ABOUT WIT & WISDOM

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

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

Wit & Wisdom integrates ELA strands so that students read to learn; the curriculum does not systematically teach the youngest students to learn to read. For structured foundational skills instruction, Wit & Wisdom teacher–writers recommend that early elementary educators use Wit & Wisdom alongside a proven, research-based foundational skills program.

HIGH RATINGS

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

PROVEN RESULTS

Schools and districts nationwide are experiencing increased student engagement and growth with Wit & Wisdom. See their stories and data at greatminds.org/english.

ONGOING SUPPORT

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

- **Introducing Wit & Wisdom**
  - 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)
GRADE 5 ENGLISH LANGUAGE ARTS

The majority of the Grade 5 Hawaii Common Core Standards for English Language Arts are fully covered by Grade 5 of the *Wit & Wisdom* curriculum. The areas where the Grade 5 Hawaii 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 Hawaii standards while benefiting from the rich texts and knowledge building of *Wit & Wisdom*.

**KEY**

- Green: *Wit & Wisdom* fully addresses the Hawaii standard.
- Yellow: *Wit & Wisdom* may not completely address the Hawaii standard.
- Red: *Wit & Wisdom* does not address the Hawaii standard.
- Blue: *Wit & Wisdom* addresses the Hawaii standard at a different grade level.

