



WIT & WISDOM[®]

MORE MEANINGFUL ENGLISH

Massachusetts Curriculum
Framework for English
Language Arts and Literacy
Correlation to *Wit & Wisdom*

GRADE 2

November 2018

ABOUT *WIT & WISDOM*

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

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

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)

Massachusetts Curriculum Framework for English Language Arts and Literacy Correlation to *Wit & Wisdom*

GRADE 2 ENGLISH LANGUAGE ARTS

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

KEY

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

G = grade level

Examples:

M = module

G2 M1 L6 = Grade 2 Module 1 Lesson 6

L = lesson

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

DD = Deep Dive

Strand	Sub-Strand	Standard	Aligned Components of <i>Wit & Wisdom</i>
Reading Standards for Literature	Key Ideas and Details	<p>RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>G2 M1 L1–3, L10–12, L14–17, L19, L25–26 G2 M2 L12, L14, L16, L18–28, L30–35 G2 M3 L5–6, L10–11, L13, L25, L29 G2 M4 L9–16, L22–23, L25–26, L28–29, L32–33</p>
		<p>RL.2.2 Retell stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>G2 M1 L2, L11–16, L18, L25, L27–29, L31–32 G2 M2 L12, L14, L17, L19, L21–25, L27, L29, L31–35 G2 M3 L11, L15, L17, L20, L25–26, L28, L30 G2 M4 L11, L13, L14–15</p>
		<p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p>	<p>G2 M1 L2, L11–13, L15–19 G2 M2 L12–15, L17–21, L23–24, L27, L29 G2 M3 L17, L22–23, L29–30 G2 M4 L11, L14</p>
	Craft and Structure	<p>RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>G2 M1 L2–3, L13, L15, L26–27, L27DD, L28, L28DD G2 M3 L5–6, L11, L16–18 G2 M4 L12</p>
		<p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>G2 M1 L12, L15–17, L27–29 G2 M2 L23, L27, L29 G2 M3 L27</p>
		<p>RL.2.6 Explain what dialogue is and how it can reveal characters’ thoughts and perspectives.</p>	<p>G2 M1 L3 G2 M3 L8, L16, L21, L30</p>

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	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 Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 2.	G2 M1–4 <i>Wit & Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.
Reading Standards 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

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		<p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text.</p>	<p>G2 M1 L20, L22–24 G2 M2 L3–5, L9, L32 G2 M3 L4 G2 M4 L5, L18–23</p>
	Craft and Structure	<p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<p>G2 M1 L5, L22 G2 M2 L2, L8, L11, L16–17 G2 M3 L2, L11, L21 G2 M4 L1DD, L3DD, L4–5, L5DD, L7DD, L19, L22DD, L23DD, L24DD</p>
		<p>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p>G2 M1 L5–6 G2 M2 L1, L7, L11 G2 M4 L4–8, L18, L21, L24–25</p>
		<p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>G2 M2 L4, L10 G2 M4 L7, L18, L20, L26, L28</p>
	Integration of Knowledge and Ideas	<p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>G2 M1 L15 G2 M2 L2, L4 G2 M3 L1–5, L7–9, L14, L20 G2 M4 L4, L6</p>

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		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
		RI.2.10 Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 2.	G2 M1–4 <i>Wit & Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.
Reading Standards for Foundational Skills	Phonics and Word Recognition	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	
		RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	<i>Wit & Wisdom</i> does not address foundational skills.
		RF.2.3b Know spelling-sound correspondences for additional common vowel teams.	<i>Wit & Wisdom</i> does not address foundational skills.
		RF.2.3c Decode regularly spelled two-syllable words with long vowels.	<i>Wit & Wisdom</i> does not address foundational skills.
		RF.2.3d Decode words with common prefixes and suffixes.	<i>Wit & Wisdom</i> does not address foundational skills.

