



# WIT & WISDOM<sup>®</sup>

MORE MEANINGFUL ENGLISH  
Texas Essential Knowledge  
and Skills for English  
Language Arts and Reading  
Correlation to *Wit & Wisdom*

## GRADE 5

June 2019

## ABOUT *WIT & WISDOM*

*Wit & Wisdom*<sup>®</sup> is a Kindergarten through Grade 8 English language arts (ELA) curriculum created by Great Minds<sup>®</sup>, 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](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***
  - Core text list
  - Implementation Guide
  - Module o (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)

# Texas Essential Knowledge and Skills for English Language Arts and Reading Correlation to *Wit & Wisdom*

## GRADE 5 ENGLISH LANGUAGE ARTS

The majority of the Grade 5 Texas Essential Knowledge and Skills for English Language Arts and Reading are fully covered by Grade 5 of the *Wit & Wisdom* curriculum. The areas where the Grade 5 Texas 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 Texas standards while benefiting from the rich texts and knowledge building of *Wit & Wisdom*.

### KEY

-  *Wit & Wisdom* fully addresses the Texas standard.
-  *Wit & Wisdom* may not completely address the Texas standard.
-  *Wit & Wisdom* does not address the Texas standard.
-  *Wit & Wisdom* addresses the Texas 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	Knowledge and Skills	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>
<b>Developing and Sustaining Foundational Language Skills</b>	<b>5.1</b> Listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:		
		<b>5.1.A</b> listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;	G5 M1 L11  G5 M3 L6, L29  G5 M4 L1, L36
		<b>5.1.B</b> follow, restate, and give oral instructions that include multiple action steps;	Supplemental material is necessary to address restating and giving oral instructions. The following lessons address following oral instructions that involve a series of related sequences of action.  G5 M1 L1–3
		<b>5.1.C</b> give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and	G5 M4 L15, L16, L30
		<b>5.1.D</b> work collaboratively with others to develop a plan of shared responsibilities.	G5 M1 L3, L9–11



Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>	
<b>Developing and Sustaining Foundational Language Skills</b>	<b>5.2</b> Listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:			
		<b>5.2.A</b> demonstrate and apply phonetic knowledge by:		
		i. decoding words with consonant changes, including /t/ to /sh/ such as in <i>select</i> and <i>selection</i> and /k/ to /sh/ such as <i>music</i> and <i>musician</i> ;		<i>Wit &amp; Wisdom</i> does not address phonetic knowledge.
		ii. decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;		<i>Wit &amp; Wisdom</i> does not address phonetic knowledge.
		iii. decoding words using advanced knowledge of syllable division patterns;		<i>Wit &amp; Wisdom</i> does not address phonetic knowledge.
		iv. decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and		<i>Wit &amp; Wisdom</i> does not address phonetic knowledge.
		v. identifying and reading high-frequency words from a research-based list;		<i>Wit &amp; Wisdom</i> does not address phonetic knowledge.
		<b>5.2.B</b> demonstrate and apply spelling knowledge by:		
		i. spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;		<i>Wit &amp; Wisdom</i> does not address spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>
		ii. spelling words with consonant changes, including /t/ to /sh/ such as in <i>select</i> and <i>selection</i> and /k/ to /sh/ such as <i>music</i> and <i>musician</i> ;	<i>Wit &amp; Wisdom</i> does not address spelling words with consonant changes, including /t/ to /sh/ such as in <i>select</i> and <i>selection</i> and /k/ to /sh/ such as <i>music</i> and <i>musician</i> .
		iii. spelling multisyllabic words with multiple sound-spelling patterns;	<i>Wit &amp; Wisdom</i> addresses this standard in Grade 3. G3 M4 L8, L9DD, L19DD, L30DD, L33, L33DD
		iv. spelling words using advanced knowledge of syllable division patterns;	<i>Wit &amp; Wisdom</i> does not address spelling words using knowledge of syllable division patterns.
		v. spelling words using knowledge of prefixes; and	<i>Wit &amp; Wisdom</i> does not address spelling words using knowledge of prefixes.
		vi. spelling words using knowledge of suffixes, including how they can change base words such as dropping <i>e</i> , changing <i>y</i> to <i>i</i> , and doubling final consonants; and	<i>Wit &amp; Wisdom</i> addresses this standard in Grade 3. G3 M1 L17DD, L25DD
		<b>5.2.C</b> write legibly in cursive.	<i>Wit &amp; Wisdom</i> does not address writing in cursive.
<b>Developing and Sustaining Foundational Language Skills</b>	<b>5.3</b> Listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
		<b>5.3.A</b> use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;	G5 M1 L9DD, L19DD, L31DD G5 M2 L6DD, L30DD G5 M3 L6DD, L14DD, L15DD, L16DD, L29, L30DD, L31DD G5 M4 L1DD, L2, L11DD, L12DD, L22DD, L23DD, L32

