

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 visible, some working at their desks. The scene is brightly lit, suggesting a sunny day.

WIT & WISDOM[®]

MORE MEANINGFUL ENGLISH

Tennessee English
Language Arts Standards
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.

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)

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

GRADE 5 ENGLISH LANGUAGE ARTS

The majority of the Grade 5 Tennessee English Language Arts Standards are fully covered by Grade 5 of the *Wit & Wisdom* curriculum. The areas where the Grade 5 Tennessee 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 and use of *Wit & Wisdom* content from other grade levels, students can be successful in achieving the proficiencies of the Tennessee standards while benefiting from the rich texts and knowledge building of *Wit & Wisdom*.

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	Category	Standard	Aligned Components of <i>Wit & Wisdom</i>
Foundational Literacy Standards	Phonics and Word Recognition	5.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	
		5.FL.PWR.3.a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<i>Wit & Wisdom</i> does not address foundational skills.
	Word Composition	5.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.	
		5.FL.WC.4.a Spell grade-appropriate words correctly consulting references as needed.	G5 M1 L4, L16 G5 M4 L3DD, L4, L4DD, L34–35, L35DD
		5.FL.WC.4.b Write legibly in manuscript and cursive.	<i>Wit & Wisdom</i> does not address handwriting.
	Fluency	5.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.	
		5.FL.F.5.a Read grade-level text with purpose and understanding.	G5 M1 L11, L27

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		5.FL.F.5.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	G5 M1 L11, L27
		5.FL.F.5.c Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	<i>Wit & Wisdom</i> does not address foundational skills.
	Sentence Composition	5.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	
		5.FL.SC.6.a Explain the function of conjunctions, prepositions, and interjections as used in general and 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
		5.FL.SC.6.b Form and use the perfect verb tense.	G5 M3 L8DD, L9DD, L10DD, L12DD, L15, L27–28, L37, L37DD

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		5.FL.SC.6.c Use verb tense to convey various times, sequences, states, and conditions.	G5 M3 L3DD, L4DD, L5DD, L15, L27–28, L37, L37DD
		5.FL.SC.6.d Recognize and correct inappropriate shifts in verb tense.	G5 M3 L22DD, L23DD, L24DD, L27DD, L28, L28DD, L37, L37DD
		5.FL.SC.6.e Use correlative conjunctions.	G5 M4 L18DD, L19DD, L21DD, L23
		5.FL.SC.6.f Use punctuation to separate items in a series.	G5 M4 L5DD, L6DD, L7DD, L34, L34DD, L35
		5.FL.SC.6.g Use a comma to separate an introductory element from the rest of the sentence.	G5 M2 L19DD, L31DD, L32DD, L33DD, L36DD G5 M3 L27–28, L37
		5.FL.SC.6.h Use a comma to set off the words <i>yes</i> and <i>no</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.	G5 M2 L3DD, L4DD, L23DD, L24DD, L25, L25DD, L26DD, L36DD
		5.FL.SC.6.i Use underlining, quotation marks, or italics to indicate titles of works.	G5 M1 L11DD, L12DD, L35DD
		5.FL.SC.6.j Write multiple cohesive paragraphs on a topic.	G5 M2 L22, L22DD, L25DD, L26, L26DD

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	Vocabulary Acquisition	5.FL.VA.7a 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.	
5.FL.VA.7a.i Use context as a clue to the meaning of a word or phrase.		G5 M1 L9DD, L13DD, L18, L19DD, L20DD, L22DD, L23, L24DD, L30 G5 M2 L2DD, L6, L8–12, L14, L17DD, L30DD G5 M3 L1–2, L7, L9–11, L13, L16DD, L21–22, L25, L30DD, L31DD, L32DD G5 M4 L2DD, L10–11, L17, L23, L23DD	
5.FL.VA.7a.ii Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.		G5 M1 L5DD, L9DD, L29DD, L30, L30DD G5 M2 L8–9, L9DD, L21DD, L28DD G5 M3 L1DD, L2DD, L5DD, L6DD, L7DD, L10, L11DD, L14DD, L16DD, L30DD G5 M4 L1, L1DD, L9, L10DD, L11DD, L20, L20DD, L22DD, L24DD, L32DD, L33DD	
5.FL.VA.7a.iii Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		G5 M1 L9DD, L19DD G5 M2 L6DD, L30DD G5 M3 L6DD, L14DD, L15DD, L16DD, L31DD G5 M4 L1DD	