G = grade level
M = module
L = lesson
DD = Deep Dive

Examples:
- G5 M1 L6 = Grade 5 Module 1 Lesson 6
- G5 M1 L6DD = Grade 5 Module 1 Lesson 6 Deep Dive
<table>
<thead>
<tr>
<th>Strand</th>
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<th>Standard</th>
<th>Aligned Components of <em>Wit &amp; Wisdom</em></th>
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<tbody>
<tr>
<td><strong>Reading Standards for Literature</strong></td>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>RL.5.1</strong></td>
<td>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
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<td>G5 M1 L9–11, L13–28</td>
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<td>G5 M3 L16–37</td>
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<td>G5 M4 L2–4, L22, L24, L36</td>
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<td><strong>RL.5.2</strong></td>
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<td>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</td>
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<td>G5 M3 L17, L22, L24–26, L29–30, L35</td>
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<td>G5 M4 L2–4, L36</td>
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<td><strong>RL.5.3</strong></td>
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<td>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).</td>
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<td>G5 M1 L10, L12–15, L18–19, L21–28</td>
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<td>G5 M2 L2–3, L17–18, L22, L24, L26, L28</td>
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<td>G5 M3 L21–25, L35</td>
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<td>G5 M4 L36</td>
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<td><strong>Craft and Structure</strong></td>
<td><strong>RL.5.4</strong></td>
<td>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</td>
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<td>G5 M1 L10, L10DD, L18, L21, L23–24, L29</td>
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<td>G5 M2 L3, L6, L8–12, L14, L16, L20, L23, L30</td>
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<td>G5 M3 L8, L21–22, L25, L30–32, L35</td>
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<td><strong>RL.5.5</strong></td>
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<td>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</td>
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<td>G5 M1 L15, L20</td>
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<td>G5 M2 L16–20, L22–23, L26, L30</td>
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<td>G5 M3 L17, L35</td>
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<td><strong>RL.5.6</strong></td>
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<td>Describe how a narrator’s or speaker’s point of view influences how events are described.</td>
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<td>G5 M2 L2–3</td>
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<td>G5 M3 L17–18, L20, L22–25, L29, L33, L35</td>
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<td>G5 M4 L2–3</td>
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| Integration of Knowledge and Ideas | RL.5.7 | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). | G5 M1 L20  
| | RL.5.9 | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. | G5 M1 L10–12, L17  
G5 M4 L24, L36 |
| Range of Reading and Level of Text Complexity | RL.5.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. | G5 M1–4  
*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 | RI.5.1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | G5 M1 L1–5, L7–8, L12, L14, L16, L29–35  
G5 M3 L1–16, L31–32  
| | RI.5.2 | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | G5 M1 L1–5, L7, L12, L14, L26, L29–35  
G5 M3 L1–3, L7–11, L14, L16  
| | RI.5.3 | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | G5 M1 L1–5, L7–8, L14, L16, L30–35  
G5 M3 L2–4, L15, L31  
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<td><strong>Craft and Structure</strong></td>
<td><strong>RI.5.4</strong></td>
<td>Determining the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</td>
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<td><strong>RI.5.5</strong></td>
<td>Comparing and contrasting the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</td>
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<td><strong>RI.5.6</strong></td>
<td>Analyzing multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</td>
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<td><strong>Integration of Knowledge and Ideas</strong></td>
<td><strong>RI.5.7</strong></td>
<td>Drawing 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.</td>
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<td><strong>RI.5.8</strong></td>
<td>Explaining how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</td>
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<td><strong>RI.5.9</strong></td>
<td>Integrating information from several texts on the same topic in order to write or speak about the subject knowledgeably.</td>
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| Reading and Level of Text Complexity | RI.5.10                           | 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 4–5 text complexity band independently and proficiently. | G5 M1–4  
*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: Foundational Skills | RF.5.3                            | Know and apply grade-level phonics and word analysis skills in decoding words. |  |
| Phonics and Word Recognition         | RF.5.3.a                          | 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. |  |
| Fluency                              | RF.5.4                            | Read with sufficient accuracy and fluency to support comprehension. |  |
|                                      | RF.5.4.a                          | Read grade-level text with purpose and understanding. | G5 M1 L11, L27  
*Wit & Wisdom* does not address foundational skills. |
|                                      | RF.5.4.b                          | Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | G5 M1 L11, L27  
*Wit & Wisdom* does not address foundational skills. |
|                                      | RF.5.4.c                          | Use context to confirm or self-correct word recognition and understanding, rereading as necessary |  
*Wit & Wisdom* does not address foundational skills. |
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<td>Writing Standards</td>
<td>Text Types and Purposes</td>
<td>W.5.1</td>
<td>W.5.1.a 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.</td>
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<td>W.5.1.b Provide logically ordered reasons that are supported by facts and details.</td>
<td>G5 M3 L12, L14–15, L22–24, L27–28, L36–37</td>
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<td>W.5.1.c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</td>
<td>G5 M3 L15, L37</td>
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<td>W.5.1.d Provide a concluding statement or section related to the opinion presented.</td>
<td>G5 M3 L15, L23, L27–28, L37</td>
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<td>W.5.2</td>
<td>W.5.2.a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</td>
