WIT & WISDOM®

Curiosity, Inquiry, Knowledge

Maine ELA Standards (2020) Correlation to *Wit & Wisdom*

GRADE 3 | June 2025

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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 Maine ELA 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 Maine ELA 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)

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Reading Standards for Literature

Key Ideas and Details

Maine Standards	Aligned Components of *Wit & Wisdom*
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	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, 16, 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, 28, 31, 32, 33, 34
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Grade 3, Module 1, Lessons 1, 5, 7, 8, 9, 31, 32 Grade 3, Module 2, Lessons 1, 27, 29, 30, 31 Grade 3, Module 3, Lessons 2, 6, 8, 11, 12, 13, 14, 15, 25, 26, 27, 28, 30, 31 Grade 3, Module 4, Lessons 1, 2, 3, 16, 17
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	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

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Reading Standards for Literature

Craft and Structure

Maine Standards	Aligned Components of *Wit & Wisdom*
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Grade 3, Module 1, Lessons 1, 4, 6, 7 Grade 3, Module 2, Lesson 6 Grade 3, Module 3, Lessons 1, 2, 5, 7, 11, 15, 16, 17, 25, 29, 31 Grade 3, Module 4, Lessons 6, 8DD, 10, 11, 13, 14, 16, 17
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Grade 3, Module 1, Lesson 20 Grade 3, Module 4, Lessons 11, 12, 13, 17, 19
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	Grade 3, Module 3, Lessons 1, 3, 4, 9, 10, 15

Reading Standards for Literature

Integration of Knowledge and Ideas

Maine Standards	Aligned Components of *Wit & Wisdom*
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	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, 6, 7, 15, 25 Grade 3, Module 4, Lessons 1, 2, 3, 15

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Maine Standards	Aligned Components of *Wit & Wisdom*
RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Grade 3, Module 3, Lessons 8, 12, 13, 14, 15, 31

Reading Standards for Literature

Range of Reading and Level of Text Complexity

Maine Standards	Aligned Components of *Wit & Wisdom*
RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	Grade 3, Modules 1–4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.

Reading Standards for Informational Text

Key Ideas and Details

Maine Standards	Aligned Components of *Wit & Wisdom*
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Grade 3, Module 1, Lessons 10, 11, 12, 13, 14, 15, 16, 17, 19, 23, 24, 25, 27, 28, 29 Grade 3, Module 2, Lessons 1, 2, 3, 4, 5, 8, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 26, 29, 30, 35, 36 Grade 3, Module 3, Lessons 1, 15, 16, 17, 19, 21, 35 Grade 3, Module 4, Lessons 4, 5, 6, 7, 8, 9, 10, 13, 15, 16, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34

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Maine Standards	Aligned Components of *Wit & Wisdom*
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	Grade 3, Module 1, Lessons 12, 14, 16, 17, 18, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31, 32 Grade 3, Module 2, Lessons 2, 4, 6, 7, 9, 16, 17, 18, 21, 22, 35 Grade 3, Module 3, Lessons 19, 20 Grade 3, Module 4, Lessons 6, 7, 16, 23, 24, 27, 28
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	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

Reading Standards for Informational Text

Craft and Structure

Maine Standards	Aligned Components of *Wit & Wisdom*
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Grade 3, Module 1, Lessons 11, 14, 16, 19, 20, 21, 22, 23, 25 Grade 3, Module 2, Lessons 2, 4, 5, 15, 19, 20 Grade 3, Module 3, Lessons 1, 16, 20, 22 Grade 3, Module 4, Lessons 4, 6, 10, 26, 27, 28, 32DD, 34DD
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Grade 3, Module 1, Lessons 14, 15, 16, 19, 21, 22, 26, 28, 29, 30 Grade 3, Module 3, Lessons 18, 20 Grade 3, Module 4, Lesson 7
RI.3.6 Distinguish their own point of view from that of the author of a text.	Grade 3, Module 2, Lessons 16, 18, 24

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Reading Standards for Informational Text

Integration of Knowledge and Ideas

Maine Standards	Aligned Components of *Wit & Wisdom*
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	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
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Grade 3, Module 2, Lessons 4, 5, 9DD, 10, 14, 15 Grade 3, Module 4, Lessons 5, 13, 21, 23, 24, 27
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	Grade 3, Module 1, Lessons 15, 26 Grade 3, Module 2, Lessons 4, 25, 26

Reading Standards for Informational Text

Range of Reading and Level of Text Complexity

Maine Standards	Aligned Components of *Wit & Wisdom*
RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	Grade 3, Modules 1–4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.

