

**WIT &
WISDOM[®]**
FLORIDA EDITION

Florida's B.E.S.T. Standards
Correlation to *Wit & Wisdom*
Florida Edition with Foundations[®]

GRADE 2

November 2020

More Meaningful English

Florida's B.E.S.T. Standards: English Language Arts Correlation to *Wit & Wisdom*® Florida with Foundations®

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Wit & Wisdom® Florida is a comprehensive Kindergarten through Grade 8 English language arts (ELA) curriculum. *Wit & Wisdom* was created by Great Minds® by bringing together teachers and experts who believe all students deserve access to rich, rigorous content alongside systematic, scientifically based reading instruction. As part of the major tool of instruction, *Wit & Wisdom* combined with Foundations®, a foundational skills program by Wilson Language Training for students in K-3, to ensure all students will have access to comprehensive ELA instruction that thoroughly meet the Florida BEST standards. Great Minds and Wilson Language Training have created a comprehensive solution to ELA instruction for the state of Florida.

Wit & Wisdom

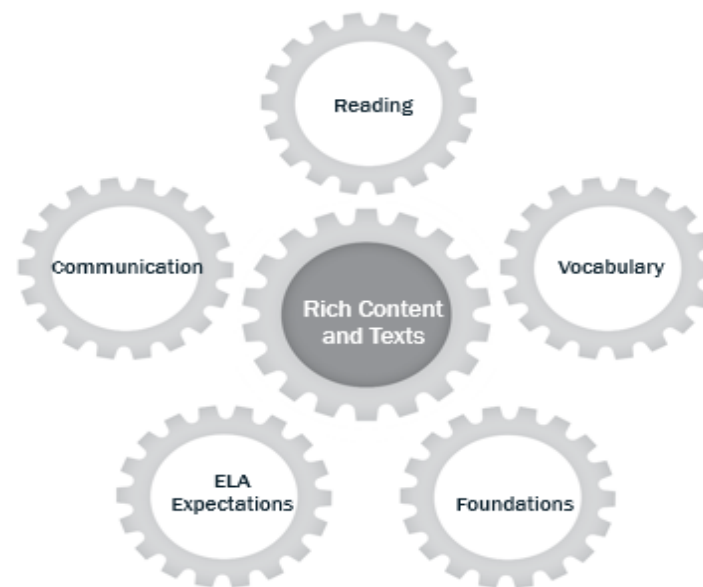
At the heart of each *Wit & Wisdom* module is a selection of literary works, informational texts, and visual art. Every text a student explores is authentic and of the highest quality. Students use these texts at every turn to learn—and eventually master—essential reading, communication, and vocabulary skills. Each module focuses on an engaging, content-focused topic. The purposeful sequence of topics within and across grade levels builds students' content knowledge in literature, the arts, social sciences and history, and science. A shared knowledge base empowers all students to comprehend complex texts.

Powerful questions guide students' learning across the 30–38 lessons in each module. Using predictable yet flexible stages for close reading, *Wit & Wisdom* Florida students build transferrable skills to comprehend texts across the content areas. Explicit, text-based communication instruction follows a sequence of stages that gradually leads students to mastery in writing and presenting.

Great Minds supports all students in learning by achieving the essential balance of accountability to standards through meaningful, relevant content. Each module lesson integrates reading, communication, and vocabulary instruction and includes an aligned conventions or vocabulary Deep Dive.

Foundations®

Foundations® by Wilson Language Training provides teachers in K–3 classrooms with a systematic foundational skills, spelling, and handwriting program for all students. Additionally, it reinforces and supports other English Language Arts standards, particularly vocabulary, comprehension, and writing goals, in an integrated approach. The power of this program is that it overlaps skills, not treating them in isolation, so that a daily 30-35-minute lesson teaches and then reinforces many corresponding skills.



Foundations® is a multisensory, structured literacy program. It is systematic, cumulative, and explicit with a clear and thoroughly documented research base. The program focuses on student development, differentiation of instruction, and active engagement for student learning.

Foundations® is integral to an RTI model, providing scientifically based instruction in Tier 1 as well as an early intervention program for students at risk. Progress monitoring is built into the program, so that students requiring a more intensive program can be identified before undergoing years of struggle.

GRADE 2 ENGLISH LANGUAGE ARTS

The following alignment study provides illustrative examples of how *Wit & Wisdom* Florida with Foundations® addresses Florida’s B.E.S.T. Standards for English Language Arts. The aligned examples included are not comprehensive (the full curriculum contains many more examples), but rather show where the knowledge and skills of each benchmark are taught, learned, or demonstrated. Because the instruction of standards in *Wit & Wisdom* Florida with Foundations® is integrated and not isolated, the same lesson may be listed as an exemplar for more than one standard. Sometimes a full lesson illustrates alignment; other times we call out specific sections or a Deep Dive. Some individual examples may address components of the benchmark’s knowledge or skills, with the complete set of examples providing full coverage of the benchmark.

Through the implementation of the major tool of instruction, *Wit & Wisdom* for core ELA and Foundations for foundational skills, *Wit & Wisdom* Florida with Foundations® provides students with the proficiencies necessary to meet the Florida B.E.S.T. standards while benefiting from the access to rich texts and knowledge building.

With *Wit & Wisdom* Florida with Foundations®, students build the knowledge, vocabulary, foundational literacy, and critical thinking skills they need for success in secondary and post-secondary education, career, and civic life.

For additional information on the *Wit & Wisdom* Florida with Foundations® curriculum and standards alignment, please see our K-2 Reviewer Guide at: https://www.greatminds.org/hubfs/Review%20Files/Florida%202020%20Review%20Files/Reviewer%20Guides/WW_FLORIDA_REVIEWER_GUIDE_K_2.pdf?hsLang=en-us

For a narrative description of Foundations® standards alignment for Grade 2, please see: <https://vis.wilsonacademy.com/DocViewer/index/ViewDocument?docId=e5f1759a-0eea-4f61-b097-baa003d9d9e3>

G = grade level	Examples:
M = module	G2 M1 L6 = Grade 2 Module 1 Lesson 6
L = lesson	G2 M1 L6DD = Grade 2Module 1 Lesson 6 Deep Dive
DD = Deep Dive	