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		<p>5.FL.VA.7b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
		<p>5.FL.VA.7b.i 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>5.FL.VA.7b.ii Recognize and explain the meaning of common idioms and proverbs.</p>	<p>G5 M2 L1, L7DD, L11, L12DD, L13–14, L14DD, L29DD G5 M3 L22, L26DD, L35 G5 M4 L17</p>
		<p>5.FL.VA.7b.iii Use the relationship between particular words to better understand each of the words.</p>	<p>G5 M1 L1DD, L2DD, L31DD G5 M2 L5DD, L6DD, L12, L13DD G5 M3 L11DD G5 M4 L11, L12DD, L13DD, L14DD, L17DD</p>
		<p>5.FL.VA.7c Acquire and use accurately grade-appropriate 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>

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Reading Standards for Literature	Key Ideas and Details	<p>5.RL.KID.1</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>G5 M1 L9–11, L13–28</p> <p>G5 M2 L1, L3–15, L17–18, L18DD, L22–24, L26–29, L31–34</p> <p>G5 M3 L16–37</p> <p>G5 M4 L2–4, L22, L24, L36</p>
		<p>5.RL.KID.2</p> <p>Determine a theme or central idea of a story, drama, or poem from details in the text; summarize the text.</p>	<p>G5 M1 L9–10, L14–15, L20–22, L24–25</p> <p>G5 M2 L2–4, L7, L13, L16–19, L21–36</p> <p>G5 M3 L17, L22, L24–26, L29–30, L35</p> <p>G5 M4 L2–4, L36</p>
		<p>5.RL.KID.3</p> <p>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a 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	<p>5.RL.CS.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.</p>	<p>G5 M1 L10DD, L18DD, L29</p> <p>G5 M2 L13, L20, L23</p> <p>G5 M3 L21, L21DD, L22, L30–32, L35</p>

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		<p>5.RL.CS.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.</p>	<p>G5 M1 L15, L20 G5 M2 L16–20, L22–23, L26, L30 G5 M3 L17, L35</p>
		<p>5.RL.CS.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<p>G5 M2 L2–3 G5 M3 L17–18, L20, L22–25, L29, L33, L35 G5 M4 L2–3</p>
	<p>Integration of Knowledge and Ideas</p>	<p>5.RL.IKI.7 Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.</p>	<p>G5 M2 L7</p>
	<p>5.RL.IKI.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.</p>	<p>G5 M1 L10–12, L17 G5 M4 L24, L36</p>	
	<p>Range of Reading and Level of Text Complexity</p>	<p>5.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 4–5 text complexity band 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>

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Reading Standards for Informational Text	Key Ideas and Details	<p>5.RI.KID.1</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</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>5.RI.KID.2</p> <p>Determine the main idea of a text and explain how it is 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>5.RI.KID.3</p> <p>Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.</p>	<p>G5 M1 L2–4, L7, L10, L14</p> <p>G5 M3 L4, L8, L31</p> <p>G5 M4 L1, L12, L22, L36</p>
	Craft and Structure	<p>5.RI.CS.4</p> <p>Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.</p>	<p>G5 M1 L18</p> <p>G5 M2 L6</p> <p>G5 M3 L21</p>
		<p>5.RI.CS.5</p> <p>Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.</p>	<p>G5 M3 L31</p> <p>G5 M4 L7–9</p>
		<p>5.RI.CS.6</p> <p>Analyze the similarities and differences in points of view of multiple accounts of the same event or topic.</p>	<p>G5 M3 L8, L10–11, L13</p>

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	Integration of Knowledge and Ideas	5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.	G5 M3 L11 G5 M4 L20–21, L23, L26–27, L31–35
		5.RI.IKI.8 Explain how an author uses reasons and evidence to support points in a text, identifying which reasons and evidence support which points.	G5 M1 L30–31 G5 M3 L7–11, L13–14 G5 M4 L6, L8, L14
		5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge.	G5 M1 L14 G5 M3 L4, L11 G5 M4 L21, L23, L26–29, L31–33, L36
	Range of Reading and Level of Text Complexity	5.RI.RRTC.10 Read and comprehend stories and informational 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.

