



WIT & WISDOM[®]

MORE MEANINGFUL ENGLISH

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

GRADE 2

June 2019

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 o (GK–2, G3–5, G6–8)

Extending *Wit & Wisdom*

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

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

GRADE 2 ENGLISH LANGUAGE ARTS

The majority of the Grade 2 Missouri Learning Standards: English Language Arts are fully covered by Grade 2 of the *Wit & Wisdom* curriculum. The areas where the Grade 2 Missouri standards and Grade 2 of the *Wit & Wisdom* curriculum do not align will require supplemental materials and use of *Wit & Wisdom* content from other grade levels. A detailed analysis of alignment is provided in the table below. With strategic placement of supplemental materials, students can be successful in achieving the proficiencies of the Missouri standards while benefiting from the rich texts and knowledge building of *Wit & Wisdom*.

KEY

G = grade level

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

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

Strand: Reading			
Big Idea	Concept	Expectation	Aligned Components of <i>Wit & Wisdom</i>
Develop and apply skills to the reading process.	Comprehension	2.R.1.A Develop and demonstrate reading skills in response to text by:	
		a. using text features to make and confirm predictions, explain why not confirmed.	G2 M2 L1, L11 G2 M3 L24 G2 M4 L24
		b. asking and responding to relevant questions.	G2 M1 L15, L19 G2 M2 L19–21, L25–26, L28, L30–34 G2 M3 L1–34 G2 M4 L1–31, L33
		c. seeking clarification and using information/facts and details about texts and supporting answers with evidence from text.	G2 M1 L5–8, L29 G2 M2 L2–4, L7–8 G2 M4 L8
		d. retelling a story’s beginning, middle, and end and determining its central message, lesson, or moral.	G2 M1 L2, L11–13, L16–18, L29 G2 M2 L17, L19, L21–24, L27, L29, L31 G2 M3 L15–17, L22–23, L25–28 G2 M4 L11, L13–15

Strand: Reading				
Big Idea	Concept	Expectation		Aligned Components of <i>Wit & Wisdom</i>
		e. monitoring comprehension and making corrections and adjustments when understanding breaks down.		<i>Wit & Wisdom</i> does not explicitly address monitoring comprehension and making adjustments.
	Vocabulary	2.R.1.B Develop an understanding of vocabulary by:		
		a. using prefixes, root words, and suffixes to determine the meaning of words.		G2 M1 L21DD, L26DD G2 M2 L1DD, L18DD, L19DD, L29DD G2 M3 L1DD, L7DD, L11DD, L19DD, L27DD, L29DD, L30DD G2 M4 L9DD, L28DD
		b. using knowledge of the meaning of individual words to determine the meaning of compound words.		G2 M1 L3DD G2 M3 L13DD, L24DD, L28DD
		c. using context to determine the meaning of a new word or multiple-meaning word in text.		G2 M1 L5, L5DD, L6DD, L22DD, L26, L28 G2 M2 L2, L3DD, L8, L9DD, L10DD, L16DD, L24DD G2 M3 L2DD, L25DD, L26DD, L30DD G2 M4 L1DD, L2DD, L5, L7DD, L15DD
		d. using antonyms and synonyms.		G2 M1 L15DD G2 M2 L3DD
		e. locating words in a dictionary or glossary to determine or clarify the meaning of words or phrases.		G2 M1 L1DD, L2DD, L3DD, L4DD, L5DD, L6DD, L11DD, L15DD, L22DD, L26DD, L27DD G2 M2 L9DD, L10DD, L14DD, L17DD, L18DD, L24DD G2 M3 L25DD G2 M4 L2DD, L3DD, L7DD

Strand: Reading				
Big Idea	Concept	Expectation	Aligned Components of <i>Wit & Wisdom</i>	
		f. distinguishing meaning among closely related verbs and adjectives.		G2 M1 L11DD G2 M2 L2DD, L28DD G2 M3 L6DD, L16DD, L20DD G2 M4 L11DD
		g. recognizing that some words have literal and nonliteral meanings.		<i>Wit & Wisdom</i> addresses this standard in Grade 3. G3 M1 L1, L6 G3 M2 L6, L21, L28DD G3 M3 L1 G3 M4 L6, L8DD, L10–11, L13–14, L16–17, L27
		h. using conversational, general academic, and domain-specific words and phrases.		G2 M1 L29DD, L30DD, L32DD G2 M2 L13DD, L16–17, L31DD, L32DD G2 M3 L3DD, L4DD, L6DD, L11, L12DD, L21, L33DD, L34DD G2 M4 L1DD, L3DD, L5DD, L7DD, L13DD, L14DD, L19, L22DD, L23DD, L24DD, L30DD, L31DD
	Making Connections	2.R.1.C Determine the relevant connections between:		
		a. text to text (text ideas, including similarities and differences regarding information and relationships in fiction and nonfiction).		G2 M1 L4, L10, L20 G2 M2 L6, L13, L24, L33 G2 M3 L4, L10, L12, L18, L20, L23, L29 G2 M4 L16