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
Communication	Communicating Through Writing	<i>Handwriting</i> ELA.2.C.1.1: Demonstrate legible printing skills.	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>Foundations® addresses this standard through the following:</p> <p>Foundations® takes a cumulative, systematic approach the foundational skills of decoding, encoding, and handwriting. Printing skills in Foundations® are thoroughly and explicitly taught in Kindergarten and reviewed in Grade 1. In Grade 2, printing skills are again reviewed again in the Orientation Unit (pg. 66–67), and supplemental handwriting activities are included in the Learning Activity Overview section for additional practice (see Echo/Letter Formation pg. 50–51 and Sky Write/Letter Formation pg. 52–53). Students are held accountable for legible handwriting in all Foundations® activities.</p> <p>Please also note that cursive handwriting is explicitly taught and integrated into the Foundations® Level 3 curriculum but can also be taught in Level 2 using the supplemental Wilson® Cursive Writing Kit. This comprehensive kit includes the complete set of materials needed for cursive writing instruction.</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p><i>Narrative Writing</i> ELA.2.C.1.2: Write personal or fictional narratives using a logical sequence of events, transitions, and an ending.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G2 M3 L32 > Rehearse and Draft a Narrative p. 408</p> <p>G2 M3 L25 > Examine Closure p. 331 L26 > Experiment with Closure p. 343 L27 > Plan to Write an Exploded Moment; Execute the Focusing Question Task p. 355 L28 > Execute the Focusing Question Task p. 367 L29 > Excel with Exploded Moment Narratives p. 379 L30 > Unpack the End-of-Module Task p. 388 L31 > Plan a Narrative Paragraph p. 400</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p><i>Argumentative Writing</i> ELA.2.C.1.3: Write opinions about a topic or text with reasons supported by details from a source, use transitions, and provide a conclusion.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G2 M4 L29–31 > End-of-Module Task p. 359</p> <p>G2 M4 L10 > Examine Opinions p. 128 L11 > Experiment with Forming Opinion Statements p. 143 L12 > Examine the Structure of Opinion Writing p. 160 L13 > Collect Evidence for Focusing Question Task 2 p. 172 L14 > Prepare for Focusing Question Task 2 p. 184 L15 > Complete Focusing Question Task 2 p. 195 L22 > Examine Opinion Research p. 284 L26 > Draft Focusing Question Task 4 p. 331</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations</i> ®
		<p><i>Expository Writing</i> ELA.2.C.1.4: Write expository texts about a topic, using a source, providing an introduction, facts, transitions, and a conclusion.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s <i>Foundations</i>® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following lessons:</p> <p>Primary Example G2 M1 L13 > Prepare and Answer the Focusing Question Task p. 158</p> <p>G2 M1 L4 > Introduce Informative Writing; Examine Topic Statements p. 46 L5 > Experiment with Topic Statements p. 60 L6 > Execute Topic Statements p. 74 L11 > Examine Evidence p. 134 L23 > Draft a Conclusion p. 264 L30–32 > End-of-Module Task p. 327</p> <p>G2 M2 L4 > Plan an Informative Paragraph; Execute Focusing Question Task 1 p. 53 L34–35 > End-of-Module Task p. 419</p> <p>G2 M4 L21 > Excel with Temporal Words p. 270</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations</i> ®
		<p><i>Improving Writing</i> ELA.2.C.1.5: Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.</p>	<p>For the Florida edition, Great Minds' <i>Wit & Wisdom</i>® + Wilson Language Training's Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following lessons:</p> <p>Primary Example G2 M1 L14 > Excel with Evidence p. 168</p> <p>G2 M1 L26 > Examine Revision p. 292 L27 > Experiment with Revision p. 301</p> <p>G2 M2 L5 > Excel with Using Topic-Specific Words p. 68 L33 > Collaboratively Draft an Informative Paragraph p. 416</p> <p>G2 M3 L33 > Finish and Revise a Narrative p. 415 L34 > Revise and Share a Narrative p. 424</p> <p>G2 M4 L27 > Finish and Revise Focusing Question Task p. 340 L32 > Revise and Share the End-of-Module Task p. 396</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
	Communicating Orally	<p><i>Oral Presentation</i> ELA.2.C.2.1: Present information orally using complete sentences, appropriate volume, and clear pronunciation.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G2 M4 L32 > Speak to Recount an Experience in a Socratic Seminar p. 397</p> <p>G2 M1 L11 > Identify the Resolution; Recount with Story Stones p. 132</p> <p>G2 M2 L8 > Vary Inflection p. 102 L25 > Vary Inflection in a Socratic Seminar p. 322 L29 > Use Story Stones to Recount the Text p. 372</p> <p>G2 M3 L15 > Recount the Story p. 199 L34 > Speak on Topic in Socratic Seminar p. 425</p> <p>G2 M4 L16 > Welcome: Recount <i>Bone Button Borscht</i> p. 205 L17 > Experiment with Recounting an Experience p. 224</p> <p>Foundations® addresses this standard through the following:</p> <p>Foundations® provides instruction in support of this standard in an incidental way throughout <i>all</i> lesson components, as procedures and routines require students to share oral information in complete sentences and clearly.</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
	Following Conventions	<p><i>Conventions</i> ELA.2.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G2 M3 L14DD p. 190</p> <p>G2 M1 L8DD p. 101 L10DD p. 125</p> <p>G2 M2 L21DD p. 274 L22DD p. 286</p> <p>G2 M3 L8DD p. 105 L18DD p. 243</p> <p>G2 M4 L8DD p. 107 L12DD p. 163</p> <p>Foundations® addresses this standard through the following:</p> <p>Foundations® provides instruction in support of this standard by systematically teaching punctuation, capitalization, and proofreading skills beginning and Level K and continuing in Levels 1, 2 and 3. When students write sentences, they follow a proofreading procedure, checking to see that they have appropriate end punctuation, capitalization and spelling.</p>