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Reading Standards: Foundational Skills

Phonics and Word Recognition

Maine Standards	Aligned Components of *Wit & Wisdom*
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	See RF.3.3a–d
RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.	Supplemental material is necessary to address this standard thoroughly. Grade 3, Module 4, Lesson 6DD
RF.3.3.b Decode words with common Latin suffixes.	*Wit & Wisdom* does not address foundational skills.
RF.3.3.c Decode multisyllable words.	*Wit & Wisdom* does not address foundational skills.
RF.3.3.d Read grade-appropriate irregularly spelled words.	*Wit & Wisdom* does not address foundational skills.

Reading Standards: Foundational Skills

Fluency

Maine Standards	Aligned Components of *Wit & Wisdom*
RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	See RF.3.4a–c
RF.3.4.a Read on-level text with purpose and understanding.	Grade 3, Module 1, Lessons 4, 10, 13, 19, 24 Grade 3, Module 2, Lesson 7

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Maine Standards	Aligned Components of *Wit & Wisdom*
RF.3.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Grade 3, Module 4, Lessons 16, 17, 19
RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	*Wit & Wisdom* does not address foundational skills.

Writing Standards

Text Types and Purposes

Maine Standards	Aligned Components of *Wit & Wisdom*
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	See W.3.1a–d
W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	Grade 3, Module 2, Lessons 13, 14, 15, 17, 18, 26, 34, 36
W.3.1.b Provide reasons that support the opinion.	Grade 3, Module 2, Lessons 19, 20, 21, 26, 34, 36
W.3.1.c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	Grade 3, Module 2, Lessons 27, 28, 36
W.3.1.d Provide a concluding statement or section.	Grade 3, Module 2, Lessons 23, 26, 34, 36

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Maine Standards	Aligned Components of *Wit & Wisdom*
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	See W.3.2a–d
W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Grade 3, Module 1, Lessons 2, 3, 5, 6, 8, 9, 14, 15, 16, 17, 18, 22, 29, 30, 31, 32 Grade 3, Module 2, Lesson 7 Grade 3, Module 3, Lessons 1, 2, 3, 4, 5, 6, 13 Grade 3, Module 4, Lessons 2, 3, 4, 5, 8, 33
W.3.2.b Develop the topic with facts, definitions, and details.	Grade 3, Module 1, Lessons 9, 18, 20, 21, 22, 29, 30, 31, 32 Grade 3, Module 2, Lessons 2, 3, 5, 6, 7 Grade 3, Module 4, Lesson 33
W.3.2.c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	Grade 3, Module 1, Lessons 24, 25, 29, 30, 32 Grade 3, Module 3, Lessons 7, 8, 9, 11 Grade 3, Module 4, Lessons 19, 33
W.3.2.d Provide a concluding statement or section.	Grade 3, Module 1, Lesson 22 Grade 3, Module 2, Lessons 7, 9, 10 Grade 3, Module 3, Lesson 13 Grade 3, Module 4, Lessons 19, 33
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	See W.3.3a–d

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Maine Standards	Aligned Components of *Wit & Wisdom*
W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Grade 3, Module 3, Lessons 16, 17, 18, 19, 20, 23, 24, 25, 26, 29, 30, 33, 35
W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Grade 3, Module 3, Lessons 27, 28, 28DD, 29, 30, 33, 35
W.3.3.c Use temporal words and phrases to signal event order.	Grade 3, Module 3, Lessons 26, 30, 35
W.3.3.d Provide a sense of closure.	Grade 3, Module 3, Lessons 31, 35

Writing Standards

Production and Distribution of Writing

Maine Standards	Aligned Components of *Wit & Wisdom*
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined on pages 7–9.)	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

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Maine Standards	Aligned Components of *Wit & Wisdom*
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 12–14.)	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, 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
W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	Grade 3, Module 4, Lessons 1, 2, 5, 7, 8, 9, 11, 14, 15, 20, 22, 24, 25, 26, 27, 29

