



# WIT & WISDOM<sup>®</sup>

MORE MEANINGFUL ENGLISH

Alaska English/Language  
Arts Standards  
Correlation to *Wit & Wisdom*

**GRADE 5**

March 2020

## ABOUT *WIT & WISDOM*

*Wit & Wisdom*<sup>®</sup> is a Kindergarten through Grade 8 English language arts (ELA) curriculum created by Great Minds<sup>®</sup>, a nonprofit that brings together teachers and experts who believe all students deserve access to rich, rigorous content. With *Wit & Wisdom*, every text a student explores is authentic and of the highest quality. Students use these texts at every turn—to learn, and eventually master, essential reading, writing, speaking, listening, grammar, and vocabulary skills. Instead of basals, students read books they love to build knowledge of important topics and to develop and refine literacy skills. All students read and discuss grade-level texts, and the curriculum includes suggestions for supporting this learning at key moments in the lessons.

*Wit & Wisdom* is composed of four modules per grade level. Each artfully explores a specific topic to develop depth of understanding and inspire curiosity. The core of each module is a selection of literary works, informational texts, and visual art. Modules are made up of approximately 30 lessons that are covered in six to eight weeks. All modules integrate reading, writing, speaking, listening, and language instruction.

## HIGH RATINGS

The independent, nonprofit reviewer EdReports.org gives *Wit & Wisdom* top ratings for text quality, building knowledge, and usability. *Wit & Wisdom* is the only ELA resource to receive a Tier 1 designation for all grades, Kindergarten through Grade 8, from the Louisiana Department of Education.

## PROVEN RESULTS

Schools and districts nationwide are experiencing increased student engagement and growth with *Wit & Wisdom*. See their stories and data at [greatminds.org/english](http://greatminds.org/english).

## ONGOING SUPPORT

To support and sustain successful implementation, *Wit & Wisdom*'s team offers customizable professional development—online or on-site. *Wit & Wisdom* also includes support resources available only from Great Minds:





- Introducing *Wit & Wisdom***
  - Implementation Guide
  - Module 0 (GK–2, G3–5, G6–8)
- Extending *Wit & Wisdom***
  - Family Tip Sheets
  - Volume of Reading text list
  - *Wit & Wisdom* assessment resources (Standards Trackers and Question Sets)
  - The Art of *Wit & Wisdom* (lessons and vocabulary relating to the curriculum's rich artwork)

# Alaska English/Language Arts Standards Correlation to *Wit & Wisdom*

## GRADE 5 ENGLISH/LANGUAGE ARTS

The majority of the Grade 5 Alaska English/Language Arts Standards are fully covered by Grade 5 of the *Wit & Wisdom* curriculum. The areas where the Grade 5 Alaska English/Language Arts standards and Grade 5 of the *Wit & Wisdom* curriculum do not align will require supplemental materials and use of *Wit & Wisdom* content from other grade levels. A detailed analysis of alignment is provided in the table below. With strategic placement of supplemental materials, students can be successful in achieving the proficiencies of the Alaska standards while benefiting from the rich texts and knowledge building of *Wit & Wisdom*.

### KEY

-  *Wit & Wisdom* fully addresses the Alaska standard.
-  *Wit & Wisdom* may not completely address the Alaska standard.
-  *Wit & Wisdom* does not address the Alaska standard.
-  *Wit & Wisdom* addresses the Alaska standard at a different grade level.

G = grade level            Examples:  
M = module                G5 M1 L6 = Grade 5 Module 1 Lesson 6  
L = lesson                 G5 M1 L6DD = Grade 5 Module 1 Lesson 6 Deep Dive  
DD = Deep Dive