Strand: Reading				
Big Idea	Concept	Expectation		Aligned Components of <i>Wit & Wisdom</i>
	Independent Text	b. text to world (text ideas regarding experiences in the world).		G2 M1 L4 G2 M4 L11, L29DD, L33
		2.R.1.D Read independently for multiple purposes over sustained periods of time by:		
		a. reading text that is developmentally appropriate.		Each <i>Wit & Wisdom</i> module includes a Volume of Reading list (Appendix D) which lists texts at a variety of complexity levels that students can select from and read independently.
		b. producing evidence of reading.		Each <i>Wit & Wisdom</i> module includes a Volume of Reading list (Appendix D) which lists texts at a variety of complexity levels that students can select from and read independently.
Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.	Fiction	2.R.2.A Read, infer, analyze, and draw conclusions to:		
		a. describe the setting, problems, solutions, sequence of events (plot), and big idea or moral lesson.		G2 M1 L11–13, L16–18, L25 G2 M2 L16–17, L19, L22–24, L27, L29 G2 M4 L11, L14
		b. describe the main characters in works of fiction, including their traits, motivations, and feelings.		G2 M1 L13 G2 M2 L23 G2 M4 L12
		c. compare and contrast different versions of the same story with respect to their characters, settings, and sequence of events.		G2 M2 L23–25, L28–32
		d. describe cause-and-effect relationships.		<i>Wit & Wisdom</i> addresses this standard in Grade 3. G3 M2 L5, L10

Strand: Reading				
Big Idea	Concept	Expectation	Aligned Components of <i>Wit & Wisdom</i>	
		e. explain how the story changes based on who is telling the story.		G2 M3 L14–16
		f. compare and contrast the differences in points of view of characters and how stories are narrated.		G2 M3 L15–16, L21, L23, L30
	Poetry	2.R.2.B Read, infer, and draw conclusions to:		
		a. describe how rhythm, rhyme, and repetition create imagery in poetry.		G2 M1 L28DD
		b. use onomatopoeia.		<i>Wit & Wisdom</i> does not address using onomatopoeia.
	Drama	2.R.2.C Read, infer, and draw conclusions to:		
		a. identify characters, setting, acts, and scenes in plays.		<i>Wit & Wisdom</i> does not address identifying characters and dialogue in plays in the lower elementary grades. <i>Wit & Wisdom</i> addresses this standard in Grade 5.
		b. identify the elements of dialogue and use them in informal plays.		<i>Wit & Wisdom</i> does not explicitly address identifying the elements of dialogue and using them in informal plays.

Strand: Reading			
Big Idea	Concept	Expectation	Aligned Components of <i>Wit & Wisdom</i>
Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.	Text Features	2.R.3.A Read, infer, and draw conclusions to:	
		a. identify the main idea of sections of text and distinguish it from the topic.	G2 M1 L5–8, L11, L21 G2 M2 L2, L4, L7–8 G2 M3 L3, L11, L17
		b. demonstrate understanding by locating facts to answer and/or ask questions.	G2 M1 L8 G2 M2 L3, L33–34 G2 M3 L1, L3–9, L11–34 G2 M4 L1–10, L17–31, L33
		c. use text features to locate specific information.	G2 M2 L1, L7, L11, L34 G2 M3 L4, L8 G2 M4 L4–6, L8, L18, L24
		d. explain common graphic features to assist in the interpretation of text.	G2 M3 L2–5, L7–9, L14, L20 G2 M4 L4, L6
		e. follow written multi-step directions.	G2 M1 L23, L29
		f. describe connections between and state the order of the events or ideas.	G2 M3 L9
	Literary Techniques	2.R.3.B Read, infer, and draw conclusions to:	
		a. explain why a text is fiction or nonfiction.	G2 M2 L12–13, L16 G2 M3 L19 G2 M4 L17, L22