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<td>G5 M1 L5–8, L13–14, L26, L28</td>
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<td>G5 M2 L31</td>
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<td>G5 M4 L10, L13–14, L33–34</td>
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<td>W.5.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
<td>G5 M1 L5, L7, L13, L15, L21, L23, L27, L35</td>
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<td>G5 M2 L33</td>
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<td>G5 M4 L8, L10–11, L13–15, L33–34</td>
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<td><strong>W.5.2.c</strong></td>
<td>Link ideas within and across categories of information using words, phrases, and clauses (e.g., <em>in contrast</em>, <em>especially</em>).</td>
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<td><strong>W.5.2.d</strong></td>
<td>Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
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<td><strong>W.5.2.e</strong></td>
<td>Provide a concluding statement or section related to the information or explanation presented.</td>
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<td><strong>W.5.3</strong></td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
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<td><strong>W.5.3.a</strong></td>
<td>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
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<td><strong>W.5.3.b</strong></td>
<td>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</td>
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<td><strong>W.5.3.c</strong></td>
<td>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</td>
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<td><strong>W.5.3.d</strong></td>
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<td>Use concrete words and phrases and sensory details to convey experiences and events precisely.</td>
<td>G5 M2 L7–8, L8DD, L9–10, L10DD, L11, L13, L15DD, L35</td>
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<td><strong>Production and Distribution of Writing</strong></td>
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<td><strong>W.5.3.e</strong></td>
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<td>Provide a conclusion that follows from the narrated experiences or events.</td>
<td>G5 M2 L35</td>
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<td><strong>W.5.4</strong></td>
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<td>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</td>
<td>G5 M1 L4, L8, L16, L27–28, L33–35</td>
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<td>G5 M2 L15, L25, L34–36</td>
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<td>G5 M4 L13–15, L34–35</td>
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<td><strong>W.5.5</strong></td>
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<td>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</td>
<td>G5 M1 L27–28, L33–35</td>
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<td>G5 M3 L15, L30–32, L37</td>
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<td>G5 M4 L11, L34–35</td>
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<td><strong>W.5.6</strong></td>
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<td>With some guidance and support from adults, use technology, including the Internet, to produce 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.</td>
<td>G5 M4 L34–35</td>
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<td><strong>Research to Build and Present Knowledge</strong></td>
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<td><strong>W.5.7</strong> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</td>
<td>G5 M4 L9, L18, L20–21, L25–35</td>
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<td><strong>W.5.8</strong> 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.</td>
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<td>G5 M1 L18–21, L25</td>
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<td><strong>W.5.9</strong></td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
<td><strong>W.5.9.a</strong> Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</td>
<td>G5 M1 L12, L18–21, L23, L25–28</td>
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<td><strong>W.5.9.b</strong> 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 support which point[s]”).</td>
<td>G5 M1 L2, L7–8, L31–35</td>
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<td>G5 M2 L3–4, L31–33</td>
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<td>G5 M3 L23–24, L27–28, L37</td>
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<td>G5 M4 L4</td>
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<td>G5 M3 L4, L15</td>
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<td>G5 M4 L14–15, L34–35</td>
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<td>Range of Writing</td>
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<td><strong>W.5.10</strong></td>
<td>G5 M2 L1–3, L5, L27–30</td>
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<td>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.</td>
<td>G5 M3 L1–3, L5–11, L13, L16–21, L25–26, L29, L33–35</td>
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<td>Speaking and Listening Standards</td>
<td>Comprehension and Collaboration</td>
<td><strong>SL.5.1</strong></td>
<td>G5 M1 L6, L12, L32</td>
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<td>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.</td>
<td>G5 M3 L11, L26</td>
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<td><strong>SL.5.1.a</strong></td>
<td>G5 M4 L36</td>
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<td>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.</td>
<td>G5 M1 L9–12, L32</td>
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<td><strong>SL.5.1.b</strong></td>
<td>G5 M2 L4</td>
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<td>Follow agreed-upon rules for discussions and carry out assigned roles.</td>
<td>G5 M1 L10–12, L32</td>
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<td><strong>SL.5.1.c</strong></td>
<td>G5 M3 L6, L26, L29</td>
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<td>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</td>
<td>G5 M4 L24</td>
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<td><strong>SL.5.1.d</strong></td>
<td>G5 M3 L26</td>
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<td>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</td>
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<td>Strand</td>
<td>Sub-Strand</td>
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<td>Aligned Components of <em>Wit &amp; Wisdom</em></td>
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<td><strong>SL.5.2</strong></td>
<td>G5 M1 L1–3, L9, L11, L13, L15, L20, L24, L26</td>
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<td>G5 M2 L5–6, L10–11, L13</td>
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<td>G5 M4 L1–2, L7, L10, L12–13, L17, L20–21, L24</td>
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<td><strong>SL.5.3</strong></td>
<td>G5 M3 L9–12, L15, L26, L28–29</td>
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<td></td>
<td><strong>Presentation of Knowledge and Ideas</strong></td>