Content	Strand	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>
<b>Reading Standards for Literature</b>	<b>Key Ideas and Details</b>	<p><b>RL.5.1</b> Locate explicit information in the text to support inferences drawn from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>G5 M1 L9–11, L13–28 G5 M2 L1, L3–15, L17–18, L18DD, L22–24, L26–29, L31–34 G5 M3 L16–37 G5 M4 L2–4, L22, L24, L36</p>
		<p><b>RL.5.2</b> Determine a theme or author’s message or purpose of a story, drama, or poem using details and evidence from the text as support, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize main ideas or events, in correct sequence.</p>	<p>G5 M1 L9–10, L14–15, L20–22, L24–25 G5 M2 L2–4, L7, L13, L16–19, L21–36 G5 M3 L17, L22, L24–26, L29–30, L35 G5 M4 L2–4, L36</p>
		<p><b>RL.5.3</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact, how conflicts are resolved).</p>	<p>G5 M1 L10, L12–15, L18–19, L21–28 G5 M2 L2–3, L17–18, L22, L24, L26, L28 G5 M3 L21–25, L35 G5 M4 L36</p>
	<b>Craft and Structure</b>	<p><b>RL.5.4</b> Determine the meaning of words and phrases as they are used in a text, including use of figurative language and literary devices (e.g., imagery, metaphors, analogies, hyperbole).</p>	<p>G5 M1 L10, L10DD, L18, L21, L23–24, L29 G5 M2 L3, L6, L8–12, L14, L16, L20, L23, L30 G5 M3 L8, L21–22, L25, L30–32, L35</p>

Content	Strand	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>
		<p><b>RL.5.5</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p>G5 M1 L15, L20 G5 M2 L16–20, L22–23, L26, L30 G5 M3 L17, L35</p>
		<p><b>RL.5.6</b> Describe how a narrator’s or speaker’s point of view (e.g., first person, third person) influences how events are described or how characters are developed and portrayed.</p>	<p>G5 M2 L2–3 G5 M3 L17–18, L20, L22–25, L29, L33, L35 G5 M4 L2–3</p>
	<p><b>Integration of Knowledge and Ideas</b></p>	<p><b>RL.5.7</b> Analyze how visual and multimedia elements contribute to the meaning, tone, or personal appeal of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p>G5 M1 L20 G5 M2 L5–7, L10–12, L14–15, L17, L23, L32</p>
		<p><b>RL.5.9</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and plot development.</p>	<p>G5 M1 L10–12, L17 G5 M4 L24, L36</p>
	<p><b>Range of Reading and Level of Complexity</b></p>	<p><b>RL.5.10</b> By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.</p>	<p>G5 M1–4 <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>

Content	Strand	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>
Reading Standards for Informational Text	Key Ideas and Details	<p><b>RI.5.1</b> Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text.</p>	<p>G5 M1 L1–5, L7–8, L12, L14, L16, L29–35 G5 M3 L1–16, L31–32 G5 M4 L1, L5–15, L17–24, L26–29, L31–36</p>
		<p><b>RI.5.2</b> Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures, including correct sequence when appropriate.</p>	<p>G5 M1 L1–5, L7, L12, L14, L26, L29–35 G5 M3 L1–3, L7–11, L14, L16 G5 M4 L1, L5–15, L17–23, L26–27, L31–36</p>
		<p><b>RI.5.3</b> Explain the relationships (e.g., cause-effect) or interactions among two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>G5 M1 L1–5, L7–8, L14, L16, L30–35 G5 M3 L2–4, L15, L31 G5 M4 L1, L5, L7–8, L10–14, L17–23, L26–27, L32–36</p>
	Craft and Structure	<p><b>RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	<p>G5 M1 L26 G5 M3 L1, L7, L9–11, L13, L31–32 G5 M4 L6, L10, L17, L23, L26, L32DD</p>
		<p><b>RI.5.5</b> Compare and contrast the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>G5 M4 L6–9, L11</p>

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		<p><b>RI.5.6</b> Determine author’s purpose; analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent (e.g., social studies topics, media messages about current events).</p>	G5 M3 L7–8, L10–11, L13
	<b>Integration of Knowledge and Ideas</b>	<p><b>RI.5.7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	G5 M3 L11 G5 M4 L20–21, L23, L26–27, L31–35
		<p><b>RI.5.8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).</p>	G5 M1 L30–31 G5 M3 L7–11, L13–14 G5 M4 L6, L8, L14
		<p><b>RI.5.9</b> Integrate information from several texts on the same topic or related topics in order to write or speak about the subject knowledgeably.</p>	G5 M1 L14 G5 M3 L4, L11 G5 M4 L21, L23–24, L26–36