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		RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.	<i>Wit & Wisdom</i> does not address foundational skills.	
		RF.2.3f Recognize and read grade-appropriate irregularly spelled words.	<i>Wit & Wisdom</i> does not address foundational skills.	
	Fluency	RF.2.4 Read with sufficient accuracy and fluency to support comprehension.		
		RF.2.4a Read grade-level text with purpose and understanding.	Supplemental material is necessary to address this standard thoroughly. G2 M1 L1-L3, 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, L8	
		RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<i>Wit & Wisdom</i> does not address foundational skills.	
Writing Standards	Text Types and Purposes	W.2.1 Write opinion pieces that introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section. In math, instead of writing opinions, students write or draw solutions to math word problems and present arguments to explain their thinking.	G2 M4 L12, L15, L26, L31–32	

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		<p>W.2.2 Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>G2 M1 L2, L4–6, L8, L11, L13–18, L21–24, L26–27, L29, L31–32</p> <p>G2 M2 L2–5, L7–9, L12–15, L17–19, L22–24, L28–35</p> <p>G2 M3 L5–6, L11–12, L17</p> <p>G2 M4 L3, L6–8, L17–21</p>
		<p>W.2.3 Write narratives in prose or poem form that recount a well-elaborated event or experience, or a set of events or experiences; include details and dialogue to show actions, thoughts, and feelings; use temporal words to signal order where appropriate; and provide a sense of closure.</p>	
		<p>W.2.3a For poems, use words and phrases that form patterns of sounds (e.g., regular beats, alliteration, end rhymes, repeated sounds in words or lines) to create structure.</p>	<p>Supplemental material is necessary to address using words and phrases that form patterns of sound to create structure in poetry. The following lessons address writing narratives as described in W.2.3.</p> <p>G2 M3 L14–23, L25–29, L31–34</p>
	<p>Production and Distribution of Writing</p>	<p>W.2.4 Produce writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>G2 M1 L14, L17–18, L24</p> <p>G2 M2 L5, L9, L17–18, L29, L34</p> <p>G2 M4 L6–7, L18, L20</p>
		<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	
		<p>W.2.5b Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 2).</p>	<p>G2 M1 L32</p> <p>G2 M2 L35</p> <p>G2 M3 L34</p> <p>G2 M4 L21</p>

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		<p>W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	G2 M2 L21–24
	<p>Research to Build and Present Knowledge</p>	<p>W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	G2 M1 L30 G2 M4 L2–8, L22–30
		<p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p>	G2 M1 L8–9, L15, L17, L23, L29–32 G2 M2 L4–5, L9–10, L14–15, L19, L22–24, L30–31, L33–35 G2 M3 L3–6, L8, L10–12, L17, L30–34 G2 M4 L3–8, L13–16, L18–21, L23–31
	<p>Range of Writing</p>	<p>W.2.10 Write routinely for a range of tasks, purposes, and audiences.</p>	G2 M1–4 This standard is fundamental to the learning design and is addressed in nearly every lesson where students write for a range of tasks, purposes, audiences, and time frames.
<p>Speaking and Listening Standards</p>	<p>Comprehension and Collaboration</p>	<p>SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>	
		<p>SL.2.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	G2 M1 L1, L3–10, L12, L21, L31 G2 M2 L10

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

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		<p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>G2 M1 L3–9, L11–32 G2 M2 L6–12, L16–17, L20–25, L27–29, L32–34 G2 M3 L13, L25, L32</p>
<p>Language Standards</p>	<p>Conventions of Standard English</p>	<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades.</p>	
		<p>Sentence Structure and Meaning</p>	
		<p>L.2.1a Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences and choose among sentence types depending on the meaning to be conveyed.</p>	<p>G2 M1 L7DD, L8DD, L9DD, L16DD, L17DD, L19DD, L23DD, L24, L24DD, L31DD G2 M2 L30DD G2 M3 L17DD, L21DD, L22DD, L23DD</p>
		<p>L.2.1b Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.</p>	<p>G2 M1 L12DD, L13, L13DD, L14DD, L18, L27, L29 G2 M2 L19DD, L34 G2 M3 L5DD, L8DD, L9DD, L10DD, L14DD, L15, L15DD, L18DD, L22, L22DD G2 M4 L30</p>
		<p>Word Usage</p>	
		<p>L.2.1c Use collective nouns and frequently occurring irregular plural nouns.</p>	<p>G2 M2 L6DD, L7DD, L8DD, L25DD, L26DD, L27DD</p>
		<p>L.2.1d Use reflexive pronouns.</p>	<p>G2 M4 L10DD, L12DD, L16</p>