<td><strong>SL.5.4</strong></td>
<td>G5 M1 L27, L35</td>
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<td>G5 M2 L3–4, L30, L32</td>
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<td>G5 M3 L4, L22, L37</td>
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<td>G5 M4 L13, L15–16, L24, L30, L35–36</td>
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<td><strong>SL.5.5</strong></td>
<td>G5 M3 L17</td>
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<td>G5 M4 L26–30, L32–33, L35</td>
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<td><strong>SL.5.6</strong></td>
<td>G5 M1 L1–32</td>
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<td>G5 M2 L1–16, L18–36</td>
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<td>G5 M3 L4, L19, L28–29, L37</td>
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<td>G5 M4 L24, L35–36</td>
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<td>Strand</td>
<td>Sub-Strand</td>
<td>Standard</td>
<td>Aligned Components of <em>Wit &amp; Wisdom</em></td>
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<tr>
<td>Language Standards</td>
<td>Conventions of Standard English</td>
<td>L.5.1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
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<td>L.5.1.a</td>
<td>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</td>
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<td>L.5.1.b</td>
<td>Form and use the perfect (e.g., <em>I had walked</em>; <em>I have walked</em>; <em>I will have walked</em>) verb tenses.</td>
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<td>L.5.1.c</td>
<td>Use verb tense to convey various times, sequences, states, and conditions.</td>
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<td>L.5.1.d</td>
<td>Recognize and correct inappropriate shifts in verb tense.</td>
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<td>L.5.1.e</td>
<td>Use correlative conjunctions (e.g., <em>either/or</em>, <em>neither/nor</em>).</td>
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<td>L.5.2</td>
<td>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
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<td>L.5.2.a</td>
<td>Use punctuation to separate items in a series.</td>
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<td>L.5.2.b</td>
<td>Use a comma to separate an introductory element from the rest of the sentence.</td>
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<td>Strand</td>
<td>Sub-Strand</td>
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<td>Aligned Components of <em>Wit &amp; Wisdom</em></td>
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<td><strong>L.5.2.c</strong></td>
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<td>Use a comma to set off the words <em>yes</em> and <em>no</em> (e.g., <em>Yes, thank you</em>), to set off a tag question from the rest of the sentence (e.g., <em>It’s true, isn’t it</em>?), and to indicate direct address (e.g., <em>Is that you, Steve</em>?).</td>
<td>G5 M2 L3DD, L4DD, L23DD, L24DD, L25, L25DD, L26DD, L36DD</td>
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<td><strong>L.5.2.d</strong></td>
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<td>Use underlining, quotation marks, or italics to indicate titles of works.</td>
<td>G5 M1 L11DD, L12DD, L35DD</td>
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<td><strong>L.5.2.e</strong></td>
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<td>Spell grade-appropriate words correctly, consulting references as needed.</td>
<td>G5 M1 L4, L16</td>
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<td><strong>Knowledge of Language</strong></td>
<td><strong>L.5.3</strong></td>
<td>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
<td>G5 M4 L3DD, L4, L4DD, L34–35, L35DD</td>
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<td><strong>L.5.3.a</strong></td>
<td></td>
<td>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</td>
<td>G5 M1 L6DD, L7DD, L8DD, L33DD, L34DD, L35DD</td>
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<td>G5 M2 L8DD, L10, L10DD, L11, L15DD, L31DD, L32DD, L33DD, L36DD</td>
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<td>G5 M4 L25DD, L26DD, L27DD, L28DD, L34DD</td>
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<td><strong>L.5.3.b</strong></td>
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<td>Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</td>
<td>G5 M3 L17DD, L18DD, L19DD, L20DD, L21</td>
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<td>Strand</td>
<td>Sub-Strand</td>
<td>Standard</td>
<td>Aligned Components of <em>Wit &amp; Wisdom</em></td>
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<td>Vocabulary Acquisition and Use</td>
<td><strong>L.5.4</strong></td>
<td>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.</td>
<td>G5 M1 L9DD, L13DD, L20DD, L22DD, L24DD, L30</td>
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<td><strong>L.5.4.a</strong></td>
<td>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</td>
<td>G5 M2 L2DD, L6, L8, L10–12, L14, L17DD, L30DD</td>
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<td>G5 M3 L1–2, L7, L9–11, L13, L16DD, L21, L25, L30DD, L31DD, L32DD</td>
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<td>G5 M4 L2DD, L11, L17, L23DD</td>
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<td><strong>L.5.4.b</strong></td>
<td>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <em>photograph</em>, <em>photosynthesis</em>).</td>
<td>G5 M1 L5DD, L9DD, L29DD, L30, L30DD</td>
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<td>G5 M2 L8–9, L9DD, L21DD, L28DD</td>
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<td>G5 M3 L1DD, L2DD, L5DD, L6DD, L7DD, L10, L11DD, L14DD, L16DD, L30DD</td>
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<td>G5 M4 L1, L1DD, L9, L10DD, L11DD, L20, L20DD, L22DD, L24DD, L32DD, L33DD</td>
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<td><strong>L.5.4.c</strong></td>
<td>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</td>
<td>G5 M1 L9DD, L19DD</td>
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<td>G5 M2 L6DD, L12, L14, L14DD, L16DD, L30DD</td>
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<td>G5 M3 L6DD, L14DD, L15DD, L16DD, L29DD, L31DD</td>
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<td>G5 M4 L1DD, L23DD</td>
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</table>
| Strand | Sub-Strand | Standard | Aligned Components of *Wit & Wisdom*
|---|---|---|---|
| **L.5.5** | | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | **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 |
| **L.5.5.a** | | Interpret figurative language, including similes and metaphors, in context. | **G5 M2** L1, L7DD, L11, L12DD, L13–14, L14DD, L29DD  
**G5 M3** L22, L26DD, L35  
**G5 M4** L17 |
| **L.5.5.b** | | Recognize and explain the meaning of common idioms, adages, and proverbs. | **G5 M1** L1DD, L2DD, L21DD, L31DD  
**G5 M2** L1, L1DD, L5DD, L6DD, L11–12, L13DD, L16DD, L27DD  
**G5 M3** L11DD, L25DD, L29DD, L32DD  
**G5 M4** L5, L11, L11DD, L12DD, L13DD, L14DD, L17DD, L23 |
| **L.5.5.c** | | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | **G5 M1–4**  
*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. |
| **L.5.6** | | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*). | **G5 M1–4** |