

A young woman with dark hair in a ponytail, wearing a colorful plaid shirt over a teal top, is sitting at a desk in a classroom. She is looking down at an open book she is holding. In the background, other students are blurred, and a teacher in a pink shirt is visible. On the desk in front of her is a spiral notebook, a red pen, and a teal pencil holder.

WIT & WISDOM[®]

MORE MEANINGFUL ENGLISH

Maine English
Language Arts Standards
Correlation to *Wit & Wisdom*

GRADE 5

January 2020

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)

Maine English Language Arts Standards Correlation to *Wit & Wisdom*

GRADE 5 ENGLISH LANGUAGE ARTS

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

KEY

-  *Wit & Wisdom* fully addresses the Maine standard.
-  *Wit & Wisdom* may not completely address the Maine standard.
-  *Wit & Wisdom* does not address the Maine standard.
-  *Wit & Wisdom* addresses the Maine 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

Strand	Sub-Strand	Standard	Aligned Components of <i>Wit & Wisdom</i>
Reading Standards for Literature	Key Ideas and Details	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	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
		RL.5.2 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.	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
		RL.5.3 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).	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
	Craft and Structure	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	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
		RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	G5 M1 L15, L20 G5 M2 L16–20, L22–23, L26, L30 G5 M3 L17, L35
		RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.	G5 M2 L2–3 G5 M3 L17–18, L20, L22–25, L29, L33, L35 G5 M4 L2–3

Strand	Sub-Strand	Standard	Aligned Components of <i>Wit & Wisdom</i>
	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 G5 M2 L5–7, L10–12, L14–15, L17, L23, L32
		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 <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.
Reading Standards for Informational Text	Key Ideas and Details	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 G5 M4 L1, L5–15, L17–24, L26–29, L31–36
		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 G5 M4 L1, L5–15, L17–23, L26–27, L31–36
		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 G5 M4 L1, L5, L7–8, L10–14, L17–23, L26–27, L32–36

Strand	Sub-Strand	Standard	Aligned Components of <i>Wit & Wisdom</i>
	Craft and Structure	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	G5 M1 L26 G5 M3 L1, L7, L9–11, L13, L31–32 G5 M4 L6, L10, L17, L23, L26, L32DD
RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.		G5 M4 L6–9, L11	
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		G5 M3 L8, L10–11, L13	
	Integration of Knowledge and Ideas	RI.5.7 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.	G5 M3 L11 G5 M4 L20–21, L23, L26–27, L31–35
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).		G5 M1 L30–31 G5 M3 L7–11, L13–14 G5 M4 L6, L8, L14	
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		G5 M1 L14 G5 M3 L4, L11 G5 M4 L21, L23–24, L26–36	

Strand	Sub-Strand	Standard	Aligned Components of <i>Wit & Wisdom</i>
	Range of 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 <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.
Reading Standards: Foundational Skills	Phonics and Word Recognition	RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
		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.	<i>Wit & Wisdom</i> does not address foundational skills.
	Fluency	RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	
		RF.5.4.a Read on-level text with purpose and understanding.	G5 M1 L11, L27
		RF.5.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	G5 M1 L11, L27
		RF.5.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<i>Wit & Wisdom</i> does not address foundational skills.

Strand	Sub-Strand	Standard	Aligned Components of <i>Wit & Wisdom</i>
Writing Standards	Text Types and Purposes	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
		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.	G5 M3 L7–9, L11–12, L14–15, L22–24, L27–28, L33, L36–37
		W.5.1.b Provide logically ordered reasons that are supported by facts and details.	G5 M3 L12, L14–15, L22–24, L27–28, L36–37
		W.5.1.c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	G5 M3 L15, L37
		W.5.1.d Provide a concluding statement or section related to the opinion presented.	G5 M3 L15, L23, L27–28, L37
		W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
		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.	G5 M1 L5–8, L13–14, L26, L28 G5 M2 L31 G5 M4 L10, L13–14, L33–34
		W.5.2.b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	G5 M1 L5, L7, L13, L15, L21, L23, L27, L35 G5 M2 L33 G5 M4 L8, L10–11, L13–15, L33–34

Strand	Sub-Strand	Standard	Aligned Components of <i>Wit & Wisdom</i>
		<p>W.5.2.c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p>	<p>G5 M1 L14, L14DD, L15, L15DD, L16DD, L23DD, L25DD, L27, L27DD, L28DD, L35DD</p> <p>G5 M4 L16, L17DD</p>
		<p>W.5.2.d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>G5 M1 L27</p>
		<p>W.5.2.e Provide a concluding statement or section related to the information or explanation presented.</p>	<p>G5 M1 L28, L34</p> <p>G5 M2 L33</p>
		<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	
		<p>W.5.3.a Orient the reader by establishing a 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>W.5.3.b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>	<p>G5 M2 L6–7, L9, L11, L13–15, L20, L22, L24–26, L35–36</p>
		<p>W.5.3.c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>	<p><i>Wit & Wisdom</i> addresses this standard in grade 4.</p> <p>G4 M2 L4, L10</p>

Strand	Sub-Strand	Standard	Aligned Components of <i>Wit & Wisdom</i>
		<p>W.5.3.d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	G5 M2 L7–8, L8DD, L9–10, L10DD, L11, L13, L15DD, L35
		<p>W.5.3.e Provide a conclusion that follows from the narrated experiences or events.</p>	G5 M2 L35
	Production and Distribution of Writing	<p>W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</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>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 13–14.)</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>W.5.6 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.</p>		G5 M4 L34–35	

