WIT & WISDOM®

OREGON

MORE MEANINGFUL ENGLISH

Oregon English Language
Arts and Literacy Standards
Correlation to *Wit & Wisdom*
with Fundations® and *Geodes*

GRADE 2

June 2021

Wit & Wisdom® Oregon with Fundations® and *Geodes*® correlation to *Oregon English Language Arts and Literacy Standards*
Grade 2
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Wit & Wisdom® Oregon with Fundations® and *Geodes*® is a comprehensive solution for a Kindergarten through Grade 8 English language arts (ELA) curriculum. *Wit & Wisdom* was created by Great Minds® by bringing together teachers and experts who believe all students deserve access to rich, rigorous content alongside systematic, scientifically based reading instruction. In Grade 2, the major tool of instruction contains three components:

- *Wit & Wisdom* as the core curriculum,
- Fundations®, a foundational skills program by Wilson Language Training for students in Grades K–3, and
- *Geodes Level 2 Classroom Library,* a collection of accessible, knowledge-building books for emerging and developing readers, co-created by Great Minds and Wilson Language Training.

Together, the implementation of these resources ensures that all students will have access to comprehensive ELA instruction that thoroughly meets the demands of Oregon's English Language Arts and Literacy Standards. Great Minds and Wilson Language Training have created a comprehensive solution to ELA instruction for the state of Oregon.

Wit & Wisdom

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

Powerful questions guide students' learning across the 30–38 lessons in each module. In Grade 2, students engage with the following module topics and Essential Questions:
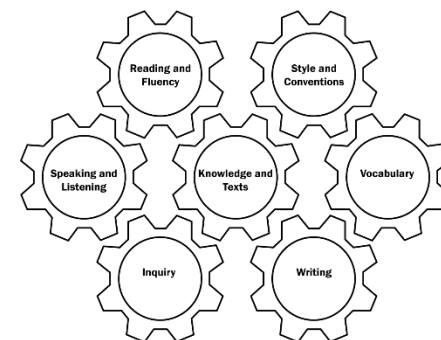
Module 1: *A Season of Change*
- Essential Question: How does change impact people and nature?

Module 2: *The American West*
- Essential Question: What was life like in the West for early Americans?

Module 3: *Civil Rights Heroes*
- Essential Question: How can people respond to injustice?

Module 4: *Good Eating*
- Essential Question: How does food nourish us?

Using predictable yet flexible Content Stages with their associated Content Framing Questions, for close reading, *Wit & Wisdom* students build transferable skills to comprehend texts across the content areas. Explicit, text-based writing and speaking and listening instruction follows a sequence of Craft Stages that gradually leads students to mastery in writing and presenting.

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

Fundations® by Wilson Language Training

Fundations® by Wilson Language Training provides teachers in K–3 classrooms with a systematic foundational skills, spelling, and handwriting program for all students. Additionally, it reinforces and supports other ELA standards, particularly vocabulary, comprehension, and writing goals, in an integrated approach.

As a multisensory, structured literacy program, Fundations® is systematic, cumulative, and explicit, with a clear and thoroughly documented research base that incorporates the science of reading in a carefully designed scope and sequence. The power of this program is that it overlaps skills, not treating them in isolation, so that a daily 30–35-minute lesson teaches and then reinforces many corresponding skills. The highly integrated approach to skill instruction differentiates learning while actively engaging students.

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

Geodes® Level 2 Classroom Library

Rooted in the belief that children are capable of reading to learn while learning to read, *Geodes* are a collection of accessible, knowledge-building books for emerging and developing readers. Named after the modest-looking rocks that contain countless crystals inside, *Geodes* books enable students to apply decoding skills while learning about important ideas in science, history, and the arts. *Geodes* Level K is a unique moment for early literacy. The books in each Level K classroom library are intentionally designed and written to support students' early reading experiences as they build an understanding of story structure and then graduate from pictures to sounds to words to full books.

These texts were developed by Great Minds in partnership with Wilson Language Training, combining Wilson's expertise in foundational reading skills instruction and Great Minds' experience at building students' content knowledge. *Geodes* align with both the scope and sequence of Fundations® and the module topics in *Wit & Wisdom.*

GRADE 2 ENGLISH LANGUAGE ARTS

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

Through the implementation of the major tool of instruction—*Wit & Wisdom* for core ELA, Fundations® for foundational skills, and *Geodes* for early literacy—*Wit & Wisdom* Oregon with Fundations® and *Geodes* provides students with the proficiencies necessary to meet the *Oregon English Language Arts and Literacy Standards* while benefiting from the access to rich texts and knowledge building.

