

A young woman with dark hair in a ponytail, wearing a colorful plaid shirt over a teal top, is sitting at a desk in a classroom. She is looking down at an open book she is holding. In the background, other students are visible, some working at their desks. A blue semi-transparent box is overlaid on the right side of the image, containing text.

# WIT & WISDOM<sup>®</sup>

MORE MEANINGFUL ENGLISH

Oklahoma Academic  
Standards for English  
Language Arts Correlation  
to *Wit & Wisdom*

## GRADE 2

June 2018

## ABOUT *WIT & WISDOM*

*Wit & Wisdom*<sup>®</sup> is a Kindergarten through Grade 8 English language arts (ELA) curriculum created by Great Minds<sup>®</sup>, a nonprofit 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](http://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)

# Oklahoma Academic Standards for English Language Arts Correlation to *Wit & Wisdom*

## GRADE 2 ENGLISH LANGUAGE ARTS

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

### KEY

-  *Wit & Wisdom* fully addresses the Oklahoma standard.
-  *Wit & Wisdom* may not completely address the Oklahoma standard.
-  *Wit & Wisdom* does not address the Oklahoma standard.
-  *Wit & Wisdom* addresses the Oklahoma 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



College- and Career-Ready Standard for English Language Arts	Recursive Reading and Writing Strand	Standard Objective	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>1. Speaking and Listening</b></p> <p>Students will speak and listen effectively in a variety of situations including, but not limited to, responses to reading and writing.</p>	<p><b>Reading</b></p> <p>Students will develop and apply effective communication skills through speaking and active listening.</p>	<p><b>2.1.R.1</b></p> <p>Students will actively listen and speak using appropriate discussion rules.</p>	<p>G2 M1 L8–9, L12</p>
		<p><b>2.1.R.2</b></p> <p>Students will ask and answer questions to seek help, get information, or clarify about information presented orally, through text or other media to confirm understanding.</p>	<p>G2 M1 L10, L20</p>
		<p><b>2.1.R.3</b></p> <p>Students will engage in collaborative discussions about appropriate topics and texts with peers and adults in small and large groups.</p>	<p>G2 M1 L9, L19</p>
		<p><b>2.1.R.4</b></p> <p>Students will restate and follow multi-step directions.</p>	<p>Supplemental material is necessary to address restating multi-step directions. The following lessons address following multi-step directions.</p> <p>G2 M1 L13, L17, L23, L30–L32, L30DD, L32DD</p>

College- and Career-Ready Standard for English Language Arts	Recursive Reading and Writing Strand	Standard Objective	Aligned Components of <i>Wit &amp; Wisdom</i>
	<p><b>Writing</b></p> <p>Students will develop and apply effective communication skills through speaking and active listening to create individual and group projects and presentations.</p>	<p><b>2.1.W.1</b></p> <p>Students will report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>G2 M2 L25, L29</p> <p>G2 M4 L17, L31–32</p>
		<p><b>2.1.W.2</b></p> <p>Students will work respectfully within groups, share responsibility for collaborative work, and value individual contributions made by each group member.</p>	<p>G2 M1 L8–9, L12</p>
<p><b>2. Reading Foundations</b></p> <p>Students will develop foundational skills for future reading success by working with sounds, letters, and text.</p>	<p><b>Print Concepts</b></p> <p>Students will demonstrate their understanding of the organization and basic features of print, including book handling skills and the understanding that printed materials provide information and tell stories.</p>	<p><b>2.2.PC</b></p> <p>Students will correctly form letters in print and use appropriate spacing for letters, words, and sentences.</p>	<p><i>Wit &amp; Wisdom</i> addresses this standard in Grade 1.</p> <p>G1 M4 L30DD, L31, L31DD, L32, L32D</p>

