



WIT & WISDOM[®]

MORE MEANINGFUL ENGLISH

Alaska English/Language
Arts Standards
Correlation to *Wit & Wisdom*

GRADE 2

March 2020

ABOUT *WIT & WISDOM*

Wit & Wisdom® is a Kindergarten through Grade 8 English language arts (ELA) curriculum created by Great Minds®, an organization that brings together teachers and experts who believe all students deserve access to rich, rigorous content. With *Wit & Wisdom*, every text a student explores is authentic and of the highest quality. Students use these texts at every turn—to learn, and eventually master, essential reading, writing, speaking, listening, grammar, and vocabulary skills. Instead of basals, students read books they love to build knowledge of important topics and to develop and refine literacy skills. All students read and discuss grade-level texts, and the curriculum includes suggestions for supporting this learning at key moments in the lessons.

Wit & Wisdom is composed of four modules per grade level. Each artfully explores a specific topic to develop depth of understanding and inspire curiosity. The core of each module is a selection of literary works, informational texts, and visual art. Modules are made up of approximately 30 lessons that are covered in six to eight weeks. All modules integrate reading, writing, speaking, listening, and language instruction.

Wit & Wisdom integrates ELA strands so that students read to learn; the curriculum does not systematically teach the youngest students to learn to read. For structured foundational skills instruction, *Wit & Wisdom* teacher–writers recommend that early elementary educators use *Wit & Wisdom* alongside a proven, research-based foundational skills program.

HIGH RATINGS

The independent, nonprofit reviewer EdReports.org gives *Wit & Wisdom* top ratings for text quality, building knowledge, and usability. *Wit & Wisdom* is the only ELA resource to receive a Tier 1 designation for all grades, Kindergarten through Grade 8, from the Louisiana Department of Education.

PROVEN RESULTS

Schools and districts nationwide are experiencing increased student engagement and growth with *Wit & Wisdom*. See their stories and data at greatminds.org/english.

ONGOING SUPPORT

To support and sustain successful implementation, *Wit & Wisdom*'s team offers customizable professional development—online or on-site. *Wit & Wisdom* also includes support resources available only from Great Minds:





- Introducing *Wit & Wisdom***
 - Implementation Guide
 - Module 0 (GK–2, G3–5, G6–8)
- Extending *Wit & Wisdom***
 - Family Tip Sheets
 - Volume of Reading text list
 - *Wit & Wisdom* assessment resources (Standards Trackers and Question Sets)
 - The Art of *Wit & Wisdom* (lessons and vocabulary relating to the curriculum's rich artwork)

Alaska English/Language Arts Standards Correlation to *Wit & Wisdom*

GRADE 2 ENGLISH/LANGUAGE ARTS

The majority of the Grade 2 Alaska English/Language Arts Standards are fully covered by Grade 2 of the *Wit & Wisdom* curriculum. The areas where the Grade 2 Alaska English/Language Arts standards and Grade 2 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 Alaska standards while benefiting from the rich texts and knowledge building of *Wit & Wisdom*.

KEY

-  *Wit & Wisdom* fully addresses the Alaska standard.
-  *Wit & Wisdom* may not completely address the Alaska standard.
-  *Wit & Wisdom* does not address the Alaska standard.
-  *Wit & Wisdom* addresses the Alaska standard at a different grade level.

G = grade level

Examples:

