WIT & WISDOM®

MORE MEANINGFUL ENGLISH

Missouri Learning Standards: English Language Arts Correlation to *Wit & Wisdom*

GRADE 5

June 2019

WIT & WISDOM®

GREAT MINDS™

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)

Missouri Learning Standards: English Language Arts Correlation to *Wit & Wisdom*

GRADE 5 ENGLISH LANGUAGE ARTS

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

KEY

G = grade level

M = module

L = lesson

DD = Deep Dive

Examples:

G5 M1 L6 = Grade 5 Module 1 Lesson 6

G5 M1 L6DD = Grade 5 Module 1 Lesson 6 Deep Dive

Please note: *Wit & Wisdom* is intentionally designed to be implemented alongside a research-based, high-quality foundational skills program.

Strand: Reading			
Big Idea	**Concept**	**Expectation**	**Aligned Components of _Wit & Wisdom_**
Develop and apply skills to the reading process.	**Comprehension**	**5.R.1.A** Develop and demonstrate reading skills in response to text by:	
		a. drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	G5 M1 L16, L18 G5 M2 L29, L31–32 G5 M3 L3, L7–9
		b. drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text.	G5 M1 L9–10, L24–25 G5 M3 L20
		c. monitoring comprehension and making corrections and adjustments when understanding breaks down.	_Wit & Wisdom_ does not explicitly address monitoring comprehension and making adjustments.
	Vocabulary	**5.R.1.B** Develop an understanding of vocabulary by:	
		a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context.	G5 M1 L5DD, L9DD, L29DD, L30DD G5 M2 L9DD, L21DD, L28DD G5 M3 L1DD, L2DD, L5DD, L6DD, L7DD, L9–11, L11DD, L13, L14DD, L16DD, L30DD G5 M4 L1DD, L10DD, L11, L11DD, L17, L20DD, L22DD, L23, L24DD, L33DD

Strand: Reading			
Big Idea	**Concept**	**Expectation**	**Aligned Components of *Wit & Wisdom***
		b. using context to determine meaning of unfamiliar or multiple-meaning words.	G5 M1 L9DD, L13DD, L18, L20DD, L22DD, L24DD, L30 G5 M2 L1DD, L2DD, L6, L8, L10–12, L14, L17DD, L30DD G5 M3 L1–2, L7, L9–11, L13, L16DD, L21–22, L25, L30DD, L31DD, L32DD G5 M4 L2DD, L10–11, L17, L23DD
		c. constructing analogies.	*Wit & Wisdom* does not address constructing analogies.
		d. explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text.	G5 M1 L10DD, L18DD G5 M2 L1, L7DD, L13, L20, L23, L29DD G5 M3 L21, L21DD, L22, L26DD, L30–32, L35 G5 M4 L6, L17
		e. identifying and using words and phrases that signal contrast, addition, and relationships.	G5 M1 L31DD G5 M2 L5DD, L6DD, L13DD G5 M4 L13DD, L17DD

Strand: Reading			
Big Idea	**Concept**	**Expectation**	**Aligned Components of _Wit & Wisdom_**
		f. using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices.	G5 M1 L9DD G5 M2 L6DD, L14DD, L16DD, L30DD G5 M3 L6DD, L14DD, L15DD, L16DD, L31DD G5 M4 L1DD, L23DD
		g. using conversational, general academic, and domain-specific words and phrases.	G5 M1 L1DD, L2DD G5 M2 L17DD, L34DD, L35DD G5 M3 L13DD, L15DD, L25DD, L29DD, L33DD, L34DD G5 M4 L23DD, L32DD, L33DD
	Making Connections	**5.R.1.C** Compare, contrast, and analyze relevant connections between:	
		a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast).	G5 M1 L14 G5 M3 L31 G5 M4 L9, L36
		b. text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame).	G5 M1 L13–14, L21 G5 M3 L31 G5 M4 L1, L22, L36