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	<p><b>Phonics and Word Study</b></p> <p>Students will decode and read words in context and isolation by applying phonics and word analysis skills.</p>	<p><b>2.2.PWS.1</b></p> <p>Students will decode one- and two- syllable words by using their knowledge of:</p> <ul style="list-style-type: none"> <li>▪ single consonants, including those with two different sounds (e.g., soft and hard c [cent, cat] and g [gem, goat])</li> <li>▪ consonant blends (e.g., bl, br, cr)</li> <li>▪ consonant digraphs and trigraphs (e.g., sh-, -tch)</li> <li>▪ vowel sounds:               <ul style="list-style-type: none"> <li>▫ long</li> <li>▫ short</li> <li>▫ “r” controlled vowels (e.g., ar, er, ir or, ur)</li> </ul> </li> </ul>	<p>Students will decode one- and two- syllable words by using their knowledge of:</p> <p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p> <p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p> <p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p> <p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p> <p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p> <p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p>
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	<ul style="list-style-type: none"> <li>▪ vowel spelling patterns:           <ul style="list-style-type: none"> <li>▫ vowel digraphs (<i>e.g.</i>, <i>ea</i>, <i>oa</i>, <i>ee</i>)</li> <li>▫ vowel-consonant-silent-e (<i>e.g.</i>, <i>lake</i>)</li> <li>▫ vowel diphthongs (<i>vowel combinations having two vowel sounds e.g.</i>, <i>oi</i> as in <i>boil</i>, <i>oy</i> as in <i>boy</i>)</li> </ul> </li> </ul>	<p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p> <p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p> <p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p>
	<p><b>2.2.PWS.2</b></p> <p>Students will decode words by applying knowledge of structural analysis:</p>	
	<ul style="list-style-type: none"> <li>▪ all major syllable patterns (<i>e.g.</i>, <i>closed</i>, <i>consonant +le</i>, <i>open</i>, <i>vowel team</i>, <i>vowel silent e</i>, <i>r-controlled</i>)</li> </ul>	<p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p>
	<ul style="list-style-type: none"> <li>▪ inflectional endings (<i>e.g.</i>, <i>-s</i>, <i>-ed</i>, <i>-ing</i>)</li> </ul>	<p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p>
	<ul style="list-style-type: none"> <li>▪ compound words</li> </ul>	<p><i>Wit &amp; Wisdom</i> does not address reading foundations.</p>

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		▪ contractions	<i>Wit &amp; Wisdom</i> does not address reading foundations.
		▪ abbreviations	<i>Wit &amp; Wisdom</i> does not address reading foundations.
		▪ common roots and related prefixes and suffixes	<i>Wit &amp; Wisdom</i> does not address reading foundations.
		<b>2.2.PWS.3</b> Students will read words in common word families (e.g., <i>-ight, -ink, -ine, ow</i> ).	<i>Wit &amp; Wisdom</i> does not address reading foundations.
	<b>Fluency</b> Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.	<b>2.2.F.1</b> Students will read high frequency and/or common irregularly spelled grade-level words with automaticity in text.	<i>Wit &amp; Wisdom</i> does not address reading foundations.
		<b>2.2.F.2</b> Students will orally read grade- level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.	Supplemental material is necessary to address this standard thoroughly.  G2 M1 L1–3  G2 M2 L8



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<p><b>2. Reading and Writing Process</b></p> <p>Students will use a variety of recursive reading and writing processes.</p>	<p><b>Reading</b></p> <p>Students will read and comprehend increasingly complex literary and informational texts.</p>	<p><b>2.2.R.1</b></p> <p>Students will locate the main idea and supporting details of a text.</p>	<p>G2 M1 L5–8, L11, L21, L23, L29</p> <p>G2 M2 L2, L4, L8</p> <p>G2 M3 L3, L11, L17</p> <p>G2 M4 L8</p>
		<p><b>2.2.R.2</b></p> <p>Students will begin to compare and contrast details (<i>e.g., plots or events, settings, and characters</i>) to discriminate genres.</p>	<p>G2 M2 L6, L13</p>
		<p><b>2.2.R.3</b></p> <p>Students will begin to summarize events or plots (<i>i.e., beginning, middle, end, and conflict</i>) of a story or text.</p>	<p>G2 M1 L11, L16–17</p> <p>G2 M2 L12–14, L17, L23–24, L27, L29</p> <p>G2 M3 L15–16, L20, L23, L25–29</p> <p>G2 M4 L11</p>