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	<b>Range of Reading and Level of Text Complexity</b>	<b>RI.5.10</b> By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 5 (from upper grade 4 to grade 6), with scaffolding as needed at the high end of the range.	G5 M1–4  <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.
<b>Reading Standards: Foundational Skills</b>	<b>Phonics and Word Recognition</b>	<b>RF.5.3</b> <ul style="list-style-type: none"> <li>▪ Know and apply grade-level phonics and word analysis skills in decoding words.</li> </ul>	
		<ul style="list-style-type: none"> <li>◊ Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ul>	<i>Wit &amp; Wisdom</i> does not address foundational skills.
	<b>Fluency</b>	<b>RF.5.4</b> <ul style="list-style-type: none"> <li>▪ Read with sufficient accuracy and fluency to support comprehension.</li> </ul>	
		<ul style="list-style-type: none"> <li>◊ Read on-level text with purpose and understanding.</li> </ul>	G5 M1 L11, L27
<ul style="list-style-type: none"> <li>◊ Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> </ul>		G5 M1 L11, L27	
<ul style="list-style-type: none"> <li>◊ Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<i>Wit &amp; Wisdom</i> does not address foundational skills.		



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<b>Writing Standards</b>	<b>Text Types and Purposes</b>	<b>W.5.1</b> Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information.	
		<b>W.5.1a</b> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	G5 M3 L7–9, L11–12, L14–15, L22–24, L27–28, L33, L36–37
		<b>W.5.1b</b> Provide logically ordered reasons that are supported by facts and details.	G5 M3 L12, L14–15, L22–24, L27–28, L36–37
		<b>W.5.1c</b> Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i> , <i>most of all</i> ).	G5 M3 L15, L37
		<b>W.5.1d</b> Provide a concluding statement or section that reinforces or restates the opinion presented.	G5 M3 L15, L23, L27–28, L37
		<b>W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	

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		<p><b>W.5.2a</b> Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension.</p>	<p>G5 M1 L5–8, L13–14, L26, L28 G5 M2 L31 G5 M4 L10, L13–14, L33–34</p>
		<p><b>W.5.2b</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic.</p>	<p>G5 M1 L5, L7, L13, L15, L21, L23, L27, L35 G5 M2 L33 G5 M4 L8, L10–11, L13–15, L33–34</p>
		<p><b>W.5.2c</b> Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p>	<p>G5 M1 L14, L14DD, L15, L15DD, L16DD, L23DD, L25DD, L27, L27DD, L28DD, L35DD G5 M4 L16, L17DD</p>
		<p><b>W.5.2d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>G5 M1 L27</p>
		<p><b>W.5.2e</b> Provide a concluding statement or section that paraphrases the focus of the text or explanation presented.</p>	<p>G5 M1 L28, L34 G5 M2 L33</p>

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		<p><b>W.5.3</b> Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language) and clear event sequences (chronology).</p>	
		<p><b>W.5.3a</b> Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>G5 M2 L14–15, L23, L26, L35</p>
		<p><b>W.5.3b</b> Use narrative techniques, such as dialogue, description and elaboration, concrete and sensory details, literary devices, and pacing to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts.</p>	<p>G5 M2 L6–7, L9, L11, L13–15, L20, L22, L24–26, L35–36</p>
		<p><b>W.5.3c</b> Use a variety of transitional words, phrases, and devices (e.g., foreshadowing) to develop the pacing and sequence of events.</p>	<p><i>Wit &amp; Wisdom</i> addresses using varied transitional words and phrases in narrative writing in Grade 6.</p> <p>G6 M2 L15DD, L31–35</p> <p><i>Wit &amp; Wisdom</i> addresses using varied transitions and devices for pacing in narrative writing in Grade 7.</p> <p>G7 M1 L15, L19DD, L28</p>

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		<p><b>W.5.3d</b> Use concrete words and phrases, sensory details, and elaboration to convey experiences and events precisely.</p>	G5 M2 L7–8, L8DD, L9–10, L10DD, L11, L13, L15DD, L35
		<p><b>W.5.3e</b> Provide a conclusion that follows from the narrated experiences or events.</p>	G5 M2 L35
	<b>Production and Distribution of Writing</b>	<p><b>W.5.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	G5 M1 L4, L8, L16, L27–28, L33–35 G5 M2 L15, L25, L34–36 G5 M3 L15, L22–25, L27–28, L32, L37 G5 M4 L13–15, L34–35
<p><b>W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>		G5 M1 L27–28, L33–35 G5 M2 L12–13, L15, L19, L21–26, L34–36 G5 M3 L15, L30–32, L37 G5 M4 L11, L34–35	
<p><b>W.5.6</b> With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>		G5 M4 L34–35	