			<p>Dictation/Sentences (description p. 38–39): (Unit 1: p. 81; p. 87; p. 89; p. 91), (Unit 2; p. 107; p. 109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511)</p>
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Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
	Researching	<p><i>Researching and Using Information</i></p> <p>ELA.2.C.4.1: Participate in research to gather information to answer a question about a single topic using multiple sources.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G2 M4 L29–31 > End-of-Module Task p. 359</p> <p>G2 M2 L23 > Conduct Research p. 297</p> <p>G2 M3 L4 > Experiment with Collecting Evidence from Two Sources p. 44 L8 > Examine Research Sources p. 101</p> <p>G2 M4 L3 > Experiment with Shared Research p. 32 L4 > Conduct Shared Research p. 47 L5 > Conduct Shared Research p. 64 L22 > Examine Opinion Research p. 284 L23 > Experiment with Collecting Evidence from Two Sources p. 296 L24 > Conduct Research for Focusing Question Task 4 p. 309</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
	Creating and Collaborating	<p><i>Multimedia</i> ELA.2.C.5.1: Use one or more multimedia element(s) to enhance oral or written tasks.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G2 M2 L2 > Illustrate Key Details p. 25</p> <p>G2 M2 L23 > Land p. 299</p> <p>G2 M4 L31 > Recount an Experience with Visual Art p. 386</p>
		<p><i>Technology in Communication</i> ELA.2.C.5.2: Use digital tools to produce and publish writing individually or with peers and with support from adults.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G2 M2 L24 > Excel with a Digital Bookmaking Tool p. 310</p> <p>G2 M2 L21 > Examine and Experiment with a Digital Bookmaking Tool p. 270 L22 > Write Using a Digital Bookmaking Tool p. 282 L23 > Write Using a Digital Bookmaking Tool p. 298</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
Foundations	Applying Foundational Reading Skills	<p><i>Phonics and Word Analysis</i> ELA.2.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Geodes</i> lessons across modules include instruction and opportunities for students to practice demands of this benchmark in carefully sequenced, knowledge-building texts.</p> <p><i>Geodes</i> G2 M1 p. 21 <i>Geodes</i> G2 M2 pp. 157–159 <i>Geodes</i> G2 M3 pp. 292–293 <i>Geodes</i> G2 M4 pp. 347–348</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations</i> ®
		<p>a. Decode words with variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow).</p>	<p>For the Florida edition, Great Minds' <i>Wit & Wisdom</i>® + Wilson Language Training's <i>Foundations</i>® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Foundations</i>® addresses this standard through the following:</p> <p>In <i>Foundations</i>®, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types, and encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2, students learn to decode and encode all six syllable types: closed (and closed exception), vowel-consonant-e (and vowel-consonant-e exception), open, vowel team (digraphs and diphthongs), r-controlled and final stable syllables in both single-syllable and multisyllabic words.</p> <p>In Grade 2, students learn to read and spell words with vowel teams (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw). <i>Foundations</i>® is systematic and cumulative, and scaffolded instruction of additional common vowel teams is taught in Grade 3 (eigh, ei, ea, ie, igh, oo, ui, double vowel exception).</p> <p>Once introduced, words with vowel teams (digraphs and diphthongs) are included in word resources for all units following, and are used in the following activities:</p> <p>Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Drill Sounds/Warm-Up, Introduce New Concepts, Echo/Find Letters and Words, Word of the Day, Word Talk, and Make It Fun. Also, see Unit 10 Introduction (p. 314), Unit 11 Introduction (p. 342), Unit 12 Introduction (p. 370), Unit 13 Introduction (p. 388), Unit 14 Introduction (p. 416) Unit 15 Introduction (p. 444), Unit 16 Introduction (p. 472).</p>

			<p>Dictation/Sounds (description p. 28): Dictation (Dry Erase/Composition Books/Check-Up): (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483)</p> <p>Dictation/Words (description p. 30–35): Dictation (Dry Erase/Composition Books/Check-Up): (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483)</p> <p>Dictation/Sentences (description p. 38–39): Dictation (Dry Erase/Composition Books/Check-Up) (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483)</p> <p>Drill Sounds/Warm-Up (description p. 40–41): (Unit 10: p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336), (Unit 11: p. 346; p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364), (Unit 12: p. 374; p. 376; p. 378; p. 380; p. 382), (Unit 13: p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406; p. 408; p. 410), (Unit 14: p. 420; p. 422; p. 424; p. 426; p. 428; p. 430; p. 432; p. 434; p. 436; p. 438), (Unit 15: p. 448; p. 450; p. 452; p. 454; p. 456; p. 458; p. 460; p. 462; p. 464; p. 466), (Unit 16: p. 476; p. 478; p. 480; p. 482; p. 484)</p> <p>Echo/Find Letters (description p. 42–43): (Orientation: p. 65) (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461)</p> <p>Echo/Find Words (description p. 44–49): (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461)</p>
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			<p>Introduce New Concepts: (Unit 10: p. 318, p. 321, p. 322, p. 329) (Unit 11: p. 346, p. 349, p. 350, p. 356, p. 358) (Unit 12: p. 374, p. 377) (Unit 13: p. 392, p. 395, p. 397, p. 405) (Unit 14: p. 420, p. 423) (Unit 15: p. 448, p. 451) (Unit 16: p. 476, p. 479)</p> <p>Word of the Day (description p. 56–57): (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480)</p> <p>Word Talk (description p. 58–59): (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484)</p> <p>Make It Fun (description p. 60): (Unit 10: p. 323; p. 332), (Unit 11: p. 361), (Unit 12: p. 379), (Unit 13: p. 401; p. 407) (Unit 14: p. 424) (Unit 15: p. 463)</p>
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Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p>b. Decode regularly spelled two-syllable words with long and short vowels.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>Foundations® addresses this standard through the following:</p> <p>In Foundations®, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson tapping technique is a tool to help students develop their phonemic awareness skills and practice the alphabetic principle, so they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. In Level 2, students learn the short vowel sounds beginning in Unit 1 with the introduction of the concept of the closed syllable through single-syllable words. The concept of the long vowel sound is introduced starting in Unit 3, again using single-syllable words, with the concept of the closed-syllable exception. Words with both long and short vowel sounds are included in word resources for all units following for all decoding and encoding activities. (Resources: p. 140–141, p. 168–170, p. 198–200, p. 226–229, p. 264–266, p. 282–284, p. 310–312, p. 338–340, p. 366–368, p. 384–386, p. 412–414, p. 440–442, p. 468–470, p. 486–488, p. 514–516)</p> <p>By the end of Level 2, students will be able to distinguish between short vowel sounds in closed syllables, and vowel-consonant-e syllable exceptions, and long vowel sounds in closed syllable exceptions, vowel-consonant-e syllables, open syllables, and double vowel syllables in both single and multisyllabic words. Multisyllabic Word instruction, specifically, begins in Unit 5. Unit 1 Introduction (p. 70), Unit 3 Introduction (p. 126), Unit 4 Introduction (p. 142), Unit 5 Introduction (multisyllabic words) (p. 172), Unit 6 Introduction (p. 202), Unit 7 Introduction (p. 230), Unit 10 Introduction (p. 314), Unit 11 Introduction (p. 342), Unit 13 Introduction (p. 388), Unit 14 Introduction (p. 416) Unit 15 Introduction (p. 444). Students must distinguish between long and short vowel sounds in both single and multisyllabic words in the</p>