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>
		<p><b>5.3.B</b> use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;</p>	<p>G5 M1 L9DD, L13DD, L19DD, L20DD, L22DD, L23, L24DD</p> <p>G5 M2 L1DD, L2DD, L6, L8–12, L14, L17DD, L30DD</p> <p>G5 M3 L1–2, L7, L9–11, L13, L16DD, L21–22, L25, L29DD, L30DD, L31DD, L32DD, L33DD, L34DD</p> <p>G5 M4 L2DD, L22–23, L23DD, L32DD</p>
		<p><b>5.3.C</b> identify the meaning of and use words with affixes such as <i>trans-</i>, <i>super-</i>, <i>-ive</i>, and <i>-logy</i> and roots such as <i>geo</i> and <i>photo</i>; and</p>	<p>G5 M1 L5DD, L9DD, L30DD</p> <p>G5 M2 L8, L9DD, L21DD, L28DD</p> <p>G5 M3 L1DD, L2DD, L5DD, L6DD, L7DD, L11DD, L29DD, L30DD</p> <p>G5 M4 L1, L1DD, L10DD, L11DD, L20DD, L22DD, L24DD, L33DD</p>
		<p><b>5.3.D</b> identify, use, and explain the meaning of adages and puns.</p>	<p>G5 M2 L1–4</p>
<p><b>Developing and Sustaining Foundational Language Skills</b></p>	<p><b>5.4</b> Listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>		<p>G5 M1 L11, L27</p>
<p><b>Developing and Sustaining Foundational Language Skills</b></p>	<p><b>5.5</b> Listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>		<p>Each <i>Wit &amp; Wisdom</i> module includes a Volume of Reading list (Appendix D) which lists texts at a variety of complexity levels that students can select from and read independently.</p>

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>	
Comprehension Skills	<b>5.6</b>	Listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
			<b>5.6.A</b> establish purpose for reading assigned and self-selected texts;	Wit & Wisdom does not explicitly address students establishing their own purposes for reading assigned and self-selected texts.
			<b>5.6.B</b> generate questions about text before, during, and after reading to deepen understanding and gain information;	G5 M1 L1, L11, L13 G5 M3 L16–17, L29–31, L35 G5 M4 L5, L7, L10, L21, L30
			<b>5.6.C</b> make, correct, or confirm predictions using text features, characteristics of genre, and structures;	G5 M1 L20, L24 G5 M2 L27 G5 M3 L30, L34–35 G5 M4 L5, L7
			<b>5.6.D</b> create mental images to deepen understanding;	G5 M3 L20
			<b>5.6.E</b> make connections to personal experiences, ideas in other texts, and society;	G5 M1 L13–14, L31, L37 G5 M4 L1, L9, L22, L24, L36
			<b>5.6.F</b> make inferences and use evidence to support understanding;	G5 M1 L1, L7, L9, L15, L19–26, L30, L31, L35 G5 M2 L5–8, L10–14, L17–18, L22–23, L25–29, L31–35 G5 M3 L9–11, L13–14, L16–17, L19–20, L22–27, L30–36 G5 M4 L1–4, L6–16, L20–22, L24, L26, L28, L36



Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>
		<b>5.6.G</b> evaluate details read to determine key ideas;	G5 M1 L2–5, L7, L30–31 G5 M3 L3, L7–9, L14 G5 M4 L5, L9, L14, L18–19
		<b>5.6.H</b> synthesize information to create new understanding; and	G5 M1 L14 G5 M3 L4, L11, L15 G5 M4 L21, L27–29, L36
		<b>5.6.I</b> monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	<i>Wit &amp; Wisdom</i> does not explicitly address monitoring comprehension and making adjustments.
<b>Response Skills</b>	<b>5.7</b> Listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
		<b>5.7.A</b> describe personal connections to a variety of sources, including self-selected texts;	Supplemental material, such as use of the <i>Wit &amp; Wisdom</i> Volume of Reading list, is necessary to ensure making connections with self-selected texts. The following lessons address making personal connections to varied sources. G5 M3 L4 G5 M4 L36
		<b>5.7.B</b> write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;	G5 M3 L31 G5 M4 L4

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		<b>5.7.C</b> use text evidence to support an appropriate response;	G5 M1 L15–16, L31 G5 M3 L32, L37 G5 M4 L6
		<b>5.7.D</b> retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;	G5 M1 L2–4, L7, L14, L19–22, L30–31 G5 M2 L11, L13, L16, L21–22, L26–29 G5 M3 L3–4, L7–11, L14, L33–35 G5 M4 L2–3, L5–14, L17–21, L28
		<b>5.7.E</b> interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	G5 M4 L19–20, L22, L25–27, L31
		<b>5.7.F</b> respond using newly acquired vocabulary as appropriate; and	G5 M2 L34DD, L35DD G5 M3 L13DD, L15DD
		<b>5.7.G</b> discuss specific ideas in the text that are important to the meaning.	G5 M2 L28–32 G5 M3 L3, L7–8, L14, L18, L31–32, L35 G5 M4 L1–2, L5–10, L12, L17–23, L26–27, L30–31

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>	
<b>Multiple Genres</b>	<b>5.8</b>	Listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
			<b>5.8.A</b> infer multiple themes within a text using text evidence;	G5 M1 L9 G5 M2 L7, L27–29, L32 G5 M3 L17, L22, L24–25, L35 G5 M4 L4
			<b>5.8.B</b> analyze the relationships of and conflicts among the characters;	G5 M1 L10, L13, L15, L18–19, L23 G5 M2 L10, L17–20, L26–30, L34 G5 M3 L17–20, L22, L30 G5 M4 L2–3, L36
			<b>5.8.C</b> analyze plot elements, including rising action, climax, falling action, and resolution; and	G5 M2 L16, L18, L26, L30 G5 M4 L3
			<b>5.8.D</b> analyze the influence of the setting, including historical and cultural settings, on the plot.	G5 M2 L18, L24, L26 G5 M3 L17, L30

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>	
Multiple Genres	<b>5.9</b>	Listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		
			<b>5.9.A</b> demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales;	<i>Wit &amp; Wisdom</i> addresses this standard in Grade 4.  G4 M4 L1, L3–4, L6–8, L10–12
			<b>5.9.B</b> explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms;	Supplemental material is necessary to address distinguishing between the poet and the speaker. <i>Wit &amp; Wisdom</i> addresses the use of sound devices and figurative language in poems in Grade 7.  G7 M3 L3
			<b>5.9.C</b> explain structure in drama such as character tags, acts, scenes, and stage directions;	<i>Wit &amp; Wisdom</i> addresses this standard in Grade 4.  G4 M4 L8–9
			<b>5.9.D</b> recognize characteristics and structures of informational text, including:	
			i. the central idea with supporting evidence;	G5 M1 L2–4, L30–31  G5 M3 L3, L7–9, L14  G5 M4 L6, L8–9, L14, L20, L23, L27, L32–33
			ii. features such as insets, timelines, and sidebars to support understanding; and	G5 M3 L1  G5 M4 L9, L26
			iii. organizational patterns such as logical order and order of importance;	G5 M4 L6–9