M = module

G2 M1 L6 = Grade 2 Module 1 Lesson 6

L = lesson

G2 M1 L6DD = Grade 2 Module 1 Lesson 6 Deep Dive

DD = Deep Dive

Content	Strand	Standard	Aligned Components of <i>Wit & Wisdom</i>
Reading Standards for Literature	Key Ideas and Details	<p>RL.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of a literary text using key details from the text.</p>	<p>G2 M1 L1–3, L10–12, L14–17, L19, L25–26 G2 M2 L12, L14, L16, L18–28, L30–35 G2 M3 L5–6, L10–11, L13, L25, L29 G2 M4 L9–16, L22–23, L25–26, L28–29, L32–33</p>
		<p>RL.2.2 Retell stories, including fables and folktales from diverse cultures, and determine the author’s purpose (e.g., teach a lesson, make you laugh, tell a scary story, describe an imaginary place), lesson, or moral.</p>	<p>G2 M1 L2, L11–16, L18, L25, L27–29, L31–32 G2 M2 L12, L14, L17, L19, L21–25, L27, L29, L31–35 G2 M3 L11, L15, L17, L20, L25–26, L28, L30 G2 M4 L11, L13–15</p>
		<p>RL.2.3 Describe how characters in a story, play, or poem respond to major events, problems, and challenges.</p>	<p>G2 M1 L2, L11–13, L15–19 G2 M2 L12–15, L17–21, L23–24, L27, L29 G2 M3 L17, L22–23, L29–30 G2 M4 L11, L14</p>
	Craft and Structure	<p>RL.2.4 Identify words and phrases that supply rhythm or sensory images and meaning in a story, poem, or song (e.g., regular beats, alliteration, rhymes, repeated lines) and describe how they make a reader feel or what a reader might see in his or her mind.</p>	<p>G2 M1 L2–3, L13, L15, L26–27, L27DD, L28, L28DD G2 M3 L5–6, L11, L16–18 G2 M4 L12</p>
		<p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story (who, what, why, where), the middle describes the problem (how characters react or feel and what they do), and the ending concludes the action or tells how the problem was solved.</p>	<p>G2 M1 L12, L15–17, L27–29 G2 M2 L23, L27, L29 G2 M3 L27</p>

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		<p>RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>G2 M1 L3 G2 M3 L8, L16, L21, L30</p>
	<p>Integration of Knowledge and Ideas</p>	<p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot (e.g., problem-solution; chronology).</p>	<p>G2 M1 L10–13, L16–17, L25, L28 G2 M2 L24, L26, L28, L30 G2 M4 L10, L12–15</p>
		<p>RL.2.9 Compare and contrast two or more versions of the same story/text (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>G2 M2 L23–25, L28–32</p>
	<p>Range of Reading and Level of Complexity</p>	<p>RL.2.10 By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range.</p>	<p>G2 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>Reading Standards for Informational Text</p>	<p>Key Ideas and Details</p>	<p>RI.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of informational texts using key details from the text.</p>	<p>G2 M1 L4–6, L9, L20–22, L24, L30 G2 M2 L1–2, L6, L10–12, L18, L33–35 G2 M3 L1–34 G2 M4 L1–9, L13, L17–31, L33</p>

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		<p>RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p>G2 M1 L5–9, L11, L21, L23, L30–32 G2 M2 L2, L4, L7–8, L10, L33–35 G2 M3 L3, L9, L11, L17 G2 M4 L8–9, L20</p>
		<p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>G2 M1 L20, L22–24 G2 M2 L3–5, L9, L32 G2 M3 L4 G2 M4 L5, L18–23</p>
	<p>Craft and Structure</p>	<p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<p>G2 M1 L5, L22 G2 M2 L2, L8, L11, L16–17 G2 M3 L2, L11, L21 G2 M4 L1DD, L3DD, L4–5, L5DD, L7DD, L19, L22DD, L23DD, L24DD</p>
<p>RI.2.5 Know and use various text features (e.g., captions, bold print, headings, charts, bulleted or numbered lists, electronic menus, icons) to locate key facts or information in a text efficiently.</p>		<p>G2 M1 L5–6 G2 M2 L1, L7, L11 G2 M4 L4–8, L18, L21, L24–25</p>	
<p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>		<p>G2 M2 L4, L10 G2 M4 L7, L18, L20, L26, L28</p>	

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	Integration of Knowledge and Ideas	RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	G2 M1 L15 G2 M2 L2, L4 G2 M3 L1–5, L7–9, L14, L20 G2 M4 L4, L6
		RI.2.8 Describe how reasons given support specific opinions the author states in a text.	G2 M1 L5, L8 G2 M4 L8, L21, L27–28
		RI.2.9 Compare and contrast the most important points presented by two texts or related topics (e.g., a book about polar bears and a book about black bears).	G2 M1 L10 G2 M2 L6, L13, L33 G2 M3 L4, L10, L12, L18, L20, L23, L29, L31
	Range of Reading and Level of Text Complexity	RI.2.10 By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range.	G2 M1–4 <i>Wit & Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.
Reading Standards: Foundational Skills	Phonics and Word Recognition	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
		RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	<i>Wit & Wisdom</i> does not address foundational skills.
		RF.2.3b Know spelling-sound correspondences for additional common vowel teams.	<i>Wit & Wisdom</i> does not address foundational skills.