		Strand: Reading	
Big Idea	**Concept**	**Expectation**	**Aligned Components of *Wit & Wisdom***
	Independent Text	**5.R.1.D** Read independently for multiple purposes over sustained periods of time by:	
		a. reading text that is developmentally appropriate.	Each *Wit & Wisdom* 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.
		b. producing evidence of reading.	Each *Wit & Wisdom* 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.
Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.	Fiction	**5.R.2.A** Read, infer, analyze, and draw conclusions:	
		a. compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts.	G5 M1 L10, L14, L18–19, L21–22, L26 G5 M2 L22 G5 M3 L17–18, L21–24, L35 G5 M4 L3, L36
		b. explain the theme or moral lesson, conflict, and resolution in a story or novel.	G5 M1 L24–25 G5 M2 L7, L13, L16–18, L22, L26, L28–29, L31–33 G5 M3 L22, L35 G5 M4 L3–4, L36
		c. describe how a narrator's or speaker's point of view influences events.	G5 M1 L12, L18, L24
		d. recognize foreshadowing.	*Wit & Wisdom* addresses recognizing foreshadowing in Grade 4. G4 M4 L16, L16DD, L19, L26

		Strand: Reading	
Big Idea	**Concept**	**Expectation**	**Aligned Components of *Wit & Wisdom***
		e. explain the effect of a historical event or movement in literature.	G5 M4 L8
		f. introduce origin myths and culturally significant characters/events in mythology.	*Wit & Wisdom* addresses introducing culturally significant characters/events in mythology in Grade 4. The following lessons address introducing origin myths. G5 M1 L9–12
		g. introduce different forms of third-person points of view in stories.	*Wit & Wisdom* does not explicitly address different forms of third-person points of view.
	Poetry	**5.R.2.B** Read, infer, and draw conclusions to:	
		a. explain how poets use sound and visual elements in poetry.	*Wit & Wisdom* addresses explaining how poets use sound and visual elements in poetry in Grades 3 and 4. G3 M4 L10, L12 G4 M1 L20–24
		b. identify forms of poems.	*Wit & Wisdom* addresses identifying forms of poetry in Grades 3 and 4. G3 M4 L10–19 G4 M1 L18, L20–24, L27, L30
	Drama	**5.R.2.C** Read, infer, and draw conclusions to:	
		a. analyze the similarities between an original text and its dramatic adaptation.	*Wit & Wisdom* does not address analyzing the similarities between an original text and its dramatic interpretation.

Strand: Reading				
Big Idea	**Concept**	**Expectation**	**Aligned Components of *Wit & Wisdom***
		b. identify structural elements of dramatic literature.	*Wit & Wisdom* addresses identifying the structural elements of dramatic literature in Grade 4. G4 M4 L8–10
		c. evaluate the critical impact of sensory details, imagery, and figurative language.	*Wit & Wisdom* does not address evaluating the critical impact of sensory details, imagery, and figurative language in drama in the upper elementary grades. *Wit & Wisdom* addresses this standard in Grade 8.
Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/ explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.	**Text Features**	**5.R.3.A** Read, infer, and draw conclusions to:	
		a. use multiple text features and graphics to locate information and gain an overview of the contents of text information.	G5 M4 L18, L21, L25
		b. interpret details from procedural text to complete a task, solve a problem, or perform an action.	*Wit & Wisdom* does not address interpreting details from procedural text to complete a task, solve a problem, or perform an action.
		c. interpret factual or quantitative information.	G5 M1 L5, L7 G5 M3 L2
	Literary Techniques	**5.R.3.B** Read, infer, and draw conclusions to:	
		a. evaluate if the author's purpose was achieved, identify reasons for the decision, and provide evidence to support the claim.	*Wit & Wisdom* does not address evaluating if the author's purpose was achieved, identifying reasons for the decision, and providing evidence to support the claim.
		b. analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	G5 M3 L10–11, L13, L31

	Strand: Reading		
Big Idea	**Concept**	**Expectation**	**Aligned Components of *Wit & Wisdom***
		c. verify facts through established methods.	*Wit & Wisdom* does not address verifying facts through established methods.
		d. identify the author's viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument.	G5 M1 L30 G5 M3 L8–11, L13–14
		e. recognize exaggerated, contradictory, or misleading statements.	*Wit & Wisdom* does not address recognizing exaggerated, contradictory, or misleading statements.
		f. explain the type of evidence used to support a claim in a persuasive text.	G5 M1 L30–31 G5 M3 L7–11, L13–14
		g. use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning.	G5 M1 L30–31 G5 M3 L7–11, L13–14
	Text Structures	**5.R.3.C** Read, infer, and draw conclusions to:	
		a. identify devices used in biographies and autobiographies, including how an author presents major events in a person's life.	Supplemental material is necessary to address this standard thoroughly. G5 M4 L12
		b. explain the difference between a stated and implied purpose for an expository text.	*Wit & Wisdom* does not explicitly address explaining the difference between a stated and implied purpose for an expository text.
		c. analyze how the pattern of organization of a text influences the relationships.	G5 M4 L6–9, L11
		d. analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view.	G5 M3 L10–11, L13