Strand: Reading				
Big Idea	Concept	Expectation	Aligned Components of <i>Wit & Wisdom</i>	
		b. ask and answer questions to clarify meaning.		G2 M2 L18, L33–34 G2 M3 L1–6, L8–11, L20
		c. explain examples of sensory details.		<i>Wit & Wisdom</i> addresses this standard in Grade 1. G1 M3 L27–28, L30–31 G1 M4 L25
	Text Structures	2.R.3.C Read, infer, and draw conclusions to:		
		a. explain main ideas and supporting details.		G2 M1 L5–8, L11, L21, L23 G2 M2 L2, L4, L7–8 G2 M3 L3, L11, L17 G2 M4 L8
		b. describe the connection between events and retell the sequence of events.		G2 M1 L27 G2 M2 L17 G2 M3 L4, L15–16, L23, L25
		c. describe the connection between and identify problems and solutions.		G2 M1 L11–13, L16–17
		d. identify the author’s purpose.		G2 M2 L10 G2 M4 L7, L18, L20, L26
		e. compare and contrast the most important points presented by text on the same topic.		G2 M1 L10 G2 M2 L6, L13, L33 G2 M3 L4, L10, L12, L18, L20, L23, L29

Strand: Reading			
Big Idea	Concept	Expectation	Aligned Components of <i>Wit & Wisdom</i>
Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.	Digital and Media Literacy	2.R.4.A Read to develop an understanding of media and its components by:	
		a. explaining purposes of media.	G2 M3 L5–6 G2 M4 L8, L20–21, L31
		b. describing techniques used to create media messages.	<i>Wit & Wisdom</i> does not address describing techniques used to create media messages.
		c. identifying various written conventions for using digital media.	<i>Wit & Wisdom</i> does not address identifying various written conventions for using digital media.
Strand: Reading Foundations			
Big Idea	Concept	Expectation	Aligned Components of <i>Wit & Wisdom</i>
Understand how English is written and read.	Print Awareness	2.RF.1.A Develop print awareness in the reading process by:	
		a. understanding that sentences are organized into paragraphs to convey meaning.	<i>Wit & Wisdom</i> does not address foundational skills.
	Phonics	2.RF.3.A Develop phonics in the reading process by:	
		a. decoding multi-syllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs.	<i>Wit & Wisdom</i> does not address foundational skills.
		b. distinguishing long and short vowels when reading regularly spelled one-syllable words.	<i>Wit & Wisdom</i> does not address foundational skills.
		c. decoding regularly spelled two-syllable words with long vowels.	<i>Wit & Wisdom</i> does not address foundational skills.
		d. decoding words with vowel diphthongs.	<i>Wit & Wisdom</i> does not address foundational skills.

Strand: Reading Foundations					
Big Idea	Concept	Expectation	Aligned Components of <i>Wit & Wisdom</i>		
		e. decoding words with vowel digraphs.		<i>Wit & Wisdom</i> does not address foundational skills.	
		f. reading words with common prefixes and suffixes.		<i>Wit & Wisdom</i> does not address foundational skills.	
		g. using contractions.		G2 M4 L6DD, L8DD	
		h. using common syllable patterns to decode words including r-controlled vowels.		<i>Wit & Wisdom</i> does not address foundational skills.	
		i. reading irregularly spelled high-frequency words.		<i>Wit & Wisdom</i> does not address foundational skills.	
		j. demonstrating decoding skills when reading new words in a text.		<i>Wit & Wisdom</i> does not address foundational skills.	
	Fluency	2.RF.4.A Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension:			
		a. use context to confirm or self-correct word recognition and understanding, rereading as necessary.		<i>Wit & Wisdom</i> does not address foundational skills.	
Strand: Writing					
Big Idea	Concept	Expectation	Aligned Components of <i>Wit & Wisdom</i>		
Apply a writing process to develop a text for audience and purpose.	Prewriting	2.W.1.A Follow a writing process to plan a first draft by:			
		a. brainstorming and recording key ideas using a graphic organizer.		G2 M3 L15, L21, L31 G2 M4 L14	
	Draft	2.W.1.B Appropriate to genre type, develop a draft from prewriting by:			
		a. sequencing ideas into clear and coherent sentences.		G2 M3 L21DD, L22DD	

Strand: Writing				
Big Idea	Concept	Expectation	Aligned Components of Wit & Wisdom	
		b. generating paragraphs with one main idea.		G2 M1 L6, L8, L13, L18, L29, L31 G2 M2 L4–5, L8–9, L14, L34 G2 M4 L6–7, L26, L32
		c. creating evidence of a beginning, middle, and end.		G2 M1 L21, L24, L31 G2 M2 L17 G2 M3 L25
		d. addressing an appropriate audience.		G2 M1 L30 G2 M2 L34
	Revise/Edit	2.W.1.C Reread, revise, and edit drafts with assistance from adults/peers to:		
		a. strengthen writing as needed by revising main idea, details, word choice, sentence construction, event order, audience, voice.		G2 M1 L14, L18, L23DD, L27, L30, L32 G2 M2 L15 G2 M3 L27, L34 G2 M4 L21, L27
		b. edit for language conventions.		G2 M1 L32 G2 M2 L23DD, L35 G2 M3 L34 G2 M4 L27