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		RF.2.3c Decode regularly spelled two-syllable words with long vowels.	<i>Wit & Wisdom</i> does not address foundational skills.
		RF.2.3d Decode words with common prefixes and suffixes.	<i>Wit & Wisdom</i> does not address foundational skills.
		RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.	<i>Wit & Wisdom</i> does not address foundational skills.
		RF.2.3f Recognize and read grade-appropriate irregularly spelled words.	<i>Wit & Wisdom</i> does not address foundational skills.
	Fluency	RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	
		RF.2.4a Read on-level text with purpose and understanding.	Supplemental material is necessary to address this standard thoroughly. G2 M1 L1–3 G2 M2 L8
		RF.2.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	Supplemental material is necessary to address this standard thoroughly. G2 M1 L1, L3 G2 M2 L8
		RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<i>Wit & Wisdom</i> does not address foundational skills.

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Writing Standards	Text Types and Purposes	W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide one or more concluding sentences that restate or paraphrase their opinion.	G2 M4 L10–16, L22–24, L26–27, L29, L31–32
		W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or one or more concluding sentences that emphasize their most important point or focus.	G2 M1 L2, L4–6, L8, L11, L13–18, L21–24, L26–27, L29, L31–32 G2 M2 L2–5, L7–9, L12–15, L17–19, L22–24, L28–35 G2 M3 L5–6, L11–12, L17 G2 M4 L3, L6–8, L17–21
		W.2.3 Use narrative writing to retell a well-elaborated event or short sequence of real or imagined events; include details to describe actions, thoughts, and feelings; use linking words to signal event order; and provide one or more concluding sentences that restate or emphasize a feeling or lesson learned.	G2 M3 L14–23, L25–29, L31–34
	Production and Distribution of Writing	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed (e.g., adding concrete and sensory details; elaborating on how the details chosen support the focus) by revising and editing.	G2 M1 L14, L19, L26–27, L29–30, L32 G2 M2 L5, L7, L12–15, L23DD, L27–29, L32, L35 G2 M3 L18, L23, L28–29, L33–34 G2 M4 L8, L21, L27, L32

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		<p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	G2 M2 L21–24
	<p>Research to Build and Present Knowledge</p>	<p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report or visual or oral presentation; record data from science observations).</p>	G2 M1 L30 G2 M4 L2–8, L22–30
	<p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	G2 M1 L8–9, L15, L17, L23, L29–32 G2 M2 L4–5, L9–10, L14–15, L19, L22–24, L30–31, L33–35 G2 M3 L3–6, L8, L10–12, L17, L30–34 G2 M4 L3–8, L13–16, L18–21, L23–31	
<p>Speaking and Listening Standards</p>	<p>Comprehension and Collaboration</p>	<p>SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>	
		<p>SL.2.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	G2 M1 L1, L3–10, L12, L21, L31 G2 M2 L10
		<p>SL.2.1b Build on others’ talk in conversations by linking their comments to the remarks of others.</p>	G2 M1 L7–9, L22–23, L29 G2 M2 L10

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		<p>SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussions.</p>	<p>G2 M1 L4, L6–9, L20–23, L29, L31 G2 M3 L10–11, L13, L33–34</p>
		<p>SL.2.2 Retell or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>G2 M1 L1–4, L10–11, L15, L17, L20–21, L25, L30, L32 G2 M2 L3, L6–7, L11, L13, L16, L19–20, L26, L28–29 G2 M3 L3–5, L7–10, L17–19, L22, L25–28, L30 G2 M4 L3–9, L11, L13–18, L20–22, L31–32</p>
		<p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>G2 M3 L10–11, L13, L33–34</p>
	<p>Presentation of Knowledge</p>	<p>SL.2.4 Tell a story or retell an experience with relevant facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>G2 M1 L11 G2 M2 L2, L10, L27, L29–30, L32 G2 M3 L15–16, L20 G2 M4 L17, L31–32</p>
		<p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>G2 M2 L24–25</p>