Strand: Reading

Big Idea	Concept	Expectation	Aligned Components of *Wit & Wisdom*
		e. integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	G5 M1 L14 G5 M3 L11 G5 M4 L21, L23, L26–29, L31–33, L36
Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.	**Digital and Media Literacy**	**5.R.4.A** Read to develop an understanding of media and its components by:	
		a. explaining how messages conveyed in various forms of media are presented differently.	*Wit & Wisdom* does not explicitly address explaining how messages conveyed in various forms of media are presented differently.
		b. comparing and contrasting the difference in techniques used in media.	*Wit & Wisdom* does not explicitly address comparing and contrasting the difference in techniques used in media.
		c. identifying the point of view of media presentations.	*Wit & Wisdom* does not explicitly address identifying the point of view of media presentations.
		d. analyzing various digital media venues for levels of formality and informality.	*Wit & Wisdom* does not explicitly address analyzing various digital media venues for levels of formality and informality.
		e. explaining textual and graphics features of a web page and how they help readers to comprehend text.	G5 M4 L31

Strand: Reading Foundations

Big Idea	Concept	Expectation	Aligned Components of *Wit & Wisdom*
Understand how English is written and read.	**Phonics**	**5.RF.3.A** Develop phonics in the reading process by:	
		a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context.	*Wit & Wisdom* does not address foundational skills.

Strand: Reading Foundations			
Big Idea	**Concept**	**Expectation**	**Aligned Components of *Wit & Wisdom***
		b. reading root words, prefixes, suffixes, and important words from all specific content curricula.	*Wit & Wisdom* does not address foundational skills.
	Fluency	**5.RF.4.A** Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension:	
		a. use context to confirm or self-correct word recognition and understanding, rereading as necessary.	*Wit & Wisdom* does not address foundational skills.
Strand: Writing			
Big Idea	**Concept**	**Expectation**	**Aligned Components of *Wit & Wisdom***
Apply a writing process to develop a text for audience and purpose.	**Prewriting**	**5.W.1.A** Follow a writing process to plan a first draft by:	
		a. selecting a genre appropriate for conveying the purpose to an intended audience.	*Wit & Wisdom* does not address students planning a first draft by selecting a genre.
		b. formulating questions related to the topic.	G5 M4 L17
		c. accessing prior knowledge or building background knowledge related to the topic.	G5 M1 L31, L33
		d. using a prewriting strategy.	G5 M2 L13, L19, L21, L32, L34
	Draft	**5.W.1.B** Appropriate to genre type, develop a draft from prewriting by:	
		a. choosing an appropriate organizational structure and building on one main idea to create a multiple-paragraph text appropriate to the genre.	G5 M1 L14
		b. establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph.	G5 M1 L5, L7–8, L14, L16 G5 M2 L31 G5 M4 L10

Strand: Writing			
Big Idea	**Concept**	**Expectation**	**Aligned Components of *Wit & Wisdom***
		c. categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure.	G5 M1 L14, L27–28, L34 G5 M3 L15, L28, L36–37 G5 M4 L10, L14, L33–34
		d. restating the overall main idea in the concluding statement.	G5 M1 L5, L16 G5 M3 L28, L37
		e. addressing an appropriate audience, organization, and purpose.	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
	Revise/Edit	**5.W.1.C** Reread, revise, and edit drafts with assistance to:	
		a. develop and strengthen writing by revising main idea, sequence (ideas), focus, organizational structure, details/facts (from multiple sources, when appropriate), word choice (related to the topic), sentence structure, transitions, audience and purpose, voice.	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
		b. edit for language conventions.	G5 M1 L35 G5 M2 L36DD