Writing Standards

Research to Build and Present Knowledge

Maine Standards	Aligned Components of *Wit & Wisdom*
W.3.7 Conduct short research projects that build knowledge about a topic.	Grade 3, Module 2, Lessons 8, 29, 30, 31, 33 Grade 3, Module 4, Lessons 4, 5, 6, 7, 8, 14, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30, 31
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Grade 3, Module 1, Lessons 2, 7, 8, 9, 10, 11, 12, 16, 17, 18, 22, 23, 26, 27, 28, 29, 30, 31, 32 Grade 3, Module 2, Lessons 14, 23, 25, 26, 30, 31, 33, 35, 36 Grade 3, Module 3, Lessons 12, 21, 23, 33, 34, 35 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

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Writing Standards

Range of Writing

Maine Standards	Aligned Components of *Wit & Wisdom*
W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Grade 3, Module 2, Lessons 6, 10, 14, 18, 20, 21, 22, 23, 24, 27, 29, 31 Grade 3, Module 3, Lessons 10, 12, 20, 22, 28 Grade 3, Module 4, Lessons 12, 14, 16, 17, 24, 28

Speaking and Listening Standards

Comprehension and Collaboration

Maine Standards	Aligned Components of *Wit & Wisdom*
SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.	See SL.3.1a–d
SL.3.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Grade 3, Module 1, Lessons 2, 3, 4 Grade 3, Module 3, Lessons 3, 4, 8, 9, 12, 13, 14, 26, 27, 34
SL.3.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	Grade 3, Module 1, Lessons 4, 5, 6, 7, 9, 11, 13, 14, 15, 16, 18, 19, 21, 22, 24, 25, 26, 29, 30, 31, 32 Grade 3, Module 2, Lessons 1, 2, 4, 5, 7, 11, 13, 14, 16, 17, 19, 25, 26, 27, 28, 29, 32, 33, 34, 35

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Maine Standards	Aligned Components of *Wit & Wisdom*
SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	Grade 3, Module 3, Lessons 3, 4, 6, 8, 9, 12, 13, 14, 22, 23, 26, 27, 34
SL.3.1.d Explain their own ideas and understanding in light of the discussion.	Grade 3, Module 2, Lessons 1, 2, 4, 5, 6, 7, 9, 10, 11, 13, 14, 16, 17, 19, 20, 21, 22, 24, 25, 26, 27, 28, 29, 31, 32, 33, 34, 35
SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	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
SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Grade 3, Module 1, Lessons 17, 27, 28 Grade 3, Module 2, Lesson 24 Grade 3, Module 3, Lessons 3, 8, 9, 10, 13, 14, 18, 21, 22, 26, 27, 30, 34 Grade 3, Module 4, Lessons 2, 3

Speaking and Listening Standards

Presentation of Knowledge and Ideas

Maine Standards	Aligned Components of *Wit & Wisdom*
SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	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

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Maine Standards	Aligned Components of *Wit & Wisdom*
SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	Grade 3, Module 2, Lesson 23 Grade 3, Module 4, Lessons 14, 15, 16, 17, 18, 34
SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 12–14 for specific expectations.	Grade 3, Module 1, Lessons 8, 17, 21, 23, 27, 28 Grade 3, Module 2, Lessons 15, 32 Grade 3, Module 3, Lessons 10, 22, 30 Grade 3, Module 4, Lessons 2, 3, 5, 6, 7, 15, 16, 28, 29, 30, 34

Language Standards

Conventions of Standard English

Maine Standards	Aligned Components of *Wit & Wisdom*
L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	See L.3.1a–i
L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	Grade 3, Module 1, Lessons 1, 2DD, 3DD, 4DD, 5DD, 28DD, 30 Grade 3, Module 2, Lessons 1DD, 2DD, 3DD, 12, 14, 14DD, 15DD, 16DD, 26, 29DD, 30DD, 31DD, 34DD, 36
L.3.1.b Form and use regular and irregular plural nouns.	Grade 3, Module 3, Lessons 22DD, 23DD, 31, 32, 35, 35DD
L.3.1.c Use abstract nouns (e.g., *childhood*).	Grade 3, Module 1, Lesson 7DD Grade 3, Module 3, Lessons 6DD, 20DD, 21DD, 27, 28, 35, 35DD