		<p>following activities: Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Introduce New Concepts, Echo/Find Words, Word of the Day, Word Talk, and Make It Fun.</p> <p>Dictation/Words (description p. 30–35): (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511)</p> <p>Dictation/Sentences (description p. 38–39): (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511)</p> <p>Introduce New Concepts: (Unit 4: p. 151) (Unit 10: p. 321) (Unit 13: p. 395) (Unit 15: p. 451) Echo/Find Words (description p. 44–49): (Unit 3: p. 133) (Unit 7: p. 241; p. 247; p. 255) (Unit 9: p. 303) (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) (Unit 17: p. 509)</p> <p>Word of the Day (description p. 56–57): (Unit 3: p. 135; p. 138) (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258), (Unit 10: p. 320; p. 324; p. 330; p. 334),</p>
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			<p>(Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 15: p. 459)</p> <p>Word Talk (description p. 58–59): (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512)</p> <p>Make It Fun (description p. 60): (Unit 3: p. 135) (Unit 4: p. 163) (Unit 5: p. 187; p. 193) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 249; p. 259), (Unit 10: p. 323; p. 332), (Unit 11: p. 361), (Unit 13: p. 401; p. 407) (Unit 15: p. 463)</p>
		<p>c. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble).</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>Foundations® addresses this standard through the following:</p> <p>In Foundations®, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types.</p> <p>In Level 2, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in both single and multisyllabic words.</p> <p>White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 5, Introduce New Concepts p. 176–178 as an example). Foundations® activities that include decoding words with these syllable types include: Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime activities. Also, the Foundations® Fluency Kit 2, and Books to Remember Set 2 (included in Teacher’s Kit) and Geodes provide additional decoding practice.</p>

			<p>Introduce New Concepts: (Unit 1: p. 74, p. 77, p. 78, p. 82, p. 83, p. 84, p. 88) (Unit 2: p. 102, p. 105, p. 106, p. 112, p. 118) (Unit 3: p. 130, p. 132, p. 134, p. 136) (Unit 4: p. 146, p. 151, p. 156, p. 158, p. 161, p. 162) (Unit 5: p. 176, p. 181, p. 183, p. 188) (Unit 6: p. 206, p. 209, p. 210, p. 212, p. 216, p. 219) (Unit 7: p. 234, p. 237, p. 240, p. 245, p. 254) (Unit 8: p. 272, p. 275) (Unit 9: p. 291, p. 301) (Unit 10: p. 318, p. 321, p. 322, p. 329) (Unit 11: p. 346, p. 349, p. 350, p. 356, p. 358) (Unit 12: p. 374, p. 377) (Unit 13: p. 392, p. 395, p. 397, p. 405) (Unit 14: p. 420, p. 423) (Unit 15: p. 448, p. 451) (Unit 16: p. 476, p. 479) (Unit 17: p. 494, p. 497, p. 504)</p> <p>Word of the Day (description p. 56–57): (Unit 1: p. 76; p. 80; p. 85; p. 91) (Unit 2: p. 104; p. 107; p. 114; p. 119) (Unit 3: p. 135; p. 138) (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258), (Unit 8: p. 274; p. 278), (Unit 9: p. 292; p. 294; p. 302; p. 306), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; 506; p. 510)</p> <p>Word Talk (description p. 58–59) (Unit 1: p. 92) (Unit 2: p. 120) (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512)</p> <p>Make It Fun (description p. 60): (Unit 1: p. 82; p. 87) (Unit 2: p. 111; p. 117) (Unit 3: p. 135) (Unit 4: p. 163) (Unit 5: p. 187; p. 193) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 249; p. 259) (Unit 8: p. 275) (Unit 9: p. 295; p. 305), (Unit 10: p. 323; p. 332), (Unit 11: p. 361), (Unit 12: p. 379), (Unit 13: p. 401; p. 407) (Unit 14: p. 424) (Unit 15: p. 463) (Unit 17: p. 499; p. 508)</p>
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			<p>Storytime (description p. 60): (Unit 2: p. 105; p. 108; p. 115; p. 117) (Unit 3: p. 137) (Unit 4: p. 153; p. 155; p. 163; p. 165) (Unit 5: p. 181; p. 183; p. 191; p. 195) (Unit 6: 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509)</p>
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Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p>d. Decode words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble).</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>Foundations® addresses this standard through the following:</p> <p>In Foundations®, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types.</p> <p>In Level 2, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in both single and multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see Unit 5, Introduce New Concepts p. 176–178 as an example). Foundations® activities that include decoding words with these syllable types include: Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime activities. Also, the Foundations® Fluency Kit 2, and Books to Remember Set 2 (included in Teacher’s Kit) and Geodes provide additional decoding practice.</p> <p>Introduce New Concepts: (Unit 1: p. 74, p. 77, p. 78, p. 82, p. 83, p. 84, p. 88) (Unit 2: p. 102, p. 105, p. 106, p. 112, p. 118) (Unit 3: p. 130, p. 132, p. 134, p. 136) (Unit 4: p. 146, p. 151, p. 156, p. 158, p. 161, p. 162) (Unit 5: p. 176, p. 181, p. 183, p. 188) (Unit 6: p. 206, p. 209, p. 210, p. 212, p. 216, p. 219) (Unit 7: p. 234, p. 237, p. 240, p. 245, p. 254) (Unit 8: p. 272, p. 275) (Unit 9: p. 291, p. 301) (Unit 10: p. 318, p. 321, p. 322, p. 329) (Unit 11: p. 346, p. 349, p. 350, p. 356, p. 358) (Unit 12: p. 374, p. 377) (Unit 13: p. 392, p. 395, p. 397, p. 405) (Unit 14: p. 420, p. 423) (Unit 15: p. 448, p. 451) (Unit 16: p. 476, p. 479) (Unit 17: p. 494, p. 497, p. 504)</p>

