | <p>Grade 8, Module 3, Lessons 6, 9, 11, 17, 29, 32, 34</p> |

| Idaho Standards | Aligned Components of Wit & Wisdom |
|--|---|
| <p>8.ODC-OC.4 Report orally on a topic or text or present an argument, emphasizing salient points in a focused, coherent manner with relevant evidence, and well-chosen details; use appropriate vocabulary, volume, and clear pronunciation.</p> | <p>Grade 8, Module 1, Lessons 18, 19, 20, 21, 22, 33 Grade 8, Module 3, Lesson 17 Grade 8, Module 4, Lessons 24, 28, 29, 30, 31, 32</p> |

Oral and Digital Communications Strand

Digital Communications (DC)

| Idaho Standards | Aligned Components of Wit & Wisdom |
|--|---|
| <p>8.ODC-DC.5 Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</p> | <p>Supplemental material is necessary to explicitly address the concept of rights and obligations of using and sharing intellectual property.</p> |
| <p>8.ODC-DC.6 Consider the evidence websites or blog posts use to support their position (e.g., Are they transparent about their sources? Do they link to peer-reviewed articles?).</p> | <p>Supplemental material is necessary to explicitly address the concept of evidence used by websites or blog posts.</p> |
| <p>8.ODC-DC.7 Evaluate the advantages and disadvantages of using different mediums—print or digital text—to present a particular topic or idea.</p> | <p>Grade 8 Modules 1-4 <i>Wit & Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p> |

| Idaho Standards | Aligned Components of Wit & Wisdom |
|--|--|
| <p>8.ODC-DC.8 Integrate digital displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> | <p>Grade 8, Module 1, Lessons 18, 19, 20, 21, 22, 33 Grade 8, Module 3, Lesson 28 Grade 8, Module 4, Lessons 9, 10, 1 29, 30, 31, 32</p> |

Grammar and Conventions Strand

Grammar and Usage (GU)

| Idaho Standards | Aligned Components of Wit & Wisdom |
|---|--|
| <p>8.GC-GU.1 Demonstrate command of the conventions of English grammar and usage when writing or speaking.</p> | <p>See 8.GC-GU.1a-f below.</p> |
| <p>8.GC-GU.1a Recognize and correct inappropriate shifts in verb voice and mood.</p> | <p>Grade 8, Module 1, Lessons 8DD Grade 8, Module 2, Lessons 14DD, 15, 15DD, 16, 16DD, 25, 25DD, 26, 26DD, 37, 37DD Grade 8, Module 3, Lessons 16, 27, 31, 36 Grade 8, Module 3, Lessons 17DD, 29DD, 36DD</p> |
| <p>8.GC-GU.1b Form and use verbs in the indicative, imperative, interrogative, and conditional mood.</p> | <p>Grade 8, Module 1, Lessons 2DD, 5DD, 8DD, 9DD, 10, 21 Grade 8, Module 2, Lessons 14DD, 15DD, 16DD, 37, 37DD Grade 8, Module 3, Lessons 11DD, 13DD, 16DD, 17DD, 23DD, 25DD, 26DD, 27DD, 29DD, 36DD Grade 8, Module 3, Lessons 16, 27, 31 Grade 8, Module 4, Lessons 27, 32DD</p> |

| Idaho Standards | Aligned Components of Wit & Wisdom |
|---|--|
| <p>8.GC-GU.1c Form and use verbs in the active and passive voice to achieve particular effects.</p> | <p>Grade 8, Module 1, Lessons 10, 11 Grade 8, Module 2, Lessons 16, 21DD, 23DD, 24DD, 25, 25DD, 26, 26DD, 32, 37, 37DD Grade 8, Module 4, Lessons 26DD, 27DD</p> |
| <p>8.GC-GU.1d Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> | <p>Grade 8, Module 4, Lessons 1DD, 2DD, 4DD, 7DD, 8DD, 13DD, 14DD, 16DD, 21DD, 22DD, 23DD, 24DD</p> |
| <p>8.GC-GU.1e Expand, combine, or reduce sentences (e.g., adding or deleting modifiers, combining, or breaking up sentences) for meaning, reader/listener interest, and style.</p> | <p><i>Wit & Wisdom</i> addresses this standard in Grade 7 Grade 7, Module 1, Lessons 3DD, 4DD, 9DD, 15DD, 34DD Grade 7, Module 2, Lessons 5DD, 6DD, 15DD, 20, 23DD, 35DD Grade 7, Module 3, Lessons 4DD, 7DD, 8DD, 9DD, 10DD, 21, 30, 33, 35, 36DD Grade 7, Module 4, Lessons 18DD, 19DD, 20DD, 31DD, 32DD, 33, 37DD</p> |
| <p>8.GC-GU.1f Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> | <p>Grade 8, Module 1, Lessons 15, 18, 19, 20, 21, 22, 27, 33 Grade 8, Module 2, Lessons 18, 19, 20, 21, 22, 33 Grade 8, Module 3, Lessons 26, 29 Grade 8, Module 4, Lessons 9, 24, 33</p> |

Grammar and Conventions Strand

Mechanics (M)

| Idaho Standards | Aligned Components of Wit & Wisdom |
|---|---|
| <p>8.GC-M.2 Demonstrate command of the conventions of English punctuation and capitalization when writing and reading aloud to create meaning.</p> | <p>Grade 8 Modules 1-4 <i>Wit & Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p> |
| <p>8.GC-M.2a Use commas, ellipsis, and dashes when writing and reading aloud to indicate a pause, break, or omission.</p> | <p>Grade 8, Module 1, Lessons 18DD, 19DD, 20DD, 22DD Grade 8, Module 2, Lessons 31DD, 32, 32DD, 33DD, 37DD Grade 8, Module 3, Lessons 5, 36 Grade 8, Module 3, Lessons 1DD, 3DD, 5DD, 35DD</p> |
| <p>8.GC-M.3 Spell derivatives correctly by applying knowledge of bases and affixes.</p> | <p>Grade 8, Module 2, Lessons 1DD, 32 Grade 8, Module 3, Lessons 31, 36 Grade 8, Module 3, Lessons 30DD, 31DD, 32DD</p> |