Strand: Writing			
Big Idea	Concept	Expectation	Aligned Components of <i>Wit & Wisdom</i>
	Produce/ Publish and Share Writing	2.W.1.D With assistance from adults/peers:	
		a. use a variety of conventional/digital tools to produce and publish writing.	G2 M2 L22–23
		b. introduce keyboarding skills.	<i>Wit & Wisdom</i> does not address keyboarding skills.
Compose well-developed writing texts for audience and purpose.	Opinion/ Argumentative	2.W.2.A Write opinion texts that:	
		a. introduce a topic or text being studied, using complete sentences.	G2 M4 L15, L26, L31–32
		b. state an opinion about the topic or text and provide reasons for the opinion.	G2 M4 L12–13, L15, L26, L31–32
		c. use specific words that are related to the topic and audience.	<i>Wit & Wisdom</i> addresses this standard in Grade 3. G3 M2 L27–28, L34, L36
		d. use linking/transition words and phrases to signal event order.	G2 M4 L26, L31–32
		e. provide evidence of a beginning, middle, and concluding statement or section.	G2 M4 L15, L26, L31–32
	Informative/ Explanatory	2.W.2.B Write informative/explanatory texts that:	
		a. introduce a topic or text being studied, using complete sentences.	G2 M1 L14, L17–18, L24, L27, L31 G2 M2 L4–5, L9, L12, L17–18, L31, L34 G2 M3 L5–6, L12 G2 M4 L3, L6–7, L20

Strand: Writing				
Big Idea	Concept	Expectation	Aligned Components of <i>Wit & Wisdom</i>	
		b. use facts and definitions to develop points in generating paragraphs.	G2 M1 L14, L17–18, L24, L27, L31 G2 M2 L4–5, L7, L9, L14–15, L31, L34 G2 M3 L6, L12 G2 M4 L3, L6–7	
		c. use specific words that are related to the topic and audience.	G2 M1 L24 G2 M2 L5 G2 M4 L6–7	
		d. use linking words and phrases to signal event order.	G2 M1 L14, L17–18 G2 M3 L18, L29 G2 M4 L17, L21	
		e. create a concluding statement or paragraph.	G2 M1 L14, L18, L21–24, L27, L31 G2 M2 L4–5, L9, L31, L34 G2 M3 L6, L12 G2 M4 L3, L6–7	
	Narrative/ Literary	2.W.2.C Write fiction or nonfiction narratives and poems that:		
		a. establish a situation/topic based on the student’s experience or imagination.	<i>Wit & Wisdom</i> does not address establishing a situation/topic based on the student’s experience. The following lessons address establishing a situation/topic based on the student’s imagination. G2 M3 L16, L23, L27, L32	
		b. introduce a main character and setting.	G2 M3 L23, L28, L32–33	

Strand: Writing				
Big Idea	Concept	Expectation		Aligned Components of <i>Wit & Wisdom</i>
		c. develop sensory details.		G2 M3 L27–28, L32–33
		d. follow a logical sequence of events using complete sentences to create a beginning/middle/end.		G2 M3 L23, L28, L32–33
		e. use linking/transition words to signal event order.		G2 M3 L18, L23, L28–29, L32–33
		f. use specific words that are related to the topic and audience.		G2 M2 L28–29
Gather, analyze, evaluate and use information from a variety of sources.	Research Process	2.W.3.A Apply research process to:		
		a. generate a list of open-ended questions about topics of interest.		G2 M4 L3
		b. create an individual question about a topic.		<i>Wit & Wisdom</i> addresses this standard in Grade 4. G4 M3 L17, L30
		c. use own question to find information on a topic.		<i>Wit & Wisdom</i> does not address students using their own questions to find information on a topic.
		d. gather evidence from available sources, literary and informational.		G2 M3 L3, L8 G2 M4 L4–5, L29–30
		e. record basic information from literary and informational texts in simple visual format.		G2 M2 L23 G2 M3 L4 G2 M4 L3–5