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	<p><b>Writing</b> Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.</p>	<p><b>2.2.W.1</b> Students will develop drafts by sequencing the action or details in a story or about a topic through writing sentences.</p>	<p>G2 M2 L9, L14 G2 M3 L15, L20, L26</p>
		<p><b>2.2.W.2</b> Students will develop and edit first drafts using appropriate spacing between letters, words, and sentences.</p>	<p>Supplemental material is necessary to address spacing. The following lessons address editing of drafts. G2 M2 L12DD, L15DD G2 M4 L8, L8DD, L27, L27DD</p>
		<p><b>2.2.W.3</b> Students will correctly spell grade-appropriate words while editing.</p>	<p>Supplemental material is necessary to address this standard thoroughly. The following Deep Dives address editing of drafts using spelling resources. G2 M4 L25DD, L26DD, L27DD</p>
		<p><b>2.2.W.4</b> Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, dictionaries</i>).</p>	<p>G2 M4 L25DD, L26DD, L27DD</p>

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<p><b>3. Critical Reading and Writing</b></p> <p>Students will apply critical thinking skills to reading and writing.</p>	<p><b>Reading</b></p> <p>Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.</p>	<p><b>2.3.R.1</b></p> <p>Students will determine the author’s purpose (<i>i.e., tell a story, provide information</i>).</p>	<p>G2 M1 L4</p> <p>G2 M2 L10</p> <p>G2 M3 L9</p> <p>G2 M4 L7, L18, L20, L26</p>
		<p><b>2.3.R.2</b></p> <p>Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.</p>	<p>G2 M3 L8, L15–17, L21</p>
		<p><b>2.3.R.3</b></p> <p>Students will find textual evidence when provided with examples of literary elements and organization:</p>	
		<ul style="list-style-type: none"> <li>▪ setting (<i>i.e., time, place</i>)</li> </ul>	<p>G2 M1 L11, L16, L25</p> <p>G2 M2 L16–17, L21, L23, L27, L29</p> <p>G2 M4 L11</p>
		<ul style="list-style-type: none"> <li>▪ plot</li> </ul>	<p>G2 M1 L11, L16–17</p> <p>G2 M2 L17, L21, L23–24, L27, L29</p> <p>G2 M4 L11</p>

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	<ul style="list-style-type: none"> <li>characters</li> </ul>	<p>G2 M1 L11–13, L16–17</p> <p>G2 M2 L16–17, L20–21, L23, L27, L29</p> <p>G2 M4 L11, L14</p>
	<ul style="list-style-type: none"> <li>characterization</li> </ul>	<p>G2 M1 L11–13, L16–17</p> <p>G2 M2 L20, L22–23, L27, L29</p> <p>G2 M4 L11, L14</p>
	<p><b>2.3.R.4</b> Students will find examples of literary devices:</p>	
	<ul style="list-style-type: none"> <li>simile</li> </ul>	<p><i>Wit &amp; Wisdom</i> addresses this device in Grade 4.</p> <p>G4 M1 L9</p> <p>G4 M2 L3DD, L4DD, L12</p>
	<ul style="list-style-type: none"> <li>metaphor</li> </ul>	<p><i>Wit &amp; Wisdom</i> addresses this device in Grade 4.</p> <p>G4 M1 L9</p> <p>G4 M2 L1, L3DD, L4DD, L12</p>
	<p><b>2.3.R.5</b> Students will locate facts that are clearly stated in a text.</p>	<p>G2 M1 L5</p> <p>G2 M2 L7</p>