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Maine Standards	Aligned Components of *Wit & Wisdom*
L.3.1.d Form and use regular and irregular verbs.	Grade 3, Module 3, Lessons 25DD, 26DD, 27DD, 35, 35DD
L.3.1.e Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.	Grade 3, Module 1, Lessons 16DD, 17DD, 25DD, 30
L.3.1.f Ensure subject-verb and pronoun-antecedent agreement. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 30 for a complete list and Appendix A for an example of how these skills develop in sophistication.	Grade 3, Module 3, Lessons 8DD, 9DD, 10DD, 12, 13, 14, 14DD, 23, 24, 24DD, 33, 33DD, 35, 35DD
L.3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	Grade 3, Module 4, Lessons 7DD, 8DD, 10DD, 12DD, 14DD, 24DD, 26DD, 29DD, 33, 33DD
L.3.1.h Use coordinating and subordinating conjunctions.	Grade 3, Module 1, Lesson 14DD Grade 3, Module 2, Lessons 6DD, 7DD, 8DD, 10DD, 11DD, 12DD, 20DD, 21DD, 22DD, 24DD, 26DD, 34DD, 36 Grade 3, Module 3, Lesson 3
L.3.1.i Produce simple, compound, and complex sentences.	Grade 3, Module 1, Lessons 2DD, 3DD, 4DD, 14DD, 30, 30DD Grade 3, Module 2, Lessons 6DD, 7DD, 8DD, 10DD, 11DD, 12DD, 21DD, 22DD, 24DD, 26DD, 34DD, 36

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Maine Standards	Aligned Components of *Wit & Wisdom*
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	See L.3.2a–g
L.3.2.a Capitalize appropriate words in titles.	Grade 3, Module 1, Lessons 6DD, 27DD, 30 Grade 3, Module 2, Lesson 26
L.3.2.b Use commas in addresses.	Grade 3, Module 3, Lessons 16DD, 17DD, 23, 24, 24DD
L.3.2.c Use commas and quotation marks in dialogue.	Grade 3, Module 3, Lessons 11DD, 12DD, 28DD, 32, 33, 33DD, 35, 35DD
L.3.2.d Form and use possessives.	Grade 3, Module 1, Lesson 8DD Grade 3, Module 3, Lessons 4DD, 5DD, 31, 32, 33, 33DD, 35, 35DD
L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).	Grade 3, Module 1, Lessons 17DD, 25DD Grade 3, Module 4, Lessons 9DD, 19DD, 30DD, 33, 33DD
L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	Grade 3, Module 4, Lessons 8, 9DD, 19DD, 30DD, 33, 33DD
L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Grade 3, Module 4, Lessons 8, 9DD, 19DD, 30DD, 33, 33DD

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Language Standards

Knowledge of Language

Maine Standards	Aligned Components of *Wit & Wisdom*
L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	See L.3.3a–b
L.3.3.a Choose words and phrases for effect.*	Grade 3, Module 1, Lesson 26DD Grade 3, Module 2, Lessons 16, 16DD, 17DD Grade 3, Module 4, Lessons 10, 11, 13, 13DD, 19, 29, 30, 33, 33DD, 34
L.3.3.b Recognize and observe differences between the conventions of spoken and written standard English.	Grade 3, Module 3, Lesson 13 Grade 3, Module 4, Lessons 3, 3DD, 5, 6, 7, 16, 19, 29, 30, 32

Language Standards

Vocabulary Acquisition and Use

Maine Standards	Aligned Components of *Wit & Wisdom*
L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.	See L.3.4a–d

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DD = Deep Dive

Maine Standards	Aligned Components of *Wit & Wisdom*
L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.	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
L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).	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
L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).	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
L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	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, 25DD, 26, 28
L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.	See L.3.5a–c

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Maine Standards	Aligned Components of *Wit & Wisdom*
L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).	Grade 3, Module 1, Lessons 1, 15DD Grade 3, Module 2, Lessons 6, 21, 28DD Grade 3, Module 3, Lesson 15 Grade 3, Module 4, Lessons 6, 8DD, 11, 13, 14, 16, 27, 28
L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).	Grade 3, Module 1, Lessons 18DD, 22DD, 23DD Grade 3, Module 2, Lessons 9DD, 31DD, 33DD Grade 3, Module 3, Lessons 2, 3DD, 5, 6DD, 9, 13DD, 15, 18, 19, 19DD, 26, 28, 29DD, 30DD, 34DD Grade 3, Module 4, Lessons 1DD, 22DD, 27DD, 28DD
L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).	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
L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	Grade 3, Modules 1–4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.

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