WIT & WISDOM®

MORE MEANINGFUL ENGLISH

Illinois Learning Standards
for English Language Arts
Correlation to
Wit & Wisdom

GRADE 2

October 2018

WIT & WISDOM®

GREAT MINDS

ABOUT *WIT & WISDOM*

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

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

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

HIGH RATINGS

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

PROVEN RESULTS

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

ONGOING SUPPORT

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

Introducing *Wit & Wisdom*
- Core text list
- Implementation Guide
- Module 0 (GK–2, G3–5, G6–8)

Extending *Wit & Wisdom*
- Parent Tip Sheets
- Volume of Reading text list
- *Wit & Wisdom* assessment resources (Standards Trackers and Question Sets)
- The Art of *Wit & Wisdom* (lessons and vocabulary relating to the curriculum's rich artwork)

Illinois Learning Standards for English Language Arts Correlation to *Wit & Wisdom*

GRADE 2 ENGLISH LANGUAGE ARTS

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

KEY

☐ *Wit & Wisdom* fully addresses the Illinois standard.

☐ *Wit & Wisdom* may not completely address the Illinois standard.

☐ *Wit & Wisdom* does not address the Illinois standard.

☐ *Wit & Wisdom* addresses the Illinois standard at a different grade level.

G = grade level

M = module

L = lesson

DD = Deep Dive

Examples:

G2 M1 L6 = Grade 2 Module 1 Lesson 6

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

Strand	Sub-Strand	Standard	Aligned Components of *Wit & Wisdom*
Reading Standards for Literature	**Key Ideas and Details**	**RL.2.1** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.	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
		RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	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
		RL.2.3 Describe how characters in a story respond to major events and challenges.	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
	Craft and Structure	**RL.2.4** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	G2 M1 L2–3, L13, L15, L26–27, L27DD, L28, L28DD G2 M3 L5–6, L11, L16–18 G2 M4 L12

Strand	Sub-Strand	Standard	Aligned Components of *Wit & Wisdom*
		RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	G2 M1 L12, L15–17, L27–29 G2 M2 L23, L27, L29 G2 M3 L27
		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.	G2 M1 L3 G2 M3 L8, L16, L21, L30
	Integration of Knowledge and Ideas	**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.	G2 M1 L10–13, L16–17, L25, L28 G2 M2 L24, L26, L28, L30 G2 M4 L10, L12–15
		RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	G2 M2 L23–25, L28–32
	Range of Reading and Level of Text Complexity	**RL.2.10** By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	G2 M1–4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.

Strand	Sub-Strand	Standard	Aligned Components of *Wit & Wisdom*
Reading Standards for Informational Text	**Key Ideas and Details**	**RI.2.1** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.	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
		RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	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
		RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	G2 M1 L20, L22–24 G2 M2 L3–5, L9, L32 G2 M3 L4 G2 M4 L5, L18–23
	Craft and Structure	**RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	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

Strand	Sub-Strand	Standard	Aligned Components of *Wit & Wisdom*
		RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	G2 M1 L5–6 G2 M2 L1, L7, L11 G2 M4 L4–8, L18, L21, L24–25
		RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	G2 M2 L4, L10 G2 M4 L7, L18, L20, L26, L28
	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 support specific points the author makes 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 on the same topic.	G2 M1 L10 G2 M2 L6, L13, L33 G2 M3 L4, L10, L12, L18, L20, L23, L29, L31

Strand	Sub-Strand	Standard	Aligned Components of *Wit & Wisdom*
	Range of Reading and Level of Text Complexity	**RI.2.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	G2 M1–4 *Wit & Wisdom* 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.	*Wit & Wisdom* does not address foundational skills.
		RF.2.3b Know spelling-sound correspondences for additional common vowel teams.	*Wit & Wisdom* does not address foundational skills.
		RF.2.3c Decode regularly spelled two-syllable words with long vowels.	*Wit & Wisdom* does not address foundational skills.
		RF.2.3d Decode words with common prefixes and suffixes.	*Wit & Wisdom* does not address foundational skills.
		RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.	*Wit & Wisdom* does not address foundational skills.