Strand: Writing				
Big Idea	Concept	Expectation		Aligned Components of <i>Wit & Wisdom</i>
		f. present and evaluate information in written and oral reports or displays, using previously established teacher/student criteria.		G2 M1 L23, L32 G2 M2 L23–24 G2 M4 L32
Strand: Language				
Big Idea	Concept	Expectation		Aligned Components of <i>Wit & Wisdom</i>
Communicate using conventions of English language.	Grammar	2.L.1.A In speech and written form, apply standard English grammar to:		
		a. use nouns and pronouns in writing.		G2 M1 L13DD G2 M4 L12DD
		b. use collective nouns.		G2 M2 L25DD, L26DD, L27DD
		c. use common irregular nouns.		G2 M2 L6DD, L7DD, L8DD, L25DD, L27DD
		d. use reflexive pronouns.		G2 M4 L10DD, L12DD
		e. use regular verbs.		G2 M1 L3–4, L8, L11, L17, L31
		f. use helping verbs with regular verbs.		<i>Wit & Wisdom</i> addresses modal auxiliary (a form of helping) verbs in Grade 4. G4 M3 L22DD, L23DD, L24DD
		g. use adjectives and adverbs in sentences.		G2 M1 L12DD, L13DD, L14DD G2 M2 L19DD G2 M3 L5DD, L8DD, L9DD, L10DD, L14DD, L15DD, L18DD, L22, L22DD
		h. produce simple declarative, imperative, exclamatory, and interrogative sentences.		G2 M1 L7DD, L8DD, L16DD, L17DD, L19DD

Strand: Language			
Big Idea	Concept	Expectation	Aligned Components of <i>Wit & Wisdom</i>
	Punctuation, Capitalization, Spelling	2.L.1.B In written text:	
		a. write legibly (print, cursive).	Wit & Wisdom does not address handwriting skills.
		b. use dialogue that contains quotation marks.	Wit & Wisdom addresses this standard in Grade 3. G3 M3 L11DD, L12DD, L28DD, L33DD, L35, L35DD
		c. use apostrophes correctly for contractions.	G2 M4 L4DD, L6DD, L8DD
		d. capitalize weeks, days, months, holidays.	G2 M2 L11DD, L12DD, L15DD
		e. capitalize abbreviated titles of people.	Wit & Wisdom does not address capitalizing abbreviated titles of people.
		f. spell words using irregular spelling patterns.	G2 M4 L25DD, L26DD, L27DD
		g. spell and use the plural of nouns by adding –es to nouns ending in -s, -ss, -sh, -ch, or -x.	G2 M2 L7DD, L8DD
		h. use nouns that change their spelling in plural form.	G2 M2 L7DD, L8DD
		i. arrange words in alphabetical order to the second letter.	Wit & Wisdom does not address arranging words in alphabetical order to the second letter.
Strand: Speaking/Listening			
Big Idea	Concept	Expectation	Aligned Components of <i>Wit & Wisdom</i>
Listen for a purpose.	Purpose	2.SL.1.A Develop and apply effective listening skills and strategies in formal and informal settings by:	
		a. following classroom listening rules.	G2 M1 L1, L5–6, L8, L10
		b. following three-step instructions, according to classroom expectations.	Wit & Wisdom does not explicitly address following three-step instructions.

Strand: Speaking/Listening			
Big Idea	Concept	Expectation	Aligned Components of <i>Wit & Wisdom</i>
Listen for entertainment.	Entertainment	2.SL.2.A Develop and apply effective listening skills and strategies in formal and informal settings by:	
		a. demonstrating active listening, according to classroom expectations.	G2 M2 L1, L8, L10, L25 G2 M3 L2, L7, L19, L26
Speak effectively in collaborative discussions.	Collaborative Discussions	2.SL.3.A Speak clearly and to the point, using conventions of language when presenting individually or with a group by:	
		a. taking turns in discussion with a shoulder partner, according to classroom expectations.	G2 M1 L2, L9, L29
		b. confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions.	G2 M1 L4, L10–11, L15, L20, L25 G2 M2 L21, L23, L27, L29 G2 M4 L4, L11, L13, L15
Speak effectively when presenting.	Presenting	2.SL.4.A Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by:	
		a. explaining a topic (student-chosen or teacher-assigned) while maintaining eye contact with audience.	G2 M1 L7–9, L10, L22–23, L29 G2 M2 L10, L21, L25 G2 M3 L13, L34 G2 M4 L16, L32
		b. recalling and telling a story with details, including a beginning, middle, and end.	G2 M1 L12, L16–17, L27, L29 G2 M2 L3, L23, L27, L29 G2 M3 L26–27
		c. using academic language and conventions.	G2 M4 L16, L20, L32