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		<p><b>2.3.R.6</b></p> <p>Students will describe the structure of a text (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect</i>) with guidance and support.</p>	<p><i>Wit &amp; Wisdom</i> addresses this standard in Grade 4.</p> <p>G4 M1 L8</p> <p>G4 M2 L11, L13</p>
		<p><b>2.3.R.7</b></p> <p>Students will answer inferential questions (<i>e.g., how and why</i>) with guidance and support.</p>	<p>G2 M1 L15, L19</p> <p>G2 M2 L18–20, L25–26, L28, L30–35</p> <p>G2 M3 L1–34</p> <p>G2 M4 L1–31, L33</p>
	<p><b>Writing</b></p> <p>Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.</p>	<p><b>Narrative</b></p> <p><b>2.3.W.1</b></p> <p>Students will write narratives incorporating characters, plot (<i>i.e., beginning, middle, end</i>), and a basic setting (<i>i.e., time, place</i>) with guidance and support.</p>	<p>G2 M3 L22–23, L27–28, L32–33</p>



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		<p><b>Informative</b></p> <p><b>2.3.W.2</b></p> <p>Students will write facts about a subject and include a main idea with supporting details.</p>	<p>G2 M1 L6, L8, L14, L17–18, L24, L27, L31</p> <p>G2 M2 L4–5, L8–9, L13–15, L31, L34</p> <p>G2 M3 L5–6, L12</p> <p>G2 M4 L3, L6–7</p>
		<p><b>Opinion</b></p> <p><b>2.3.W.3</b></p> <p>Students will express an opinion about a topic and provide reasons as support.</p>	<p>G2 M4 L12–13, L15, L26, L31–32</p>
<p><b>4. Vocabulary</b></p> <p>Students will expand their working vocabularies to effectively communicate and understand texts.</p>	<p><b>Reading</b></p> <p>Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.</p>	<p><b>2.4.R.1</b></p> <p>Students will acquire new academic, content-specific, grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.</p>	<p>G2 M1 L20DD, L22, L29DD, L30DD, L32DD</p> <p>G2 M2 L5DD, L13DD, L16–17, L31DD, L32DD</p> <p>G2 M3 L3DD, L4DD, L6DD, L11, L12DD, L21, L33DD, L34DD</p> <p>G2 M4 L1DD, L3DD, L5DD, L7DD, L13DD, L14DD, L19, L22DD, L23DD, L24DD, L30DD, L31DD</p>
		<p><b>2.4.R.2</b></p> <p>Students will use word parts (<i>e.g., affixes, roots, stems</i>) to define and determine the meaning of new words.</p>	<p>G2 M2 L1DD, L18DD</p> <p>G2 M3 L1DD, L7DD, L11DD, L19DD, L27DD, L29DD, L30DD</p> <p>G2 M4 L9DD, L28DD</p>

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		<p><b>2.4.R.3</b> Students will use context clues to determine the meaning of words with guidance and support.</p>	<p>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</p>
		<p><b>2.4.R.4</b> Students will infer relationships among words, including synonyms, antonyms, and simple multiple-meaning words.</p>	<p>G2 M1 L15DD G2 M2 L3DD G2 M3 L16DD, L20DD G2 M4 L5DD, L14DD, L23DD</p>
		<p><b>2.4.R.5</b> Students will use a dictionary or glossary (<i>print and/or electronic</i>) to determine or clarify the meanings of words or phrases.</p>	<p>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</p>

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	<p><b>Writing</b></p> <p>Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.</p>	<p><b>2.4.W.1</b></p> <p>Students will use domain-appropriate vocabulary to communicate ideas in writing.</p>	<p>G2 M2 L5</p> <p>G2 M4 L5DD</p>
		<p><b>2.4.W.2</b></p> <p>Students will select appropriate language according to purpose in writing.</p>	<p>G2 M2 L28</p> <p>G2 M3 L22, L27</p>
<p><b>5. Language</b></p> <p>Students will apply knowledge of grammar and rhetorical style to reading and writing.</p>	<p><b>Reading</b></p> <p>Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.</p>	<p><b>2.5.R.1</b></p> <p>Students will recognize nouns, pronouns, and irregular plural nouns.</p>	<p>G2 M1 L13DD</p> <p>G2 M2 L6DD, L7DD, L8DD, L25DD, L27DD</p> <p>G2 M4 L10DD, L12DD</p>
		<p><b>2.5.R.2</b></p> <p>Students will recognize different types and tenses of verbs.</p>	<p>G2 M2 L20DD, L21DD, L22DD, L23DD</p>
		<p><b>2.5.R.3</b></p> <p>Students will recognize adjectives.</p>	<p>G2 M1 L12DD, L13DD, L14DD</p> <p>G2 M3 L8DD, L10DD, L14DD, L15DD, L18DD, L22DD</p>