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		RF.2.3f Recognize and read grade-appropriate irregularly spelled words.		*Wit & Wisdom* does not address foundational skills.
	Fluency	**RF.2.4** Read with sufficient accuracy and fluency to support comprehension.		
		RF.2.4a Read grade-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 grade-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.		*Wit & Wisdom* 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., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.	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 section.	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 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	G2 M3 L14–23, L25–29, L31–34

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	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 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
		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.		G2 M2 L21–24
	Research to Build and Present Knowledge	**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; record science observations).		G2 M1 L30 G2 M4 L2–8, L22–30
		W.2.8 Recall information from experiences or gather information from provided sources to answer a question.		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

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Speaking and Listening Standards	**Comprehension and Collaboration**	**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.	
		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).	G2 M1 L1, L3–10, L12, L21, L31 G2 M2 L10
		SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.	G2 M1 L7–9, L22–23, L29 G2 M2 L10
		SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.	G2 M1 L4, L6–9, L20–23, L29, L31 G2 M3 L10–11, L13, L33–34
		SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	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

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		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.		G2 M3 L10–11, L13, L33–34
	Presentation of Knowledge and Ideas	**SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		G2 M1 L11 G2 M2 L2, L10, L27, L29–30, L32 G2 M3 L15–16, L20 G2 M4 L17, L31–32
		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.		G2 M2 L24–25
		SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		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

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Language Standards	**Conventions of Standard English**	**L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
		L.2.1a Use collective nouns (e.g., *group*).	G2 M2 L25DD, L26DD, L27DD
		L.2.1b Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).	G2 M2 L6DD, L7DD, L8DD, L25DD, L27DD
		L.2.1c Use reflexive pronouns (e.g., *myself, ourselves*).	G2 M4 L10DD, L12DD, L16
		L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).	G2 M2 L20DD, L21DD, L22DD, L23DD
		L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.	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

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		L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie*; *The little boy watched the movie*; *The action movie was watched by the little boy*).		G2 M1 L7DD, L8DD, L9DD, L10DD, L13, L16DD, L17DD, L18, L19DD, L23DD, L24, L24DD, L27, L28DD, L29, L31DD, L32 G2 M2 L30DD, L33–35, L15DD, L17DD, L21DD, L22DD, L23DD
		L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
		L.2.2a Capitalize holidays, product names, and geographic names.		Supplemental material is necessary to address capitalizing names of products. The following lessons address capitalizing holidays and geographic names. G2 M2 L11DD, L12DD, L15DD, L26
		L.2.2b Use commas in greetings and closings of letters.		G2 M4 L19DD, L20DD
		L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.		G2 M4 L4DD, L6DD, L8DD, L16DD, L17DD, L18DD, L21DD
		L.2.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).		G2 M4 L25DD, L26DD, L27DD

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		L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	G2 M2 L14DD G2 M4 L25DD, L26DD, L27DD
	Knowledge of Language	**L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
		L.2.3a Compare formal and informal uses of English.	G2 M1 L10DD G2 M4 L16, L20, L32DD
	Vocabulary Acquisition and Use	**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.	
		L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.	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
		L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).	G2 M1 L21DD, L26 G2 M2 L29DD G2 M3 L1DD, L11DD, L19DD, L27DD, L29DD, L30DD G2 M4 L28DD

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		L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).	G2 M1 L21DD, L26 G2 M2 L1DD, L10DD, L18DD G2 M3 L7DD, L19DD
		L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly*; *bookshelf, notebook, bookmark*).	G2 M1 L3DD G2 M3 L13DD, L24DD, L28DD
		L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	G2 M1 L1DD, L2DD, L3DD, L4DD, L5DD, L6DD, L11DD, L15DD, L22DD, L26DD, L27DD G2 M2 L8, L9DD, L10DD, L14DD, L17DD, L18DD, L24DD G2 M3 L25DD G2 M4 L2DD, L3DD, L7DD

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		L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.	
		L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).	G2 M1 L4DD, L5DD, L15DD, L20DD G2 M2 L2DD, L3, L3DD, L4DD, L5DD, L13, L13DD, L17DD, L26, L26DD G2 M3 L3DD, L4DD, L6DD, L7, L11, L12DD, L16DD, L20DD, L21, L24 G2 M4 L5DD, L11DD, L13DD, L14DD, L15DD, L22DD, L23DD, L24DD, L29DD
		L.2.5b Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).	G2 M1 L11DD, L12DD, L14DD G2 M2 L2DD, L28DD G2 M3 L6DD, L8DD, L16DD, L20DD G2 M4 L11DD
		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., *When other kids are happy that makes me happy*).	G2 M1–4 *Wit & Wisdom* considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.