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	<b>Research to Build and Present Knowledge</b>	<b>W.5.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	G5 M4 L9, L18, L20–21, L25–35
<b>W.5.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.		G5 M1 L18–21, L25  G5 M4 L1, L5, L7, L10–11, L15–16, L19–21, L25–35	
<b>W.5.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.			
<b>W.5.9a</b> Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact, how conflicts are resolved].”).		G5 M1 L12, L18–21, L23, L25–28  G5 M2 L3–4, L31–33  G5 M3 L23–24, L27–28, L37  G5 M4 L4	
<b>W.5.9b</b> Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].”).		G5 M1 L2, L7–8, L31–35  G5 M3 L4, L15  G5 M4 L14–15, L34–35	

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	<b>Range of Writing</b>	<p><b>W.5.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>G5 M2 L1–3, L5, L27–30</p> <p>G5 M3 L1–3, L5–11, L13, L16–21, L25–26, L29, L33–35</p> <p>G5 M4 L1–3, L9, L11–12, L15–18, L21, L23–24, L26–27, L32–33, L36</p>
<b>Speaking and Listening Standards</b>	<b>Comprehension and Collaboration</b>	<p><b>SL.5.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p>	
		<p><b>SL.5.1a</b> 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.</p>	<p>G5 M1 L6, L12, L32</p> <p>G5 M3 L11, L26</p> <p>G5 M4 L36</p>
		<p><b>SL.5.1b</b> Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>G5 M1 L9–12, L32</p> <p>G5 M2 L4</p>
		<p><b>SL.5.1c</b> Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p>G5 M1 L10–12, L32</p> <p>G5 M3 L6, L26, L29</p> <p>G5 M4 L24</p>

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		<p><b>SL.5.1d</b> Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	G5 M3 L26
		<p><b>SL.5.2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>G5 M1 L1–3, L9, L11, L13, L15, L20, L24, L26</p> <p>G5 M2 L5–6, L10–11, L13</p> <p>G5 M3 L1–4, L7–8, L10–11, L15–17, L19, L21, L24–26, L29–30</p> <p>G5 M4 L1–2, L7, L10, L12–13, L17, L20–21, L24</p>
		<p><b>SL.5.3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence (e.g., use a graphic organizer or note cards completed while listening to summarize or paraphrase key ideas presented by a speaker).</p>	G5 M3 L9–12, L15, L26, L28–29
	<b>Presentation of Knowledge</b>	<p><b>SL.5.4</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p>G5 M1 L27, L35</p> <p>G5 M2 L3–4, L30, L32</p> <p>G5 M3 L4, L22, L37</p> <p>G5 M4 L13, L15–16, L24, L30, L35–36</p>

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		<p><b>SL.5.5</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully.</p>	<p>G5 M3 L17 G5 M4 L26–30, L32–33, L35</p>
		<p><b>SL.5.6</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p>G5 M1 L1–32 G5 M2 L1–16, L18–36 G5 M3 L4, L19, L28–29, L37 G5 M4 L24, L35–36</p>
<p><b>Language Standards</b></p>	<p><b>Conventions of Standard English</b></p>	<p><b>L.5.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
		<p><b>L.5.1a</b> Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English.</p>	<p>Supplemental material may be necessary to ensure that each component of this standard is met in Grade 5.</p>
		<p><b>L.5.1b</b> Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</p>	<p>G5 M3 L8DD, L9DD, L10DD, L12DD, L15, L27–28, L37, L37DD</p>



