



WIT & WISDOM[®]

MORE MEANINGFUL ENGLISH

Pennsylvania Core
Standards: English
Language Arts
Correlation to
Wit & Wisdom

GRADE 5

October 2018

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*

- Core text list
- Implementation Guide
- Module 0 (GK–2, G3–5, G6–8)

Extending *Wit & Wisdom*





- Parent 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)

Pennsylvania Core Standards: English Language Arts Correlation to *Wit & Wisdom*

GRADE 5 ENGLISH LANGUAGE ARTS

The majority of the Grade 5 Pennsylvania Core Standards: English Language Arts are fully covered by Grade 5 of the *Wit & Wisdom* curriculum. The areas where the Grade 5 Pennsylvania standards and Grade 5 of the *Wit & Wisdom* curriculum do not align will require supplemental materials. 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 Pennsylvania standards while benefiting from the rich texts and knowledge building of *Wit & Wisdom*.

KEY

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

Standard Category	Subcategory	Standard	Aligned Components of <i>Wit & Wisdom</i>
1.1 Foundational Skills Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	Phonics and Word Recognition	CC.1.1.5.D Know and apply grade-level phonics and word analysis skills in decoding words.	
		CC.1.1.5.D.1 Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.	<i>Wit & Wisdom</i> does not address foundational skills.
	Fluency	CC.1.1.5.E Read with accuracy and fluency to support comprehension.	
		CC.1.1.5.E.1 Read on-level text with purpose and understanding.	G5 M1 L11, L27
		CC.1.1.5.E.2 Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	G5 M1 L11, L27
		CC.1.1.5.E.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<i>Wit & Wisdom</i> does not address foundational skills.

Standard Category	Subcategory	Standard	Aligned Components of <i>Wit & Wisdom</i>
<p>1.2 Reading Informational Text</p> <p>Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p>	Key Ideas and Details: Main Idea	<p>CC.1.2.5.A</p> <p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>G5 M1 L1–5, L7, L12, L14, L26, L29–35</p> <p>G5 M3 L1–3, L7–11, L14, L16</p> <p>G5 M4 L1, L5–15, L17–23, L26–27, L31–36</p>
		<p>CC.1.2.5.B</p> <p>Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p>	<p>G5 M1 L1–5, L7–8, L12, L14, L16, L29–35</p> <p>G5 M3 L1–16, L31–32</p> <p>G5 M4 L1, L5–15, L17–24, L26–29, L31–36</p>
		<p>CC.1.2.5.C</p> <p>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.</p>	<p>G5 M1 L1–5, L7–8, L14, L16, L30–35</p> <p>G5 M3 L2–4, L15, L31</p> <p>G5 M4 L1, L5, L7–8, L10–14, L17–23, L26–27, L32–36</p>
	Craft and Structure: Point of View	<p>CC.1.2.5.D</p> <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>G5 M3 L8, L10–11, L13</p>
	Craft and Structure: Text Structure	<p>CC.1.2.5.E</p> <p>Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).</p>	<p>G5 M4 L6–9</p>

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	Craft and Structure: Vocabulary	<p>CC.1.2.5.F Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.</p>	<p>G5 M1 L29 G5 M3 L1, L7, L9–11, L13, L31–32 G5 M4 L6, L10, L17, L23, L26, L32DD</p>
	Integration of Knowledge and Ideas: Diverse Media	<p>CC.1.2.5.G 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>	<p>G5 M3 L11 G5 M4 L20–21, L23, L26–27, L31–32, L33–35</p>
	Integration of Knowledge and Ideas: Evaluating Arguments	<p>CC.1.2.5.H Determine how an author supports particular points in a text through reasons and evidence.</p>	<p>G5 M1 L30–31 G5 M3 L7–11, L13–14 G5 M4 L6, L8, L14</p>
	Integration of Knowledge and Ideas: Analysis Across Texts	<p>CC.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic.</p>	<p>G5 M1 L14 G5 M3 L4, L11 G5 M4 L21, L23–24, L26–36</p>
	Vocabulary Acquisition and Use	<p>CC.1.2.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p>	<p>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.</p>

Standard Category	Subcategory	Standard	Aligned Components of <i>Wit & Wisdom</i>
		<p>CC.1.2.5.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p>	<p>G5 M1 L5DD, L29, L30DD, L31DD G5 M3 L1, L7, L9–11, L13, L31–32 G5 M4 L6, L10, L17, L23, L26, L32DD</p>
	Range of Reading	<p>CC.1.2.5.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	<p>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.</p>
<p>1.3 Reading Literature Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p>	Key Ideas and Details: Theme	<p>CC.1.3.5.A Determine a theme of a text 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.</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>
	Key Ideas and Details: Text Analysis	<p>CC.1.3.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p>	<p>G5 M1 L9–11, L13–28 G5 M2 L1, L3–15, L17–18, L18DD, L22–29, L31–34 G5 M3 L16–37 G5 M4 L2–4, L22, L24, L36</p>