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>
		<p><b>5.9.E</b> recognize characteristics and structures of argumentative text by:</p> <p>i. identifying the claim;</p> <p>ii. explaining how the author has used facts for or against an argument; and</p> <p>iii. identifying the intended audience or reader; and</p> <p><b>5.9.F</b> recognize characteristics of multimodal and digital texts.</p>	<p><i>Wit &amp; Wisdom</i> addresses this standard in Grade 6.</p> <p>G6 M3 L22, L34</p> <p>G6 M4 L28</p> <p>G5 M3 L13</p> <p><i>Wit &amp; Wisdom</i> addresses this standard in Grade 7.</p> <p>G7 M3 L13</p> <p>G5 M4 L26–27, L31</p>
<b>Author’s Purpose and Craft</b>	<b>5.10</b>	<p>Listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p><b>5.10.A</b> explain the author’s purpose and message within a text;</p> <p><b>5.10.B</b> analyze how the use of text structure contributes to the author’s purpose;</p>	<p>The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:</p> <p><i>Wit &amp; Wisdom</i> addresses author’s purpose in Grade 2. The following lessons address explaining the message within a text.</p> <p>G5 M1 L31</p> <p>G5 M3 L8–11, L13–14</p> <p>G5 M3 L35</p> <p>G5 M4 L6–9, L11</p>



Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>
		<b>5.10.C</b> analyze the author’s use of print and graphic features to achieve specific purposes;	G5 M4 L5
		<b>5.10.D</b> describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;	Supplemental material is necessary to address how sound devices achieve specific purposes. The following lessons address the author’s use of imagery and literal and figurative language.  G5 M1 L25DD  G5 M3 L31–32  G5 M4 L6
		<b>5.10.E</b> identify and understand the use of literary devices, including first- or third-person point of view;	G5 M1 L29  G5 M4 L2–3
		<b>5.10.F</b> examine how the author’s use of language contributes to voice; and	<i>Wit &amp; Wisdom</i> addresses this standard in Grade 4.  G4 M3 L11DD, L12DD, L13DD
		<b>5.10.G</b> explain the purpose of hyperbole, stereotyping, and anecdote.	<i>Wit &amp; Wisdom</i> addresses hyperbole in Grades 6–8. The following lessons address stereotyping and anecdote.  G5 M3 L23  G5 M4 L12, L17–18

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<b>Composition</b>	<b>5.11</b>		
		Listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
		<b>5.11.A</b> plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;	<i>Wit &amp; Wisdom</i> does not address students planning a first draft by selecting a genre.
		<b>5.11.B</b> develop drafts into a focused, structured, and coherent piece of writing by:	
	i.	organizing with purposeful structure, including an introduction, transitions, and a conclusion; and	G5 M1 L8, L14, L14DD, L15DD, L16, L16DD, L28, L28DD, L33–35, L35DD  G5 M2 L23, L25, L33, L35–36  G5 M3 L15, L23, L27–28, L37  G5 M4 L10, L13–14, L16, L34
ii.	developing an engaging idea reflecting depth of thought with specific facts and details;	G5 M1 L27, L33  G5 M3 L23, L37  G5 M4 L10, L33–34	
	<b>5.11.C</b> revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;	G5 M1 L34–35  G5 M2 L8DD, L10, L10DD, L15, L15DD, L25  G5 M3 L15, L31–32	

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>
		<b>5.11.D</b> edit drafts using standard English conventions, including:	
		i. complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	Supplemental material is necessary to address splices. <i>Wit &amp; Wisdom</i> addresses creating complete simple and compound sentences and avoiding or correcting fragments and run-ons in Grade 4.  G4 M1 L13DD, L14DD, L15DD, L31DD  G4 M3 L6DD, L7DD, L8DD, L17DD, L20DD, L33DD, L34DD, L35DD
		ii. past tense of irregular verbs;	<i>Wit &amp; Wisdom</i> addresses forming and using the past tense of frequently occurring irregular verbs in Grade 2.  G2 M2 L20DD, L21DD, L22DD, L23DD
		iii. collective nouns;	<i>Wit &amp; Wisdom</i> does not address collective nouns in the upper elementary grades. <i>Wit &amp; Wisdom</i> addresses this standard in Grade 2.
		iv. adjectives, including their comparative and superlative forms;	<i>Wit &amp; Wisdom</i> addresses this standard in Grade 3.  G3 M1 L28DD  G3 M2 L3DD, L14  G3 M4 L7DD, L8DD, L10DD, L12DD, L14DD, L24DD, L25, L26DD, L29DD, L33DD
		v. conjunctive adverbs;	<i>Wit &amp; Wisdom</i> does not explicitly address conjunctive adverbs.