			<p>Word of the Day (description p. 56–57): (Unit 1: p. 76; p. 80; p. 85; p. 91) (Unit 2: p. 104; p. 107; p. 114; p. 119) (Unit 3: p. 135; p. 138) (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258), (Unit 8: p. 274; p. 278), (Unit 9: p. 292; p. 294; p. 302; p. 306), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; 506; p. 510)</p> <p>Word Talk (description p. 58–59) (Unit 1: p. 92) (Unit 2: p. 120) (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512)</p> <p>Make It Fun (description p. 60): (Unit 1: p. 82; p. 87) (Unit 2: p. 111; p. 117) (Unit 3: p. 135) (Unit 4: p. 163) (Unit 5: p. 187; p. 193) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 249; p. 259) (Unit 8: p. 275) (Unit 9: p. 295; p. 305), (Unit 10: p. 323; p. 332), (Unit 11: p. 361), (Unit 12: p. 379), (Unit 13: p. 401; p. 407) (Unit 14: p. 424) (Unit 15: p. 463) (Unit 17: p. 499; p. 508)</p> <p>Storytime (description p. 60): (Unit 2: p. 105; p. 108; p. 115; p. 117) (Unit 3: p. 137) (Unit 4: p. 153; p. 155; p. 163; p. 165) (Unit 5: p. 181; p. 183; p. 191; p. 195) (Unit 6: 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509)</p>
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Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p>e. Decode words with common prefixes and suffixes.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>Foundations® addresses this standard through the following:</p> <p>Foundations® explicitly teaches about the base word and prefixes/suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including un-, dis-, mis-, non-, trans-, pre-, pro-, re-, and de- and with suffixes, including -s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, and -ty, beginning in Unit 4 (see Unit 4 Introduction: p. 142). Words with taught prefixes and suffixes are included in word resources for all units following Unit 4 for all decoding activities. (Resources: p. 168-170, p. 198-200, p. 226-229, p. 264-266, p. 282-284, p. 310-312, p. 338-340, p. 366-368, p. 384- 386, p. 412-414, p. 440-442, p. 468-470, p. 486-488, p.514-516). Students practice decoding words with prefixes and suffixes once the prefix or suffix has been explicitly taught in the following decoding activities: Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime activities. Also, the Foundations® Fluency Kit 2, and Books to Remember Set 2 (included in Teacher’s Kit) and Geodes® provide additional decoding practice. (The Geodes® Level 2 Classroom Library (64 titles), published by Great Minds in collaboration with Wilson Language Training, provides authentic, knowledge-building books that provide practice with word-level skills specifically aligned with the Foundations® Level 2 scope and sequence.)</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		f. Decode words with silent letter combinations (e.g., knight, comb, island, ghost).	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>Foundations® addresses this standard through the following:</p> <p>While silent letters are typically not taught as such until the Foundations® Level 3 curriculum, students are exposed to them in Foundations® Level 2 through various high-frequency sight word examples. Please see the Foundations® Level 2 BEST Supplement for the tools to teach the decoding of silent letter combinations in Grade 2.</p> <p>In addition, <i>Wit & Wisdom®</i> provides additional practice and experience with words with silent letter combinations, such as in these selected examples.</p> <p>G2 M1 L10 > Handout 10B: Fluency Homework (“It was <u>autumn</u>.”)</p> <p>G2 M2 L26 > Handout 26A: Fluency Homework (“John Henry’s hammer <u>whistled</u>...”)</p> <p>G2 M3 L24 > Handout 24A: Fluency Homework (“She <u>knew</u> that her family...”)</p> <p>G2 M4 L22 > Handout 22A: Fluency Homework (“It lets you <u>know</u>...”)</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p><i>Fluency</i> ELA.2.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom Florida</i> includes instruction on and opportunities to practice fluency. See these lessons as examples:</p> <p>G2 M1 L1 > Read with Fluency p. 8 L2 > Practice Fluency p. 23</p> <p>G2 M2 L5 > Welcome: Practice Fluency p. 63 L8 > Vary Inflection p. 102</p> <p>G2 M3 L12 > Perform the Speech p. 156</p> <p><i>Geodes</i> lessons across modules include instruction and opportunities for students to practice demands of this benchmark in carefully sequenced, knowledge-building texts.</p> <p><i>Geodes</i> G2 M1 p. 106 <i>Geodes</i> G2 M2 p. 186 <i>Geodes</i> G2 M3 p. 326 <i>Geodes</i> G2 M4 p. 400</p> <p>Foundations® addresses this standard through the following:</p> <p>The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency because all readers encounter words they do not know by sight. In each Unit, as students master accurate word reading, lessons progress to a focus on quick and automatic recognition of words. For example, students read words as you quickly make</p>