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

ONGOING SUPPORT

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

Introducing *Wit & Wisdom*
- Implementation Guide
- Module Zero (GK–2, G3–5, G6–8)

Extending *Wit & Wisdom*
- Family 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)

Wilson Language Training

Integrated Teacher Support is available for all teachers. This includes extensive guidance in the Teacher's Manual, which includes daily lesson plans, procedural guidelines, differentiation recommendations, formative/summative assessments, and Home Support.

Also available with the Teacher's Manual is the Learning Community for Fundations®, an online companion site containing demonstrations/animations, printable resources, lesson plan templates, expert tips, assessment trackers, discussion boards, and other resources.

Available directly from Wilson Language Training and separate from this adoption process are a range of other professional learning opportunities. Wilson partners with districts to develop an implementation and sustainability plan to support teacher knowledge and proficiency that result in increased student success. Called COMPASS—Wilson's COMprehensive Plans for Achieving Success and Sustainability, it is aligned with scientific principles of implementation science. COMPASS Plans include varying levels of support to meet the needs of schools/districts, which includes workshops, Virtual Implementation Support, certification programs, and coaching.

Strand	Sub-Strand	Standard	Aligned Components of *Wit & Wisdom, Fundations®, and Geodes*
Reading Foundational Skills	**Phonological Awareness**	2.RF.2 Demonstrate command of spoken words in familiar two- and three- syllable words.	**Wilson Language Training's Fundations® Level 2:** By design, Fundations® Level 2 continues to efficiently focus on the *most* complex phonemic awareness skill of phoneme blending and segmentation, which research identifies as the *key* skill and the functional value in decoding/reading. Phonemic awareness instruction in Fundations® Level 2 tunes students into the separate phonemes in a word and develops their understanding that sounds of spoken language work together to make words (phonemic awareness). Although Fundations® doesn't name an activity "Phonemic Awareness," the oral language exercises of isolating phonemes in a spoken word are ample. The skill of isolating phonemes *orally first* (*without letters)* in a spoken word is emphasized in the procedure of **Echo/Find Words and Dictation Activities** and Introduce New Concepts. During these activities, students **first hear the word and must segment the sounds** using the Wilson® finger-tapping technique to analyze, segment, and clarify words into phonemes. Several words are studied with each lesson, which helps students recognize when a specified phoneme is added, changed, or removed (phoneme manipulation). Words with digraphs, blends, digraph blends and words of up to five sounds are segmented and blended. Level 2 also includes instruction in multisyllabic words, with a focus on syllabic segmentation. The procedure for Echo/Find Words (multisyllabic words) (see pages 44–45) and Dictation/Words (multisyllabic words) (see pages 32-–33) teaches students to first hear the two- and three-syllable words orally, then break the words into syllables. Phonemic awareness is not just something performed at the beginning of the program in isolation; rather, it is conducted (daily) throughout the year and directly integrated into the study of word structure as described above. This is supported by research: "A key test of whether earlier phonological sensitivity skills are an essential step toward awareness of phonemes is whether students who have not yet learned how to segment syllables can be taught to identify and segment phonemes: the answer is 'yes' (Cary and Verhaehge 1994). The important implication is that it is *not necessary* [emphasis added] to devote the time and effort to foster skills in phonological sensitivity in order of children to acquire phoneme awareness" (Brady 2020, p. 21). "The necessity of proceeding in kindergarten and first grade from phonological sensitivity instruction to phoneme awareness instruction is not supported. Instead, teachers in these grades should target student mastery of phoneme awareness." (Brady 2020, p. 22).

			Supplemental phonological activities, including syllable awareness, can be found on the Learning Community, should Fundations® students needed additional support with these tasks.
		2.RF.2a Substitute medial vowels in one-syllable words.	**Wilson Language Training's Fundations® Level 2** The skill of isolating phonemes, including medial vowels in one-syllable words, is emphasized in the procedure of the **Dictation Words** and **Echo/Find Words** activities, and in some **Introduce New Concepts** and **Make It Fun** activities. The Wilson® finger-tapping technique is used to analyze spoken words, segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. During each activity, teachers dictate several words, which helps students recognize the *change* in the spoken word when a specified phoneme is added, changed, or removed. This includes the change in the vowel sound. **Dictation/Words (description pp. 30–35)**: (Unit 1: p. 81; p. 87; p. 89; p. 91), (Unit 2; p. 107; p. 109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) **Echo/Find Words (description pp. 44–49)**: (Orientation: p. 65), (Unit 1: p. 83; p. 113), (Unit 3: p. 133), (Unit 7: p. 241; p. 247; p. 255), (Unit 9: p. 303), (Unit 10: p. 331), (Unit 13: p. 405), (Unit 14: p. 431), (Unit 15: p. 461), (Unit 17: p. 509) **Introduce New Concepts:** (Unit 2: p. 105; p. 131), (Unit 4: p. 151), (Unit 8: p. 275), (Unit 10: p. 321), (Unit 12: p. 377), (Unit 13: p. 395), (Unit 14: p. 423), (Unit 15: p. 451), (Unit 16: p. 479) **Make It Fun (description p. 60):** (Unit 1: p. 82; p. 87), (Unit 2: p. 111; p. 117), (Unit 4: p. 163), (Unit 5: p. 187), (Unit 6: p. 214; p. 221), (Unit 7: p. 239; p. 259), (Unit 9: p. 295; p. 305), (Unit 10: p. 323), (Unit 11: p. 361), (Unit 13: p. 401; p. 407), (Unit 15: p. 463), (Unit 17: p. 499)