Strand	Sub-Strand	Standard	Aligned Components of <i>Wit & Wisdom</i>	
	Research to Build and Present Knowledge	W.5.7 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	
W.5.8 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		
W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.				
W.5.9.a 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]”).		G5 M1 L12, L18–21, L23, L25–28 G5 M2 L3–4, L31–33 G5 M3 L23–24, L27–28, L37 G5 M4 L4		
W.5.9.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 support which point[s]”).		G5 M1 L2, L7–8, L31–35 G5 M3 L4, L15 G5 M4 L14–15, L34–35		

Strand	Sub-Strand	Standard	Aligned Components of <i>Wit & Wisdom</i>
	Range of Writing	W.5.10 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.	G5 M2 L1–3, L5, L27–30 G5 M3 L1–3, L5–11, L13, L16–21, L25–26, L29, L33–35 G5 M4 L1–3, L9, L11–12, L15–18, L21, L23–24, L26–27, L32–33, L36
Speaking and Listening Standards	Comprehension and Collaboration	SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others’ ideas and expressing their own clearly.	
		SL.5.1.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.	G5 M1 L6, L12, L32 G5 M3 L11, L26 G5 M4 L36
		SL.5.1.b Follow agreed-upon rules for discussions and carry out assigned roles.	G5 M1 L9–12, L32 G5 M2 L4
		SL.5.1.c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	G5 M1 L10–12, L32 G5 M3 L6, L26, L29 G5 M4 L24
		SL.5.1.d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	G5 M3 L26

Strand	Sub-Strand	Standard	Aligned Components of <i>Wit & Wisdom</i>
		<p>SL.5.2 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 G5 M2 L5–6, L10–11, L13 G5 M3 L1–4, L7–8, L10–11, L15–17, L19, L21, L24–26, L29–30 G5 M4 L1–2, L7, L10, L12–13, L17, L20–21, L24</p>
		<p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>G5 M3 L9–12, L15, L26, L28–29</p>
	<p>Presentation of Knowledge and Ideas</p>	<p>SL.5.4 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 G5 M2 L3–4, L30, L32 G5 M3 L4, L22, L37 G5 M4 L13, L15–16, L24, L30, L35–36</p>
<p>SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>		<p>G5 M3 L17 G5 M4 L26–30, L32–33, L35</p>	
<p>SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 13–14 for specific expectations.)</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>	

Strand	Sub-Strand	Standard	Aligned Components of Wit & Wisdom
Language Standards	Conventions of Standard English	L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
		L.5.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	G5 M1 L3DD, L6DD, L7DD, L8DD, L32DD, L33DD, L34DD, L35DD G5 M2 L3DD, L10DD, L15DD, L23DD, L24DD, L25, L25DD, L26DD, L36DD G5 M4 L8DD, L9, L9DD, L15DD, L18DD, L19DD, L21DD, L25DD, L26DD, L27DD, L28DD
		L.5.1.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.	G5 M3 L8DD, L9DD, L10DD, L12DD, L15, L27–28, L37, L37DD
		L.5.1.c Use verb tense to convey various times, sequences, states, and conditions.	G5 M3 L3DD, L4DD, L5DD, L15, L27–28, L37, L37DD
		L.5.1.d Recognize and correct inappropriate shifts in verb tense.	G5 M3 L22DD, L23DD, L24DD, L27DD, L28, L28DD, L37, L37DD
		L.5.1.e Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).	G5 M4 L18DD, L19DD, L21DD, L23

Strand	Sub-Strand	Standard	Aligned Components of <i>Wit & Wisdom</i>
		<p>L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
		<p>L.5.2.a Use punctuation to separate items in a series. 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.</p>	G5 M4 L5DD, L6DD, L7DD, L34, L34DD, L35
		<p>L.5.2.b Use a comma to separate an introductory element from the rest of the sentence.</p>	G5 M2 L19DD, L31DD, L32DD, L33DD, L36DD G5 M3 L27–28, L37
		<p>L.5.2.c 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>).</p>	G5 M2 L3DD, L4DD, L23DD, L24DD, L25, L25DD, L26DD, L36DD
		<p>L.5.2.d Use underlining, quotation marks, or italics to indicate titles of works.</p>	G5 M1 L11DD, L12DD, L35DD
		<p>L.5.2.e Spell grade-appropriate words correctly, consulting references as needed.</p>	G5 M1 L4, L16 G5 M4 L3DD, L4, L4DD, L34–35, L35DD

Strand	Sub-Strand	Standard	Aligned Components of Wit & Wisdom
	Knowledge of Language	<p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.5.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>L.5.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p>G5 M1 L6DD, L7DD, L8DD, L33DD, L34DD, L35DD</p> <p>G5 M2 L8DD, L10, L10DD, L11, L15DD, L31DD, L32DD, L33DD, L36DD</p> <p>G5 M4 L25DD, L26DD, L27DD, L28DD, L34DD</p> <p>G5 M3 L17DD, L18DD, L19DD, L20DD, L21</p>
	Vocabulary Acquisition and Use	<p>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.5.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>L.5.4.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 L9DD, L13DD, L20DD, L22DD, L24DD, L30</p> <p>G5 M2 L2DD, L6, L8, L10–12, L14, L17DD, L30DD</p> <p>G5 M3 L1–2, L7, L9–11, L13, L16DD, L21, L25, L30DD, L31DD, L32DD</p> <p>G5 M4 L2DD, L11, L17, L23DD</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>

Strand	Sub-Strand	Standard	Aligned Components of <i>Wit & Wisdom</i>
		<p>L.5.4.c 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.</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>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
		<p>L.5.5.a 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>L.5.5.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>
		<p>L.5.5.c 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 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</p>

Strand	Sub-Strand	Standard	Aligned Components of <i>Wit & Wisdom</i>
		<p>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., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>	<p>G5 M1–4</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>