			<p>word chains with Sound Cards. Once students have been introduced to and have practiced single word decoding, they will begin decoding with connected text with a variety of activities such as Trick Word Reading, Word of the Day, and Storytime. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Foundations® uses a scooping technique to provide a graphical representation of phrasing.</p> <p>The Storytime Activity is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>Storytime (description p. 60): (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509)</p> <p>Prosody: The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the Word of the Day activity.</p> <p>Word of the Day (description p. 56): (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 215; p. 218; p. 220), (Unit 7: p. 257; p. 258), (Unit 8: p. 274; p. 278), (Unit 9: p. 292; p. 294; p. 302; p. 306), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; p. 504; p. 506; p. 510)</p> <p>Fluency Kit 2 Materials, Books to Remember Set 2, and the Progress Monitoring Tool (included in Teacher’s Kit or available on the associated</p>
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			<p>online Learning Community and the Level 2 <i>Geodes</i>® Classroom Library provide additional decoding practice.</p> <p>Important Note for Consideration: Foundations® was designed with the expectation that students would also have many opportunities to practice reading connected text as part of their core ELA curricula. However, recognizing that core materials lack authentic text that is appropriate for emerging and developing readers, Wilson collaborated with Great Minds to create the <i>Geodes</i>® Classroom Libraries, which provide 64 titles explicitly corresponding to Foundations®’ scope and sequence for grade 2. These books provide students with the opportunity to practice the application of taught decoding skills aligned with Foundations® scope and sequence along with Foundations® Trick Words, which include high frequency sight words, through authentic text that bolster their background knowledge and vocabulary in the areas of science, history, and the arts.</p>
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Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
Reading	Reading Prose and Poetry	<p><i>Literary Elements</i> ELA.2.R.1.1: Identify plot structure and describe main story elements in a literary text.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G2 M1 L16 p. 185</p> <p>G2 M1 L11 > Introduce Story Stones p. 130 L12 > Compare the Beginning and Ending; Relate Beginning, Middle, and Ending to Problem and Resolution p. 145</p> <p>G2 M2 L21 > Reread to Identify Story Elements; Record Story Elements; Recount Story Events p. 266 L27 > Recount the Text p. 346 L29 > Use Story Stones to Recount the Text p. 372</p> <p>G2 M3 L20 > Use SCAPE to Identify Story Elements; Use SCAPE to Recount Story p. 263 L26 > Complete the SCAPE Chart and Recount the Story p. 342</p> <p>G2 M4 L11 > Identify Text Elements p. 141 L15 > Recount the Text p. 196</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations</i> ®
		<p><i>Theme</i> ELA.2.R.1.2: Identify and explain a theme of a literary text.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following lessons:</p> <p>Primary Example G2 M4 L14 > Determine the Essential Meaning p. 182</p> <p>G2 M1 L13 > Reveal the Central Message p. 156 L18 > Determine the Central Message p. 209</p> <p>G2 M2 L19 p. 237 L22 > Determine Lesson; Land p. 280</p>
		<p><i>Perspective and Point of View</i> ELA.2.R.1.3: Identify different characters’ perspectives in a literary text.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following lessons:</p> <p>Primary Example G2 M3 L21 > Recognize Differences in Points of View p. 276</p> <p>G2 M3 L8 > Examine Point of View p. 96 L14 > Examine First Person Narratives p. 186 L15 > Investigate Point of View p. 196 L16 > Think about Point of View p. 211 L30 > Complete New-Read Assessment 3 p. 388</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p><i>Poetry</i> ELA.2.R.1.4: Identify rhyme schemes in poems.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G2 M3 L12 > Welcome: Notice and Wonder about a Civil Rights Poem p. 155</p> <p>G2 M1 L1 > Notice and Wonder about “Weather” p. 9</p> <p>B.E.S.T. Knowledge Reads: "Gathering Leaves" by Robert Frost</p> <p>G2 M3 L11 > Welcome: Identify Repetition in Song p. 139</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
	Reading Informational Text	<p><i>Structure</i> ELA.2.R.2.1: Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G2 M1 L4DD p. 50</p> <p>G2 M1 L25 > Analyze the Illustrations p. 284</p> <p>G2 M2 L2 > Define Key Vocabulary p. 18 L7 > Welcome: Examine the Table of Contents; Use Text Features p. 89</p> <p>G2 M3 L5 > Look at Images to Distill the Essential Meaning; Land p. 56</p> <p>G2 M4 L4 > Hunt for Text Features; Practice Using Text Features p. 45 L6 > Revealing Information in Images; Land p. 77 L8 > Read Captions p. 100 L24 > Examining and Comparing Text Features; Land p. 308</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p><i>Central Idea</i> ELA.2.R.2.2: Identify the central idea and relevant details in a text.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G2 M1 L21 > Identify the Details and Main Topic p. 237</p> <p>G2 M1 L5 > Identify Details and Main Topic p. 57 L6 > Identify Details and Main Topic p. 71</p> <p>G2 M2 L2 > Identify the Main Topic and Key Events in <i>The Buffalo Are Back</i> p. 22</p> <p>G2 M3 L28 > Distill the Essential Meaning p. 366</p> <p>G2 M4 L5 > Experiment with Recounting p. 60</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations</i> ®
		<p><i>Purpose and Perspective</i> ELA.2.R.2.3: Explain an author’s purpose in an informational text.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following lessons:</p> <p>Primary Example G2 M4 L7 > Identify Examples of Author’s Purpose; Explore Author’s Purpose; Determine the Author’s Purpose p. 88</p> <p>G2 M1 L27 > Determine the Genre p. 300</p> <p>G2 M2 L10 > Prepare for a Socratic Seminar p. 124</p> <p>G2 M3 L11 > Notice Repetition of Key Words; Find Meaning in Repeated Words p. 140 L27 > Zoom In on the Beginning and Ending p. 352</p> <p>G2 M4 L18 > Examine Organization and Author’s Purpose p. 234 L20 > Review and Examine Author’s Purpose; Land p. 260 L26 > Determining the Author’s Purpose; Land p. 330</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p><i>Argument</i> ELA.2.R.2.4: Explain an author’s opinion(s) and supporting evidence.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G2 M4 L8 > Identify Points and Reasons p. 101</p> <p>G2 M4 L21 > Identify Points and Reasons p. 272 L27 > Identify Points and Reasons p. 341</p>
	<p>Reading Across Genres Finding Meaning</p>	<p><i>Interpreting Figurative Language</i> ELA.2.R.3.1: Identify and explain similes, idioms, and alliteration in text(s).</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G2 M3 L13 > Examine Language in “Words Like Freedom” p. 170</p> <p>G2 M1 L1 > Notice and Wonder about “Weather” p. 9</p> <p>G2 M2 L28 > Notice and Wonder p. 360</p> <p>G2 M3 L6 > Learn from Lyrics p. 72 L11 > Notice Repetition of Key Words p. 140 L16 > Sing and Examine Repetition p. 210</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations</i> ®
		<p><i>Paraphrasing and Summarizing</i> ELA.2.R.3.2: Retell a text to enhance comprehension.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s <i>Foundations</i>® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Foundations</i>® provides instruction that supports this standard through the Storytime Activity, which is designed to help develop the students’ awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency:</p> <p>Storytime (description p. 60): (Unit 2: p. 105; p. 108; p. 115; p. 117) (Unit 3: p. 137) (Unit 4: p. 153; p. 155; p. 163; p. 165) (Unit 5: p. 181; p. 183; p. 191; p. 195) (Unit 6: 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509)</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p>a. Use main story elements in a logical sequence for a literary text.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G2 M1 L11 > Recount with Story Stones p. 133</p> <p>G2 M1 L16 > Recount with Story Stones p. 189</p> <p>G2 M2 L12 > Match Key Details with Major Events; Add Major Events to the Timeline p. 151 L17 > Recount Events with Story Stones p. 219 L21 > Recount Story Events p. 269 L21 > Use Story Stones to Recount the Text p. 293 L27 > Recount the Text p. 346 L29 > Use Story Stones to Recount the Text p. 372</p> <p>G2 M3 L20 > Use SCAPE to Recount Story p. 265 L26 > Complete the SCAPE Chart and Recount the Story p. 342</p> <p>G2 M4 L11 > Identify Text Elements p. 141</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p>b. Use the central idea and relevant details for an informational text.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G2 M4 L5 > Experiment with Recounting p. 60</p> <p>G2 M1 L5 > Identify Details and Main Topic p. 57 L6 > Identify Details and Main Topic p. 71</p> <p>G2 M2 L2 > Identify the Main Topic and Key Events in <i>The Buffalo Are Back</i> p. 22</p>
		<p><i>Comparative Reading</i> ELA.2.R.3.3: Compare and contrast important details presented by two texts on the same topic or theme.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G2 M1 L10 > Notice Connections between Texts p. 121</p> <p>G2 M2 L5 > Land p. 68 L6 > Welcome; Launch p. 75 L24 > Compare Two Versions of Johnny Appleseed p. 306 L30 > Compare Two Versions of the John Henry Story p. 384</p> <p>G2 M3 L1 > Explore Module Texts; Examine Module Cover Photograph p. 4 L10 > Zoom In and Zoom Out on a Historic Moment; Organize Evidence from Dream Circles; Land p. 128 L12 > List How Two Authors Tell Different Points p. 157 L29 > Identify the Impact and Response p. 376</p>

Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
Vocabulary		<p><i>Academic Vocabulary</i> ELA.2.V.1.1: Use grade-level academic vocabulary in speaking and writing.</p>	<p>For the Florida edition, Great Minds' <i>Wit & Wisdom®</i> + Wilson Language Training's Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom Florida</i> lessons across modules include instruction and opportunities for students to practice demands of this benchmark in carefully sequenced, knowledge-building texts.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G2 M1 L1DD p. 12</p> <p>G2 M1 L6DD p. 76</p> <p>G2 M2 L28 > Revise to Add Topic-Specific Words p. 362</p> <p>G2 M3 L6DD p. 76</p> <p>G2 M4 L1DD p. 10</p> <p><i>Geodes</i> G2 M1 p. 133 <i>Geodes</i> G2 M2 p. 168 <i>Geodes</i> G2 M3 p. 302 <i>Geodes</i> G2 M4 p. 337</p>

		<p>Fundations® addresses this standard through the following:</p> <p>Fundations® also provides instruction that supports this standard. Teachers are directed to incorporate vocabulary instruction in the Fundations® activities to create a vocabulary rich environment (see Introduction p 5). Explicit vocabulary instruction is included in the Word of the Day and Word Talk activities.</p> <p>Word of the Day (description p. 56–57): (Unit 1: p. 76; p. 80; p. 85; p. 91) (Unit 2: p. 104; p. 107; p. 114; p. 119) (Unit 3: p. 135; p. 138) (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258), (Unit 8: p. 274; p. 278), (Unit 9: p. 292; p. 294; p. 302; p. 306), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; 506; p. 510)</p> <p>Word Talk (description p. 58–59): (Unit 1: p. 92) (Unit 2: p. 120) (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512)</p>
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Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p><i>Morphology</i> ELA.2.V.1.2: Identify and use base words and affixes to determine the meaning of unfamiliar words in grade-level content.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom®</i> + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G2 M2 L1DD p. 12</p> <p>G2 M2 L18DD p. 234 L19DD p. 246</p> <p>G2 M3 L1DD p. 11 L7DD p. 90</p> <p>G2 M4 L9DD p. 119</p> <p>Foundations® addresses this standard through the following:</p> <p>Foundations® also provides instruction that supports this standard. Students learn about the affixes -s, -es, -ed, -ing, -er, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty and how these inflectional endings change the meaning of the base word. Affix -s, -es, ed, -ing and comparison suffixes -er and -est are explicitly taught in Unit 4 (See Unit 4 p. 142–170) and are included in word resources for all units following for all decoding activities.</p> <p>Affixes -ful, -ment, -less, -ness, -able, -en, -ish are explicitly taught in Unit 5 (See Unit 5 p. 172–200) and are included in word resources for all units following for all decoding activities. Affixes -ive is explicitly taught in Unit 6 (See Unit 6 p.202–229) and are included in word resources for all units following for all decoding activities. Affixes -y, -ly, -ty are explicitly taught in</p>

			<p>Unit 7 (See Unit 7 p. 230–266) and are included in word resources for all units following for all decoding activities. During Word of the Day and Word Talk activities in these units, teachers discuss meaning of words with affixes.</p> <p>Word of the Day (description p. 56–57): (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258</p> <p>Word Talk (description p. 58–59): (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262</p>
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Strand	Standard	Benchmark	Aligned Components of <i>Wit & Wisdom Florida with Foundations®</i>
		<p><i>Context and Connotation</i> ELA.2.V.1.3: Identify and use context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.</p>	<p>For the Florida edition, Great Minds' <i>Wit & Wisdom®</i> + Wilson Language Training's Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom®</i> addresses this standard in the following lessons:</p> <p>Primary Example G2 M1 L5 > Determine Meaning of a Key Word p. 57</p> <p>G2 M1 L6 > Define Key Terms p. 70 L11DD p. 138</p> <p>G2 M2 L3DD p. 43 L9DD p. 118</p> <p>G2 M3 L2 > Explore Vocabulary in Context p. 19</p> <p>G2 M4 L23DD p. 301 L24DD p. 313</p>

<p>Florida’s B.E.S.T. Standards for English Language Arts ELA Expectations</p>	<p>Aligned Components of <i>Wit & Wisdom</i> Florida with Foundations®</p>
<p>ELA.K12.EE.1.1: Cite evidence to explain and justify reasoning.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>Collecting and citing evidence to support ideas in speaking and writing is a core practice in <i>Wit & Wisdom</i> Florida.</p> <p>Students collect evidence during and after reading as a class, in small groups, in pairs, or independently. Students use graphic organizers, their journals, or other note-taking systems to collect and record evidence prior to expressing their evidence-supported understandings through writing or speaking.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following lessons:</p> <p>Primary Example G2 M1 L8 > Record Evidence; Respond to the Focusing Question Task p. 94</p> <p>G2 M1 L14 > Excel with Evidence p. 168 L30 > Practice Recording Evidence p. 331</p> <p>G2 M2 L3 > Gather Evidence p. 40 L30 > Complete Evidence Organizers p. 387</p> <p>G2 M3 L10 > Organize Evidence from Dream Circles p. 129 L11 > Write Using Sources p. 144</p> <p>G2 M4 L13 > Collect Evidence for Focusing Question Task 2 p. 172 L23 > Experiment with Collecting Evidence from Two Sources p. 296</p>

<p style="text-align: center;">Florida’s B.E.S.T. Standards for English Language Arts ELA Expectations</p>	<p style="text-align: center;">Aligned Components of <i>Wit & Wisdom</i> Florida with Foundations®</p>
<p>ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom</i> Florida is a text-centered curriculum. By design, students work with the same knowledge-building text sets, allowing all of them to grow shared knowledge and academic vocabulary across lessons and modules. Students are engaged in using grade-appropriate comprehension skills by first listening to rich grade-level texts read aloud in the early grades and reading with increasing independence as their decoding skills develop. They comprehend a range of texts because they have a strong knowledge base and appropriate support across the modules and years.</p> <p>See the Module Overview > Texts list of the core and supplementary texts included in the module, G2 M1–4.</p> <p>See Appendix A: Text Complexity for a description of the quantitative and qualitative complexity of the module’s core texts.</p> <p>Primary Example G2 M4 > Appendix A</p>