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		<b>L.5.1c</b> Use verb tense to convey various times, sequences, states, and conditions.	G5 M3 L3DD, L4DD, L5DD, L15, L27–28, L37, L37DD
		<b>L.5.1d</b> Recognize and correct inappropriate shifts in verb tense.	G5 M3 L22DD, L23DD, L24DD, L27DD, L28, L28DD, L37, L37DD
		<b>L.5.1e</b> Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i> ).	G5 M4 L18DD, L19DD, L21DD, L23
		<b>L.5.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
		<b>L.5.2a</b> Use punctuation to separate items in a series.	G5 M4 L5DD, L6DD, L7DD, L34, L34DD, L35
		<b>L.5.2b</b> Use a comma to separate an introductory element from the rest of the sentence.	G5 M2 L19DD, L31DD, L32DD, L33DD, L36DD G5 M3 L27–28, L37
		<b>L.5.2c</b> Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i> ), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i> ), and to indicate direct address (e.g., <i>Is that you, Steve?</i> ).	G5 M2 L3DD, L4DD, L23DD, L24DD, L25, L25DD, L26DD, L36DD
		<b>L.5.2d</b> Use underlining, quotation marks, or italics to indicate titles of works.	G5 M1 L11DD, L12DD, L35DD

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		<b>L.5.2e</b> Spell grade-appropriate words correctly, consulting references as needed.	G5 M1 L4, L16 G5 M4 L3DD, L4, L4DD, L34–35, L35DD
	<b>Knowledge of Language</b>	<b>L.5.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
		<b>L.5.3a</b> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	G5 M1 L6DD, L7DD, L8DD, L33DD, L34DD, L35DD G5 M2 L8DD, L10, L10DD, L11, L15DD, L31DD, L32DD, L33DD, L36DD G5 M4 L25DD, L26DD, L27DD, L28DD, L34DD
		<b>L.5.3b</b> Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	G5 M3 L17DD, L18DD, L19DD, L20DD, L21
	<b>Vocabulary Acquisition and Use</b>	<b>L.5.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	

Content	Strand	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>
		<p><b>L.5.4a</b> Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax); use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>	<p>Supplemental material is necessary to address using language structure as a clue to the meaning of a word or phrase.</p> <p>The following lessons address using context and word structure as clues to the meaning of words and phrases.</p> <p>G5 M1 L5DD, L9DD, L13DD, L20DD, L22DD, L24DD, L29DD, L30, L30DD</p> <p>G5 M2 L2DD, L6, L8–9, L9DD, L10–12, L14, L17DD, L21DD, L28DD, L30DD</p> <p>G5 M3 L1–2, L1DD, L2DD, L5DD, L6DD, L7, L7DD, L9–11, L11DD, L13, L14DD, L16DD, L21, L25, L30DD, L31DD, L32DD</p> <p>G5 M4 L1, L1DD, L2DD, L9, L10DD, L11, L11DD, L17, L20, L20DD, L22DD, L24DD, L32DD, L33DD</p>
		<p><b>L.5.4b</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p>	<p>G5 M1 L5DD, L9DD, L29DD, L30, L30DD</p> <p>G5 M2 L8–9, L9DD, L21DD, L28DD</p> <p>G5 M3 L1DD, L2DD, L5DD, L6DD, L7DD, L10, L11DD, L14DD, L16DD, L30DD</p> <p>G5 M4 L1, L1DD, L9, L10DD, L11DD, L20, L20DD, L22DD, L24DD, L32DD, L33DD</p>

Content	Strand	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>
		<p><b>L.5.4c</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both printing and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>G5 M1 L9DD, L19DD G5 M2 L6DD, L12, L14, L14DD, L16DD, L30DD G5 M3 L6DD, L14DD, L15DD, L16DD, L29DD, L31DD G5 M4 L1DD, L23DD</p>
		<p><b>L.5.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
		<p><b>L.5.5a</b> Interpret figurative language, including similes and metaphors, in context.</p>	<p>G5 M1 L10DD, L18DD, L26, L29–30 G5 M2 L29 G5 M3 L8–9, L21, L21DD, L22, L26DD, L30–32, L35 G5 M4 L6, L12</p>
		<p><b>L.5.5b</b> Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>G5 M2 L1, L7DD, L11, L12DD, L13–14, L14DD, L29DD G5 M3 L22, L26DD, L35 G5 M4 L17</p>

Content	Strand	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>
		<p><b>L.5.5c</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p>G5 M1 L1DD, L2DD, L21DD, L31DD</p> <p>G5 M2 L1, L1DD, L5DD, L6DD, L11–12, L13DD, L16DD, L27DD</p> <p>G5 M3 L11DD, L25DD, L29DD, L32DD</p> <p>G5 M4 L5, L11, L11DD, L12DD, L13DD, L14DD, L17DD, L23</p>
		<p><b>L.5.6</b> Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p>G5 M1–4</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>