		2.RF.2b	**Wilson Language Training's Fundations® Level 2**
		Substitute and delete parts of blends in the final position in one-syllable words.	The skill of segmenting phonemes in a spoken word, including initial and/or final consonant blends, is emphasized in the procedure of the **Dictation Words** and **Echo/Find Words** activities, and in some **Introduce New Concepts** and **Make It Fun** activities.

The skill of segmenting phonemes in a spoken word, including initial and/or final consonant blends, is emphasized in the procedure of the **Dictation Words** and **Echo/Find Words** activities, and in some **Introduce New Concepts** and **Make It Fun** activities.

Blends are introduced in Level 1, Unit 1 and included in word resources Units 2–17. The Wilson® finger-tapping technique is used to analyze spoken words (including words with consonant and digraph blends), segmenting and clarifying them into phonemes. The teacher says a word; students echo and then tap out the individual phonemes. Students then identify letter tiles or write the word applying the alphabetic principle. During each activity, teachers dictate several words, which helps students recognize the change in the spoken word when a specified phoneme is added, changed, or removed.

Dictation/Words (description pp. 30–35): (Unit 1: p. 81; p. 87; p. 89; p. 91), (Unit 2; p. 107; p. 109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511)

Echo/Find Words (description pp. 44–49): (Orientation: p. 65) (Unit 1: p. 83; p. 113) (Unit 3: p. 133) (Unit 7: p. 241; p. 247; p. 255) (Unit 9: p. 303) (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) (Unit 17: p. 509)

Introduce New Concepts*: (Unit 2: p. 105; p. 131) (Unit 4: p. 151) (Unit 8: p. 275) (Unit 10: p. 321) (Unit 12: p. 377) (Unit 13: p. 395) (Unit 14: p. 423) (Unit 15: p. 451) (Unit 16: p. 479)

Make It Fun (description p. 60)*: (Unit 1: p. 82; p. 87) (Unit 2: p. 111; p. 117) (Unit 4: p. 163) (Unit 5: p. 187) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 259) (Unit 9: p. 295; p. 305), (Unit 10: p. 323), (Unit 11: p. 361), (Unit 13: p. 401; p. 407), (Unit 15: p. 463), (Unit 17: p. 499)

Teachers have access to supplemental phonemic awareness activities provided in the online companion learning community that is available to teachers with the purchase of the Level 1 Manual should students need additional support with this task.

Phonics and Word Recognition	2.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.	**Wilson Language Training's Fundations® Level 2** In Fundations® Level 2*,* sound mastery is a critical component reinforced in Letter-Keyword-Sound, Drill Sounds, Echo/Find Letters, Dictation/Sounds, Echo/Letter Formation, Skywrite/Letter Formation, and Make it Fun. Explicit and systematic study of the English sound system is scaffolded across each program level, and vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. Fundations® explicitly teaches total word structure, not just systematic phonics in a comprehensive structured literacy approach across four levels (K, 1, 2, 3). Level 2 students decode and spell single and multisyllabic words with all six syllable types. Fundations® students develop deep word-level knowledge and automatic word identification skills, beginning with strategies that target accuracy such as tapping out sounds and marking word elements. The Wilson® finger-tapping technique adds a powerful tactile component to clarifying phonemes before blending to decode. Lessons progress to focus on quick automatic word recognition. Activities provide ample practice for decoding practice, including Introduce New Concepts, Word of the Day, Word Talk, Teach Trick Words–Reading, Make It Fun, and Storytime. Something that sets Fundations® apart is that it emphasizes the mastery of word knowledge and transcription skills in two directions—decoding and encoding. This is because spelling is a foundational skill for writing and strongly reinforces reading. Spelling skills are taught with decoding skills through Introduce New Concepts, Echo/Find Words, Dictation Words, and Sentences. With Fundations®, automatic word recognition of Level 2 Trick Words, combined with students' emerging phonetic knowledge, will prepare them to read and spell the first 200 words and 95% of the first 300 words on the Fry list (Fry and Kress 2006). Phonetically irregular high-frequency words and high-frequency words with regular sound-spelling patterns not yet introduced in the curriculum are taught as Trick Words in Fundations®. Additional single-word decoding practice for accuracy and automaticity as well as application of emerging decoding skills with connected text is provided in the Home Support Packet 2, Fluency Kit Level 2, and the 64 books in the *Geodes* Level 2 Classroom Library, which aligns specifically with the scope and sequence of Fundations® Level 2.