Standard Category	Subcategory	Standard	Aligned Components of <i>Wit & Wisdom</i>
	Key Ideas and Details: Literary Elements	<p>CC.1.3.5.C</p> <p>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p>	<p>G5 M1 L10, L12–15, L18–19, L21–28</p> <p>G5 M2 L2–3, L17–18, L22, L24, L26, L28</p> <p>G5 M3 L21–25, L35</p> <p>G5 M4 L36</p>
	Craft and Structure: Point of View	<p>CC.1.3.5.D</p> <p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>G5 M3 L22, L25</p>
	Craft and Structure: Text Structure	<p>CC.1.3.5.E</p> <p>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</p> <p>G5 M2 L16–20, L22–23, L26, L30</p> <p>G5 M3 L17, L35</p>
	Craft and Structure: Vocabulary	<p>CC.1.3.5.F</p> <p>Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.</p>	<p>G5 M1 L15, L20</p> <p>G5 M2 L16–20, L22–23, L26, L30</p> <p>G5 M3 L17, L35</p>

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	Integration of Knowledge and Ideas: Sources of Information	<p>CC.1.3.5.G</p> <p>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).</p>	<p>G5 M1 L20</p> <p>G5 M2 L5–7, L10–12, L14–15, L17, L23, L32</p>
	Integration of Knowledge and Ideas: Text Analysis	<p>CC.1.3.5.H</p> <p>Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.</p>	<p>G5 M1 L10–12, L17</p> <p>G5 M4 L24, L36</p>
	Vocabulary Acquisition and Use: Strategies	<p>CC.1.3.5.I</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p>	<p>G5 M1 L19DD, L21DD, L22DD</p> <p>G5 M3 L25DD, L29DD, L30DD</p>
	Vocabulary Acquisition and Use	<p>CC.1.3.5.J</p> <p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</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>

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	Range of Reading	<p>CC.1.3.5.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</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>
<p>1.4 Writing Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</p>	Informative/ Explanatory	<p>CC.1.4.5.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>G5 M1 L3–4, L12, L16, L22, L27–28, L33–35</p> <p>G5 M2 L4, L24, L32–33</p> <p>G5 M3 L4, L30–32</p> <p>G5 M4 L4, L33–35</p>
	Informative/ Explanatory: Focus	<p>CC.1.4.5.B Identify and introduce the topic clearly.</p>	<p>G5 M1 L28, L33</p>
	Informative/ Explanatory: Content	<p>CC.1.4.5.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p>	<p>G5 M1 L5, L7, L13, L15, L21, L23, L27, L35</p> <p>G5 M2 L33</p> <p>G5 M4 L8, L10–11, L13–15, L26–27, L33–34</p>
	Informative/ Explanatory: Organization	<p>CC.1.4.5.D Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p>	<p>G5 M1 L14, L14DD, L15, L15DD, L16DD, L23DD, L25DD, L27, L27DD, L28, L28DD, L34, L35DD</p> <p>G5 M2 L33</p> <p>G5 M4 L16, L17DD</p>

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	Informative/ Explanatory: Style	CC.1.4.5.E Write with an awareness of style.	
		CC.1.4.5.E.1 Use precise language and domain-specific vocabulary to inform about or explain the topic.	G5 M1 L27
		CC.1.4.5.E.2 Use sentences of varying length.	Supplemental material is necessary to explicitly address using sentences of varying length. The following lessons address expanding, combining, and reducing sentences. G5 M1 L6DD, L7DD, L8DD, L33DD, L34DD, L35DD G5 M4 L25DD, L26DD, L27DD, L28DD, L34DD
	Informative/ Explanatory: Conventions of Language	CC.1.4.5.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	G5 M1 L35, L35DD G5 M4 L4DD, L34DD, L35DD
	Opinion/ Argumentative	CC.1.4.5.G Write opinion pieces on topics or texts.	G5 M3 L15, L33–37
	Opinion/ Argumentative: Focus	CC.1.4.5.H Introduce the topic and state an opinion on the topic.	G5 M3 L8–9, L36–37