Strand: Writing			
Big Idea	**Concept**	**Expectation**	**Aligned Components of _Wit & Wisdom_**
	Produce/ Publish and Share Writing	**5.W.1.D** With assistance from adults/peers:	
		a. use technology, including the Internet, to produce and publish writing.	G5 M4 L34
		b. demonstrate sufficient command of keyboarding skills to type a minimum of two pages, ideally in a single sitting.	G5 M4 L34–35
Compose well developed writing texts for audience and purpose.	**Opinion/ Argumentative**	**5.W.2.A** Write opinion texts that:	
		a. introduce a topic or text being studied, using an introductory paragraph that clearly supports the writer's purpose.	G5 M3 L28, L33, L37
		b. state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details.	G5 M3 L12, L15, L22–24, L27–28, L33, L36–37
		c. use specific and accurate words that are related to the topic, audience, and purpose.	_Wit & Wisdom_ addresses this standard in Grade 3. G3 M2 L27–28, L34, L36
		d. contain information using student's original language except when using direct quotation from a source.	_Wit & Wisdom_ does not address using student's original language.
		e. reference the name of the author(s) or name of the source used for details or facts included in the text.	. In Grade 5 Module 3, students write opinions based on one core module text.
		f. use transitions to connect opinion and reason.	G5 M3 L15, L37

Strand: Writing			
Big Idea	**Concept**	**Expectation**	**Aligned Components of *Wit & Wisdom***
		g. organize the supporting details/reasons into introductory, supporting, and concluding paragraphs.	G5 M3 L15, L28, L37
	Informative/ Explanatory	**5.W.2.B** Write informative/explanatory texts that:	
		a. introduce a topic using a topic sentence in an introductory paragraph.	G5 M1 L5–8, L16, L28, L33 G5 M2 L31, L33 G5 M4 L10, L14, L33–34
		b. develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations.	G5 M1 L16, L27, L33 G5 M2 L31, L33 G5 M4 L8, L10–11, L13–15, L34
		c. use an organizational format that suits the topic.	G5 M1 L3, L5, L16, L26, L31
		d. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose.	G5 M2 L8DD
		e. contain information using student's original language except when using direct quotations from a source.	*Wit & Wisdom* does not address using student's original language.
		f. use transition words to connect ideas within and across categories of information.	G5 M1 L14DD, L15DD, L16, L16DD, L23DD, L25DD, L27DD, L28DD, L35DD G5 M4 L16, L17DD
		g. use text structures when useful.	G5 M1 L3, L5, L16, L26, L31
		h. create a concluding paragraph related to the information.	G5 M1 L16, L28, L34 G5 M2 L33

Strand: Writing			
Big Idea	**Concept**	**Expectation**	**Aligned Components of *Wit & Wisdom***
	Narrative/ Literary	**5.W.2.C** Write fiction or nonfiction narratives and poems that:	
		a. establish a setting and situation/topic and introduce a narrator and/or characters.	G5 M2 L14, L22–24, L26, L35
		b. use narrative techniques, such as dialogue, motivation, and descriptions.	G5 M2 L14, L22, L24–26, L35–36, L36DD
		c. organize an event sequence that unfolds naturally to establish a beginning/middle/ end.	G5 M2 L23, L25, L35
		d. use a variety of transitions to manage the sequence of events.	*Wit & Wisdom* addresses this standard in Grade 4. G4 M2 L10
		e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose.	G5 M2 L10DD
Gather, analyze, evaluate, and use information from a variety of sources.	**Research Process**	**5.W.3.A** Apply research process to:	
		a. generate a list of subject-appropriate topics.	G5 M4 L17, L23, L32–33
		b. formulate and refine an open-ended research question.	G5 M4 L17–18
		c. follow guidelines for collecting and recording information.	G5 M1 L18 G5 M4 L20
		d. select relevant resources, literary and informational.	G5 M4 L17–18, L21, L25, L32, L34
		e. assess relevance, accuracy, and reliability of information in print and digital sources.	G5 M4 L18, L21, L32

Strand: Writing			
Big Idea	**Concept**	**Expectation**	**Aligned Components of *Wit & Wisdom***
		f. convert graphic/visual data into written notes.	*Wit & Wisdom* addresses this standard in Grade 4. G4 M1 L8, L11
		g. differentiate between paraphrasing and plagiarism when using ideas of others.	G5 M4 L10–11, L14–15, L20–21, L26–28, L31–33
		h. present and evaluate how completely, accurately, and efficiently the research question was explored or answered using established teacher/student criteria.	G5 M4 L30, L35
		i. record bibliographic information from sources according to a standard format.	G5 M4 L19–21, L27, L32–34

Strand: Language			
Big Idea	**Concept**	**Expectation**	**Aligned Components of *Wit & Wisdom***
Communicate using conventions of English language.	**Grammar**	**5.L.1.A** In speech and written form, apply standard English grammar to:	
		a. explain and use the eight parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection.	*Wit & Wisdom* addresses explaining and using nouns, pronouns, verbs, adjectives, and adverbs in Grade 3. The following lessons address explaining and using prepositions, conjunctions, and interjections. 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