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		vi. prepositions and prepositional phrases and their influence on subject-verb agreement;	<p><i>Wit &amp; Wisdom</i> does not address the influence of prepositions on subject-verb agreement. <i>Wit &amp; Wisdom</i> addresses prepositional phrases in Grade 4.</p> <p>G4 M2 L18DD, L19DD, L20DD, L27DD, L28DD</p>
		vii. pronouns, including indefinite;	<p><i>Wit &amp; Wisdom</i> addresses indefinite pronouns in Grade 1. The following lessons address pronouns in general.</p> <p>G5 M1 L34DD, L35DD</p> <p>G5 M4 L9DD, L15DD, L26DD, L27DD, L28DD, L34DD</p>
		viii. subordinating conjunctions to form complex sentences;	<p><i>Wit &amp; Wisdom</i> addresses this standard in Grade 3.</p> <p>G3 M1 L14DD</p> <p>G3 M2 L6DD, L7DD, L8DD, L10DD, L11DD, L12DD, L20DD, L21DD, L22DD, L24DD, L26DD, L34DD, L36</p> <p>G3 M3 L3</p>
		ix. capitalization of abbreviations, initials, acronyms, and organizations;	<p><i>Wit &amp; Wisdom</i> does not address capitalization of abbreviations, initials, acronyms, and organizations.</p>

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>
		x. punctuation marks, including commas in compound and complex sentences, quotation marks in dialogue, and italics and underlining for titles and emphasis; and	<p><i>Wit &amp; Wisdom</i> does not address using underlining and italics for emphasis. <i>Wit &amp; Wisdom</i> addresses using commas in compound and complex sentences in Grades 3 and 4. The following lessons address using quotation marks in dialogue, italics and underlining for titles, and commas to set off introductory elements of sentences.</p> <p>G5 M1 L11DD, L12DD, L33DD, L35DD</p> <p>G5 M2 L23DD, L26DD, L36DD</p> <p>G5 M4 L34DD</p>
		xi. correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	<p>Supplemental material is necessary to address high-frequency words. The following lessons address spelling words with grade-appropriate orthographic patterns and rules.</p> <p>G5 M4 L3DD, L4DD, L35DD</p>
		<b>5.11.E</b> publish written work for appropriate audiences.	<p>G5 M3 L37</p> <p>G5 M4 L30, L35</p>
<b>Composition</b>	<b>5.12</b> Listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:		
		<b>5.12.A</b> compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	<p>G5 M2 L14, L35</p>



Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>
		<b>5.12.B</b> compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;	G5 M1 L6, L8, L16  G5 M2 L31  G5 M4 L4, L10, L28, L33–34
		<b>5.12.C</b> compose argumentative texts, including opinion essays, using genre characteristics and craft; and	G5 M3 L12, L36–37
		<b>5.12.D</b> compose correspondence that requests information.	<i>Wit &amp; Wisdom</i> does not address composing correspondence to request information.
<b>Inquiry and Research</b>	<b>5.13</b> Listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
		<b>5.13.A</b> generate and clarify questions on a topic for formal and informal inquiry;	Supplemental material is necessary to address generating questions for inquiry. The following lessons address engaging in inquiry on student-generated topics to respond to given questions for formal and informal inquiry.  G5 M4 L17, L23, L32–33
		<b>5.13.B</b> develop and follow a research plan with adult assistance;	G5 M4 L18, L20–21, L25–35
		<b>5.13.C</b> identify and gather relevant information from a variety of sources;	G5 M3 L33–35  G5 M4 L3, L8, L18, L20–21, L25–27, L31–33

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit &amp; Wisdom</i>
		<b>5.13.D</b> understand credibility of primary and secondary sources;	Supplemental material is necessary to address the evaluation of credibility of primary and secondary sources. The following lessons address the selection and use of research sources.  G5 M4 L18, L26–27, L31–33
		<b>5.13.E</b> demonstrate understanding of information gathered;	G5 M4 L15–16, L30, L34–35
		<b>5.13.F</b> differentiate between paraphrasing and plagiarism when using source materials;	G5 M4 L5–16
		<b>5.13.G</b> develop a bibliography; and	<i>Wit &amp; Wisdom</i> does not address developing a formal bibliography in the lower elementary grades. <i>Wit &amp; Wisdom</i> addresses this standard in Grades 7 and 8.
		<b>5.13.H</b> use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	G5 M4 L15–16, L30, L34–35