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		<p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>G2 M1 L3–9, L11–32 G2 M2 L6–12, L16–17, L20–25, L27–29, L32–34 G2 M3 L13, L25 G2 M4 L32</p>
<p>Language Standards</p>	<p>Conventions of Standard English</p>	<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
		<p>L.2.1a Use collective nouns (e.g., <i>group</i>).</p>	<p>G2 M2 L25DD, L26DD, L27DD</p>
		<p>L.2.1b Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p>	<p>G2 M2 L6DD, L7DD, L8DD, L25DD, L27DD</p>
		<p>L.2.1c Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p>	<p>G2 M4 L10DD, L12DD, L16</p>
		<p>L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p>	<p>G2 M2 L20DD, L21DD, L22DD, L23DD</p>
		<p>L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>G2 M1 L12DD, L13, L13DD, L14DD, L18, L27, L29 G2 M2 L19DD, L34 G2 M3 L5DD, L8DD, L9DD, L10DD, L14DD, L15, L15DD, L18DD, L22, L22DD G2 M4 L30</p>

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		<p>L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>	<p>G2 M1 L7DD, L8DD, L9DD, L10DD, L13, L16DD, L17DD, L18, L19DD, L23DD, L24, L24DD, L27, L28DD, L29, L31DD, L32</p> <p>G2 M2 L30DD, L33–35</p> <p>G2 M3 L15DD, L17DD, L21DD, L22DD, L23DD</p>
		<p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
		<p>L.2.2a Capitalize holidays, product names, and geographic names.</p>	<p>G2 M2 L11DD, L12DD, L15DD, L26</p>
		<p>L.2.2b Use commas in greetings and closing of letters.</p>	<p>G2 M4 L19DD, L20DD</p>
		<p>L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.</p>	<p>G2 M4 L4DD, L6DD, L8DD, L16DD, L17DD, L18DD, L21DD</p>
		<p>L.2.2d Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p>	<p>G2 M4 L25DD, L26DD, L27DD</p>
		<p>L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>G2 M2 L14DD</p> <p>G2 M4 L25DD, L26DD, L27DD</p>
		<p>Knowledge of Language</p>	<p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>

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		<p>L.2.3a Compare formal and informal uses of English.</p>	<p>G2 M1 L10DD G2 M4 L16, L20, L32DD</p>
	Vocabulary Acquisition and Use	<p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p>	
		<p>L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>G2 M1 L5, L5DD, L6DD, L22DD, L26, L26DD, L28 G2 M2 L2, L3DD, L8, L9DD, L10DD, L11, L16DD, L24DD G2 M3 L2, L2DD, L25DD, L26DD, L30DD G2 M4 L1DD, L2DD, L5, L7DD, L15DD</p>
		<p>L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</p>	<p>G2 M1 L21DD, L26 G2 M2 L29DD G2 M3 L1DD, L11DD, L19DD, L27DD, L29DD, L30DD G2 M4 L28DD</p>
		<p>L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</p>	<p>G2 M1 L21DD, L26 G2 M2 L1DD, L10DD, L18DD G2 M3 L7DD, L19DD</p>
		<p>L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p>	<p>G2 M1 L3DD G2 M3 L13DD, L24DD, L28DD</p>

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		<p>L.2.4e Use glossaries and beginning picture dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>G2 M1 L1DD, L2DD, L3DD, L4DD, L5DD, L6DD, L11DD, L15DD, L22DD, L26DD, L27DD</p> <p>G2 M2 L8, L9DD, L10DD, L14DD, L17DD, L18DD, L24DD</p> <p>G2 M3 L25DD</p> <p>G2 M4 L2DD, L3DD, L7DD</p>
		<p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>	
		<p>L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p>	<p>G2 M1 L4DD, L5DD, L15DD, L20DD</p> <p>G2 M2 L2DD, L3, L3DD, L4DD, L5DD, L13, L13DD, L17DD, L26, L26DD</p> <p>G2 M3 L3DD, L4DD, L6DD, L7, L11, L12DD, L16DD, L20DD, L21, L24</p> <p>G2 M4 L5DD, L11DD, L13DD, L14DD, L15DD, L22DD, L23DD, L24DD, L29DD</p>
		<p>L.2.5b Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</p>	<p>G2 M1 L11DD, L12DD, L14DD</p> <p>G2 M2 L2DD, L28DD</p> <p>G2 M3 L6DD, L8DD, L16DD, L20DD</p> <p>G2 M4 L11DD</p>
		<p>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy, that makes me happy</i>).</p>	<p>G2 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>