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Speaking and Listening Standards	Comprehension and Collaboration	5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	G5 M1 L12 G5 M2 L4, L32
		5.SL.CC.2 Summarize a text presented in diverse media such as visual, quantitative, and oral formats.	G5 M1 L3, L7, L13, L21–22, L25 G5 M2 L13, L16, L21 G5 M3 L3–4 G5 M4 L3, L5–6, L8
		5.SL.CC.3 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

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	Presentation of Knowledge and Ideas	5.SL.PKI.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.	G5 M3 L4 G5 M4 L13, L15–16, L30, L35
5.SL.PKI.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.		G5 M3 L17 G5 M4 L26–30, L32–33, L35	
5.SL.PKI.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.		G5 M1 L1–32 G5 M2 L1–16, L18–36 G5 M3 L4, L6, L19, L28–29, L37 G5 M4 L24, L35–36	
Writing Standards	Text Types and Protocol	5.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
		5.W.TTP.1.a Introduce a topic or text.	G5 M3 L15, L23, L28, L33, L37
		5.W.TTP.1.b Develop an opinion through logically-ordered reasons that are supported by facts and details.	G5 M3 L12, L15, L22–24, L27–28, L33, L36–37
		5.W.TTP.1.c Create an organizational structure in which ideas are logically grouped to support the writer’s purpose.	G5 M3 L15, L37

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		5.W.TTP.1.d Provide a concluding statement or section related to the opinion presented.	G5 M3 L15, L23, L27–28, L37
		5.W.TTP.1.e Link opinion and reasons using words, phrases, and clauses.	G5 M3 L15, L37
		5.W.TTP.1.f Apply language standards addressed in the Foundational Literacy standards.	See the the Foundational Literacy standards section for alignment.
		5.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.	
		5.W.TTP.2.a Introduce a topic by providing a general observation and focus.	G5 M1 L6, L8, L28, L33 G5 M2 L31, L33 G5 M3 L32 G5 M4 L10, L13–14, L33–34
		5.W.TTP.2.b Group related information logically, including formatting features, illustrations, and multimedia when needed to provide clarity to the reader.	G5 M1 L27
		5.W.TTP.2.c 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

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		<p>5.W.TTP.2.d Provide a conclusion related to the information or explanation presented.</p>	<p>G5 M1 L28, L34 G5 M2 L33</p>
		<p>5.W.TTP.2.e Link ideas within and across categories of information using words, phrases, and clauses.</p>	<p>G5 M1 L14, L14DD, L15, L15DD, L16DD, L23DD, L25DD, L27, L27DD, L28DD, L35DD G5 M4 L16, L17DD</p>
		<p>5.W.TTP.2.f Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>G5 M1 L27</p>
		<p>5.W.TTP.2.g Apply language standards addressed in the Foundational Literacy standards.</p>	<p>See Foundational Literacy standards section for alignment.</p>
		<p>5.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.</p>	
		<p>5.W.TTP.3.a Orient the reader by establishing a situation, using a narrator and/or introducing characters.</p>	<p>G5 M2 L13–15, L23, L34–36</p>

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		<p>5.W.TTP.3.b Organize an event sequence that unfolds naturally and logically.</p>	G5 M2 L22–26, L34–36
		<p>5.W.TTP.3.c Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations.</p>	G5 M2 L6–7, L9, L11, L13–15, L20, L22, L24–26, L35–36
		<p>5.W.TTP.3.d 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. G4 M2 L4, L10</p>
		<p>5.W.TTP.3.f Use precise words and phrases and use sensory details to convey experiences and events.</p>	G5 M2 L7–8, L8DD, L9–10, L10DD, L11, L13, L15DD, L35
		<p>5.W.TTP.3.g Apply language standards addressed in the Foundational Literacy standards.</p>	See Foundational Literacy standards section for alignment.

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	Production and Distribution of Writing	5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	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
5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.		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	
5.W.PDW.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 technology skills to type a complete product in a single sitting as defined in W.1–3.		G5 M4 L34, L35	

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	Research to Build and Present Knowledge	5.W.RBPK.7 Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic.	G5 M4 L9, L18, L20–21, L25–35
		5.W.RBPK.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
		5.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.	G5 M1 L7–8, L23, L26–28, L33–35 G5 M2 L33 G5 M3 L27 G5 M4 L14
	Range of Writing	5.W.RW.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.	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