		Strand: Language	
Big Idea	**Concept**	**Expectation**	**Aligned Components of *Wit & Wisdom***
		b. use relative pronouns and relative adverbs.	*Wit & Wisdom* addresses this standard in Grade 4. G4 M2 L21DD, L22DD, L23DD, L27DD, L28DD G4 M3 L26DD, L27DD, L28DD, L33DD, L34, L34DD, L35, L35DD
		c. use pronouns consistently across a text.	*Wit & Wisdom* addresses pronouns in Grades 3 and 4 but does not explicitly address using pronouns consistently across a text.
		d. use and correct verb tenses.	G5 M3 L3DD, L4DD, L8DD, L9DD, L10DD, L12DD, L37, L37DD
		e. produce a variety of complex sentences in writing.	G5 M1 L6DD, L8DD G5 M4 L25DD, L26DD, L27DD, L28DD
	Punctuation, Capitalization, Spelling	**5.L.1.B** In written text:	
		a. write legibly.	*Wit & Wisdom* does not address writing legibly.
		b. use a comma before a coordinating conjunction when writing compound sentences.	G5 M1 L32DD, L33DD, L34DD, L35DD G5 M4 L8DD, L9DD, L15DD
		c. use a comma to separate an introductory clause in a complex sentence.	G5 M2 L3DD, L19DD, L31DD, L32DD, L33DD, L36DD G5 M3 L37
		d. use a comma to set off the words *yes* and *no*.	G5 M2 L3DD, L24DD
		e. use italics when keyboarding titles of books, magazines, and newspapers.	G5 M1 L11DD, L12DD, L35DD
		f. use underlining when writing titles of books, magazines, and newspapers.	G5 M1 L11DD, L12DD, L35DD
		g. use quotation marks when writing titles of stories, songs, poems, articles.	G5 M1 L35DD

Strand: Language			
Big Idea	**Concept**	**Expectation**	**Aligned Components of *Wit & Wisdom***
		h. use apostrophes in singular nouns to show possession.	*Wit & Wisdom* addresses possessives in Grade 3. G3 M1 L8DD G3 M3 L4DD, L5DD, L31–33, L33DD, L35, L35DD
		i. write apostrophes in regular plural nouns to show possession.	*Wit & Wisdom* addresses possessives in Grade 3. G3 M1 L8DD G3 M3 L4DD, L5DD, L31–33, L33DD, L35, L35DD
		j. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context.	G5 M4 L3DD, L4DD, L35DD
Strand: Speaking/Listening			
Big Idea	**Concept**	**Expectation**	**Aligned Components of *Wit & Wisdom***
Listen for a purpose.	**Purpose**	**5.SL.1.A** Develop and apply effective listening skills and strategies in formal and informal settings by:	
		a. following agreed upon rules for listening and fulfilling discussion rules independently.	G5 M1 L9–12, L32 G5 M2 L4
		b. posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others.	G5 M1 L11 G5 M3 L6, L29 G5 M4 L24
		c. following, restating, and giving multistep instructions from or to others in collaborative groups, according to classroom expectations.	G5 M1 L1–3

		Strand: Speaking/Listening	
Big Idea	**Concept**	**Expectation**	**Aligned Components of *Wit & Wisdom***
		d. listening for speaker's message and summarizing main points based on evidence.	G5 M3 L1, L3–4, L12, L15–16, L19, L26, L28–29 G5 M4 L20, L24
Listen for entertainment.	**Entertainment**	**5.SL.2.A** Develop and apply effective listening skills and strategies in formal and informal setting by:	
		a. evaluating and modifying own active listening skills.	*Wit & Wisdom* does not address evaluating and modifying active listening rules.
Speak effectively in collaborative discussions.	**Collaborative Discussions**	**5.SL.3.A** Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	
		a. summarizing points made by others before presenting own ideas, according to classroom expectations.	G5 M3 L4, L6, L12, L16–17, L26, L28–29 G5 M4 L1, L24
		b. providing and evaluating evidence to support opinion.	G5 M3 L3, L29, L36
Speak effectively when presenting.	**Presenting**	**5.SL.4.A** Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:	
		a. using efficient presentation skills with available resources using a variety of media.	G5 M4 L27–30, L32–33, L35
		b. planning an appropriate presentation based on audience.	G5 M4 L35
		c. employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint.	G5 M4 L24, L35