<p>Florida’s B.E.S.T. Standards for English Language Arts ELA Expectations</p>	<p>Aligned Components of <i>Wit & Wisdom</i> Florida with Foundations®</p>
<p>ELA.K12.EE.3.1: Make inferences to support comprehension.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>The <i>Wit & Wisdom</i> Florida Content Stages are a framework for close reading and questioning that is specifically designed to engage students in deep comprehension of complex texts across grade levels. The Content Stages guide students’ daily work in <i>Wit & Wisdom</i> Florida—from first encountering and understanding the literal meaning of text to analyzing, connecting, and making inferences from text. <i>Wit & Wisdom</i> Florida’s Content Stages optimize the learning opportunities each text presents while building sound habits for wide reading across genres.</p> <p>The first two stages—Wonder and Organize—focus on questioning and organizing literal comprehension. The next two stages—Reveal and Distill—deepen students’ comprehension through analysis of craft, structure, and meaning, of the parts and the whole. Finally, in the Know Stage, students consider the text in the context of their own knowledge and learning.</p> <p>See the Module Overview > Module Map to identify lessons focused on the Reveal Stage and the Distill Stage.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following lessons:</p> <p>Primary Example G2 M3 L28 > Study Text Quotations p. 364</p> <p>G2 M1 L26 > Notice and Wonder with Prior Knowledge; Investigate the Meaning of Unknown Words p. 290</p> <p>G2 M2 L13 > Reveal with Visual Art p. 164 L18 > Perform Reader’s Theater p. 229</p> <p>G2 M3 L23 > Welcome: Create Point of View p. 301</p>

	L27 > Zoom In on the Beginning and Ending p. 352 G2 M4 L12 > Examine Text Illustrations; Examine the Author’s Words p. 156 L13 > Gallery Walk p. 170
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<p>Florida’s B.E.S.T. Standards for English Language Arts ELA Expectations</p>	<p>Aligned Components of <i>Wit & Wisdom</i> Florida with Foundations®</p>
<p>ELA.K12.EE.4.1: Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>In all modules and grades of <i>Wit & Wisdom</i> Florida, students participate in formal structured, text-based, academic discussions (Socratic Seminars) and informal, collaborative content- and text-based conversations and tasks (through routines like Think-Pair-Share).</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following lessons:</p> <p>Primary Example G2 M1 L7 > Examine Linked Comments; Experiment with Linking Comments p. 82</p> <p>G2 M1 L1 > Define the Listening Goal p. 5 L19 > Link Comments in a Socratic Seminar p. 217</p> <p>G2 M2 L1 > Prepare to Listen p. 5 L10 > Prepare for a Socratic Seminar; Vary Inflection in a Socratic Seminar p. 124</p> <p>G2 M3 L2 > Listen Actively p. 16 L13 > Speak on Topic in a Socratic Seminar p. 171</p> <p>G2 M4 L5 > Conduct Shared Research p. 64 L16 > Participate in a Socratic Seminar; Complete a Self-Reflection p. 208</p>

Florida’s B.E.S.T. Standards for English Language Arts ELA Expectations	Aligned Components of <i>Wit & Wisdom</i> Florida with Foundations®
<p>ELA.K12.EE.5.1: Use the accepted rules governing a specific format to create quality work.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>The <i>Wit & Wisdom</i> Florida Craft Stages and writing models provide students with clear structures for their written, visual, and spoken work.</p> <p>The Craft Stages are a sequenced process for building skills in writing, speaking, and presenting. The first <i>Wit & Wisdom</i> Florida Craft Stage is Examine—in which students examine an exemplar of writing, visual presentation, or speaking to identify the elements and structures of quality communication.</p> <p>See the Module Overview > Module Map to identify lessons focused on the Examine Stage.</p> <p>The <i>Wit & Wisdom</i> Florida writing models give students visuals for organizing their narrative, opinion/argument, and expository writing.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following lessons: Primary Example G2 M2 L4 > Plan an Informative Paragraph p. 53</p> <p>G2 M1 L4 > Introduce Informative Writing p. 46</p> <p>G2 M2 L9 > Share Informative Paragraphs p. 116</p> <p>G2 M3 L5 > Execute Writing with Two Sources p. 58 L21 > Plan an Exploded Moment; Execute the Focusing Question Task p. 278</p> <p>G2 M4 L12 > Examine the Structure of Opinion Writing p. 160 L17 > Examine Writing about Steps in a Process p. 220</p>

<p>Florida’s B.E.S.T. Standards for English Language Arts ELA Expectations</p>	<p>Aligned Components of <i>Wit & Wisdom</i> Florida with Foundations®</p>
<p>ELA.K12.EE.6.1: Use appropriate voice and tone when speaking or writing.</p>	<p>For the Florida edition, Great Minds’ <i>Wit & Wisdom</i>® + Wilson Language Training’s Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>In <i>Wit & Wisdom</i> Florida, students examine and are explicitly taught distinctions between formal and informal language. Engagement with the curriculum’s module texts and content builds students’ academic vocabulary. Integration of sentence frames, process writing, speaking and listening guidelines, and explicit vocabulary instruction supports students’ use of academic language in communicating their ideas about module texts and topics in formal presentations, Socratic Seminars, and writing.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following lessons:</p> <p>Primary Example G2 M4 L20 > Experiment with Informal and Formal Speech p. 261</p> <p>G2 M1 L18 > Experiment with Linking Comments p. 208</p> <p>G2 M2 L8 > Vary Inflection p. 102</p> <p>G2 M3 L21 > Recognize Differences in Points of View p. 276</p> <p>G2 M4 L16 > Examine Formal and Informal Language; Complete a Self-Reflection p. 207</p>

English Language Development	Aligned Components of <i>Wit & Wisdom Florida with Foundations</i> ®
<p>ELD.K12.ELL.LA.1: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</p>	<p>For the Florida edition, Great Minds' <i>Wit & Wisdom</i>® + Wilson Language Training's Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p>In writing, <i>Wit & Wisdom Florida</i> students engage in writing-to-learn and learning-to-write activities daily, building their skills with using writing to communicate their academic ideas and understandings.</p> <p>In oral communication, <i>Wit & Wisdom Florida</i> lessons intentionally shift the balance of talking from teachers to students, engaging students in daily meaningful opportunities to speak and listen. All <i>Wit & Wisdom Florida</i> students speak and listen to communicate academic information, ideas, and concepts daily.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following modules: G2 M1–4</p>
<p>ELD.K12.ELL.SI.1: English language learners communicate for social and instructional purposes within the school setting.</p>	<p>For the Florida edition, Great Minds' <i>Wit & Wisdom</i>® + Wilson Language Training's Foundations® form the major tool of instruction to meet the grade-level standard.</p> <p><i>Wit & Wisdom Florida</i> students hone their skills and awareness of the many purposes for writing, speaking, and listening. They learn to tailor their writing and speaking to specific purposes and audiences.</p> <p>Students engage in daily informal academic conversations and write-to-learn activities and in frequent formal presentations, discussions, and extended writing tasks.</p> <p><i>Wit & Wisdom</i>® addresses this standard in the following modules: G2 M1–4</p>