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		<p><b>2.5.R.4</b> Students will recognize prepositions.</p>		<p><i>Wit &amp; Wisdom</i> addresses this standard in Grade 1. G1 M2 L21DD, L23DD, L25DD, L29DD, L31DD</p>
		<p><b>2.5.R.5</b> Students will recognize the subject and predicate of a sentence.</p>		<p>G2 M1 L7DD, L8DD, L16DD, L17DD, L24DD</p>
	<p><b>Writing</b> Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.</p>	<p><b>2.5.W.1</b> Students will capitalize and appropriately punctuate:</p>		
		<ul style="list-style-type: none"> <li>▪ the first letter of a quotation</li> </ul>		<p><i>Wit &amp; Wisdom</i> does not address capitalizing quotations.</p>
		<ul style="list-style-type: none"> <li>▪ holidays</li> </ul>		<p>G2 M2 L12DD, L15DD</p>
		<ul style="list-style-type: none"> <li>▪ product names</li> </ul>		<p><i>Wit &amp; Wisdom</i> does not address capitalizing product names.</p>
		<ul style="list-style-type: none"> <li>▪ initials</li> </ul>		<p><i>Wit &amp; Wisdom</i> does not address capitalizing initials.</p>
		<ul style="list-style-type: none"> <li>▪ months and days of the week</li> </ul>		<p><i>Wit &amp; Wisdom</i> addresses this standard in Grade 1. G1 M4 L20DD, L21DD</p>
<p><b>2.5.W.2</b> Students will use simple contractions (<i>e.g., isn't, aren't, can't</i>).</p>		<p>G2 M4 L6DD, L8DD</p>		

College- and Career-Ready Standard for English Language Arts	Recursive Reading and Writing Strand	Standard Objective	Aligned Components of <i>Wit &amp; Wisdom</i>
		<p><b>2.5.W.3</b> Students will compose grammatically correct simple and compound declarative, interrogative, imperative, and exclamatory sentences with appropriate end marks.</p>	<p><i>Wit &amp; Wisdom</i> addresses composing declarative, interrogative, imperative, and exclamatory sentences in Grade 1. The following lessons address composing simple and compound sentences in Grade 2.</p> <p>G2 M1 L7DD, L8DD, L9DD, L16DD, L17DD, L19DD, L23DD, L24DD, L31DD</p> <p>G2 M2 L30DD</p> <p>G2 M3 L21DD</p>
<p><b>6. Research</b> Students will engage in inquiry to acquire, refine, and share knowledge.</p>	<p><b>Reading</b> Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.</p>	<p><b>2.6.R.1</b> Students will create their own questions to find information on their topic.</p>	<p><i>Wit &amp; Wisdom</i> does not explicitly address generating research questions in the lower elementary grades. <i>Wit &amp; Wisdom</i> addresses this standard in Grade 3.</p>
		<p><b>2.6.R.2</b> Students will use graphic features including photos, illustrations, titles, labels, headings, subheadings, charts, and graphs to understand a text.</p>	<p>G2 M1 L12, L25, L28</p> <p>G2 M2 L1–2, L7, L12, L26, L30–31</p> <p>G2 M3 L1–4, L7–8, L14, L20, L24</p> <p>G2 M4 L4, L6, L12, L14, L18</p>
		<p><b>2.6.R.3</b> Students will consult various visual and text reference sources to gather information.</p>	<p>G2 M2 L33</p> <p>G2 M3 L4, L8</p> <p>G2 M4 L3–5, L23–25, L29–30</p>