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		L.2.1c Form and use the past tense of frequently occurring irregular verbs.	G2 M2 L20DD, L21DD, L22DD, L23DD
		L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
		L.2.2a Print upper- and lowercase letters legibly and fluently.	<i>Wit & Wisdom</i> does not address handwriting skills.
		L.2.2b 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.2.2c Use commas in greetings and closings of letters.	G2 M4 L19DD, L20DD
		L.2.2d Use an apostrophe to form contractions and frequently occurring possessives.	G2 M4 L4DD, L6DD, L8DD, L16DD, L17DD, L18DD, L21DD
		L.2.2e Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).	G2 M4 L25DD, L26DD, L27DD
		L.2.2f Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	G2 M2 L14DD, L25DD, L26DD, L27DD

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		<p>L.2.2g Demonstrate understanding that context determines whether the writer uses a numeral or a written number (e.g., numerals in $1 + 3 = 4$, but written words in “When I was one, I was just begun, / When I was two, I was still quite new” from A. A. Milne’s poem “Now We Are Six”).</p>	<p><i>Wit & Wisdom</i> does not explicitly address writing numerals or written numbers.</p>
	<p>Knowledge of Language</p>	<p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	
		<p>L.2.3a Compare formal and informal uses of English.</p>	<p>G2 M1 L10DD G2 M4 L16, L20, L32DD</p>
	<p>Vocabulary Acquisition and Use</p>	<p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p>	
		<p>L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>G2 M1 L5, L5DD, L6DD, L22DD, L26, L26DD, L28 G2 M2 L2, L3DD, L8, L9DD, L10DD, L11, L16DD, L24DD G2 M3 L2, L2DD, L25DD, L26DD, L30DD G2 M4 L1DD, L2DD, L5, L7DD, L15DD</p>
		<p>L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</p>	<p>G2 M1 L21DD, L26, L29DD G2 M3 L1DD, L11DD, L19DD, L27DD, L29DD, L30DD G2 M4 L28DD</p>

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		<p>L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p>	<p>G2 M1 L21DD, L26</p> <p>G2 M2 L1DD, L10DD, L18DD</p> <p>G2 M3 L7DD, L19DD</p>
		<p>L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p>	<p>G2 M1 L3DD</p> <p>G2 M3 L13DD, L24DD, L28DD</p>
		<p>L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>G2 M1 L1DD, L2DD, L3DD, L4DD, L5DD, L6DD, L11DD, L15DD, L22DD, L26DD, L27DD</p> <p>G2 M2 L8, L9DD, L10DD, L14DD, L17DD, L18DD, L24DD</p> <p>G2 M3 L25DD</p> <p>G2 M4 L2DD, L3DD, L7DD</p>
		<p>L.2.4f Recognize and use appropriately abbreviations related to grade-level content or commonly used in everyday life (e.g., <i>a.m., p.m.</i>).</p>	<p><i>Wit & Wisdom</i> does not explicitly address use of abbreviations related to grade-level content and everyday life.</p>
		<p>L.2.4g Recognize and use appropriately symbols related to grade-level content or commonly used in everyday life (e.g., <i>\$, ¢</i>).</p>	<p><i>Wit & Wisdom</i> does not explicitly address use of symbols related to grade-level content and everyday life.</p>
		<p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p>	

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		<p>L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p>	<p>G2 M1 L4DD, L5DD, L15DD, L20DD</p> <p>G2 M2 L2DD, L3, L3DD, L4DD, L5DD, L13, L13DD, L17DD, L26, L26DD</p> <p>G2 M3 L3DD, L4DD, L6DD, L7, L11, L12DD, L16DD, L20DD, L21, L24</p> <p>G2 M4 L5DD, L11DD, L13DD, L14DD, L15DD, L22DD, L23DD, L24DD, L29DD</p>
		<p>L.2.5b Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</p>	<p>G2 M1 L11DD, L12DD, L14DD</p> <p>G2 M2 L2DD, L28DD</p> <p>G2 M3 L6DD, L8DD, L16DD, L20DD</p> <p>G2 M4 L11DD</p>
		<p>L.2.6 Use words and phrases acquired through conversations, activities in the grade 2 curriculum, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>	<p>G2 M1–4</p> <p><i>Wit & Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p>