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	Opinion/ Argumentative: Content	CC.1.4.5.I Provide reasons that are supported by facts and details; draw from credible sources.	G5 M3 L12, L14–15, L22–24, L27–28, L36–37	
	Opinion/ Argumentative: Organization	CC.1.4.5.J Create an organizational structure that includes related ideas grouped to support the writer’s purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.	G5 M3 L7–9, L11–12, L14–15, L22–24, L27–28, L33, L36–37	
	Opinion/ Argumentative: Style	CC.1.4.5.K Write with an awareness of style.		
		CC.1.4.5.K.1 Use sentences of varying length.	Wit & Wisdom does not explicitly address using sentences of varying length in the context of opinion writing in Grade 5.	
		CC.1.4.5.K.2 Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	Wit & Wisdom does not explicitly address expanding, combining, and reducing sentences for meaning, interest, and style in the context of opinion writing in Grade 5.	
	Opinion/ Argumentative: Conventions of Language	CC.1.4.5.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		G5 M3 L12, L37DD

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	Narrative	CC.1.4.5.M Write narratives to develop real or imagined experiences or events.	G5 M2 L25, L36
	Narrative: Focus	CC.1.4.5.N Orient the reader by establishing a situation and introducing a narrator and/or characters.	G5 M2 L14–15, L23, L26, L35
	Narrative: Content	CC.1.4.5.O Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.	G5 M2 L6–7, L7DD, L8, L8DD, L9–10, L10DD, L11, L13–15, L15DD, L20, L22, L24–26, L35–36
	Narrative: Organization	CC.1.4.5.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.	<i>Wit & Wisdom</i> addresses using a variety of transitional words and phrases to manage the sequence of events in Grade 4. The following lessons address providing a conclusion that follows from the narrated experiences and events. G5 M2 L25–26, L34–36
	Narrative: Style	CC.1.4.5.Q Write with an awareness of style.	
CC.1.4.5.Q.1 Use sentences of varying length.		<i>Wit & Wisdom</i> does not explicitly address using sentences of varying length in the context of narrative writing in Grade 5.	

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		<p>CC.1.4.5.Q.2 Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	G5 M2 L31DD, L32DD, L33DD, L36DD
	Narrative: Conventions of Language	<p>CC.1.4.5.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	G5 M2 L20DD, L23DD, L24DD, L25DD, L26DD, L31DD, L32DD, L36DD
	Response to Literature	<p>CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p>	G5 M2 L18, L18DD, L24, L27, L29, L32
	Production and Distribution of Writing: Writing Process	<p>CC.1.4.5.T 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>	<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>

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	Technology and Publication	<p>CC.1.4.5.U</p> <p>With some guidance and support, 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
	Conducting Research	<p>CC.1.4.5.V</p> <p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	G5 M4 L9, L18, L20–21, L25–35
	Credibility, Reliability, and Validity of Sources	<p>CC.1.4.5.W</p> <p>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.</p>	G5 M1 L18–21, L25 G5 M4 L1, L5, L7, L10–11, L15–16, L19–21, L25–35
	Range of Writing	<p>CC.1.4.5.X</p> <p>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>	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

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1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	Comprehension and Collaboration: Collaborative Discussion	CC.1.5.5.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.	G5 M1 L12, L32 G5 M2 L4, L32 G5 M3 L4, L29 G5 M4 L24, L36
	Comprehension and Collaboration: Critical Listening	CC.1.5.5.B Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	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
	Comprehension and Collaboration: Evaluating Information	CC.1.5.5.C Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	G5 M3 L9–12, L15, L26, L28–29

Standard Category	Subcategory	Standard	Aligned Components of <i>Wit & Wisdom</i>
	Presentation of Knowledge and Ideas: Purpose, Audience, and Task	<p>CC.1.5.5.D</p> <p>Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.</p>	<p>Supplemental material is necessary to address speaking clearly with adequate volume and clear pronunciation in oral reports on topics or presentations of opinions. The following lessons address reporting on topics or presenting opinions by following a logical sequence, including support and details, and speaking clearly at an appropriate pace as well as adapting volume appropriately when delivering a comedic skit or performing an expressive read aloud.</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>
	Presentation of Knowledge and Ideas: Context	<p>CC.1.5.5.E</p> <p>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p>G5 M1 L1–32</p> <p>G5 M2 L1–16, L18–36</p> <p>G5 M3 L4, L19, L28–29, L37</p> <p>G5 M4 L24, L35–36</p>
	Integration of Knowledge and Ideas: Multimedia	<p>CC.1.5.5.F</p> <p>Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>G5 M3 L17</p> <p>G5 M4 L26–30, L32–33, L35</p>

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	Conventions of Standard English	<p>CC.1.5.5.G</p> <p>Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content.</p>	<p><i>Wit & Wisdom</i> does not explicitly address demonstrating command of the conventions of standard English when speaking.</p>