College- and Career-Ready Standard for English Language Arts	Recursive Reading and Writing Strand	Standard Objective	Aligned Components of <i>Wit &amp; Wisdom</i>
	<p><b>Writing</b></p> <p>Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.</p>	<p><b>2.6.W.1</b></p> <p>Students will generate a list of topics of interest and individual questions about one specific topic of interest.</p>	<p>Supplemental material is necessary to thoroughly address generating topics for research. The following lessons address generating questions about topics of interest.</p> <p>G2 M4 L3, L17</p>
		<p><b>2.6.W.2</b></p> <p>Students will organize information found during group or individual research, using graphic organizers or other aids.</p>	<p>G2 M4 L23–25, L29</p>
		<p><b>2.6.W.3</b></p> <p>Students will organize and present their information in written and/or oral reports or display.</p>	<p>G2 M4 L25, L32</p>
<p><b>7. Multimodal Literacies</b></p> <p>Students will acquire, refine, and share knowledge through a variety of written, oral, visual, digital, non-verbal, and interactive texts.</p>	<p><b>Reading</b></p> <p>Students will evaluate written, oral, visual, and digital texts in order to draw conclusions and analyze arguments.</p>	<p><b>2.7.R.1</b></p> <p>Students will locate and use print and digital resources with guidance and support.</p>	<p>G2 M2 L33</p> <p>G2 M3 L6, L8</p> <p>G2 M4 L3–5, L23–24, L28–29</p>
		<p><b>2.7.R.2</b></p> <p>Students will explain how ideas and topics are depicted in a variety of media and formats.</p>	<p>G2 M1 L10</p> <p>G2 M2 L13</p> <p>G2 M3 L7, L18, L20</p>

College- and Career-Ready Standard for English Language Arts	Recursive Reading and Writing Strand	Standard Objective	Aligned Components of <i>Wit &amp; Wisdom</i>
	<p><b>Writing</b></p> <p>Students will create multimodal texts to communicate knowledge and develop arguments.</p>	<p><b>2.7.W.1</b></p> <p>Students will select and use appropriate technology or media to communicate with others with guidance and support.</p>	<p>Supplemental material is necessary to address selecting and using appropriate technology or media to communicate with others. The following lessons address using a digital bookmaking tool.</p> <p>G2 M2 L21–24</p>
		<p><b>2.7.W.2</b></p> <p>Students will create a simple presentation using audio, visual, and/or multimedia tools to support communication and clarify ideas, thoughts, and feelings.</p>	<p>G2 M4 L24–25</p>
<p><b>8. Independent Reading and Writing</b></p> <p>Students will read and write for a variety of purposes including, but not limited to, academic and personal, for extended periods of time.</p>	<p><b>Reading</b></p> <p>Students will read independently for a variety of purposes and for extended periods of time. Students will select appropriate texts for specific purposes.</p>	<p><b>2.8.R</b></p> <p>Students will select appropriate texts for academic and personal purposes and read independently for extended periods of time.</p>	<p>Supplemental opportunities are necessary to address selecting texts and reading independently. In each module, Appendix D provides a list of texts for independent reading. These texts are grade-level appropriate and related to the module topic.</p>

College- and Career-Ready Standard for English Language Arts	Recursive Reading and Writing Strand	Standard Objective	Aligned Components of <i>Wit &amp; Wisdom</i>
	<p><b>Writing</b></p> <p>Students will write independently for extended periods of time. Students will vary their modes of expression to suit audience and task.</p>	<p><b>2.8.W</b></p> <p>Students will write independently over extended periods of time (<i>e.g., time for reflection and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>).</p>	<p>Supplemental material is necessary to address writing independently over extended periods. The following lessons address writing independently for shorter time frames.</p> <p>G2 M1 L4, L9–10, L12</p>