		2RF.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	**Wilson Language Training's Fundations® Level 2**
			In Fundations®, vowel letter/sound recognition is taught within the context of six syllable types that determine the sound of the vowel(s) within a syllable. The Wilson® finger-tapping technique helps students develop their phonemic awareness skills and practice the alphabetic principle, so that they can read and spell words. Finger tapping adds a powerful tactile component to segmenting and clarifying phonemes before blending them to read words, thus distinguishing the vowel sound. In Level 2, students learn the short vowel sounds beginning in Unit 1, with the introduction of the concept of the closed syllable. The concept of the long vowel sound is introduced in Unit 3, with the concept of the closed-syllable exception. Words with both long and short vowel sounds are included in word resources for all subsequent units for all decoding and encoding activities. (Resources: pp. 140–141, pp. 168–170, pp. 198–200, pp. 226–229, pp. 264–266, pp. 282–284, pp. 310–312, pp. 338–340, pp. 366–368, pp. 384–386, pp. 412–414, pp. 440–442, pp. 468–470, pp. 486–488, pp. 514–516) By the end of Level 2, students will be able to distinguish between short vowel sounds in closed syllables and vowel-consonant-e syllable exceptions, and long vowel sounds in closed syllable exceptions, vowel-consonant-e syllables, open syllables, and double vowel syllables ***in both single and multisyllabic words***. Also see Unit 1 Introduction (p. 70), Unit 3 Introduction (p. 126), Unit 4 Introduction (p. 142), Unit 5 Introduction (multisyllabic words) (p. 172), Unit 6 Introduction (p. 202), Unit 7 Introduction (p. 230), Unit 10 Introduction (p. 314), Unit 11 Introduction (p. 342), Unit 13 Introduction (p. 388), Unit 14 Introduction (p. 416), and Unit 15 Introduction (p. 444). Students must distinguish between long and short vowel sounds in both single and multisyllabic words in the following activities: **Dictation (Dry Erase), Dictation (Composition Book), and Dictation (Day 5 Check Up); Introduce New Concepts; Echo/Find Words; Word of the Day; Word Talk;** and **Make It Fun.**
			Dictation/Words (description pp. 30-35): (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p.187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511)
			Dictation/Sentences (description pp. 38-39): (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307),

(Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511)
Introduce New Concepts: (Unit 4: p. 151), (Unit 10: p. 321), (Unit 13: p. 395), (Unit 15: p. 451)
Echo/Find Words (description pp. 44–49): (Unit 3: p. 133), (Unit 7: p. 241; p. 247; p. 255), (Unit 9: p. 303), (Unit 10: p. 331), (Unit 13: p. 405), (Unit 14: p. 431), (Unit 15: p. 461), (Unit 17: p. 509)
Word of the Day (description pp. 56–57): (Unit 3: p. 135; p. 138), (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 15: p.459)
Word Talk (description pp. 58–59): (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512)
Make It Fun (description p. 60): (Unit 3: p. 135), (Unit 4: p. 163), (Unit 5: p. 187; p. 193), (Unit 6: p. 214; p. 221), (Unit 7: p. 239; p. 249; p. 259), (Unit 10: p. 323; p. 332), (Unit 11: p. 361), (Unit 13: p. 401; p. 407), (Unit 15: p. 463).

Students have the opportunity to apply taught skills when using the **Fundations® Fluency Kit 2 and Books to Remember Set 2** (included in the Teacher's Kit)**.** Also available is the *Geodes* Level 2 Classroom Library, which provides 64 titles explicitly corresponding to Fundations®' scope and sequence for Grade 2.

| | | 2.RF.3b

Know spelling-sound correspondences for additional common vowel teams. | **Wilson Language Training's Fundations® Level 2**
In Fundations®, word analysis strategies for phonetically regular words are taught sequentially and cumulatively based on the six syllable types, and encoding skills are approached in tandem with decoding skills. Students learn to segment and spell words corresponding to the patterns taught for decoding. In Level 2, students learn to decode and encode all six syllable types: closed (and closed exception), vowel-consonant-e (and vowel-consonant-e exception), open, vowel team (digraphs and diphthongs), r-controlled vowels, and final stable syllables in both single-syllable and multisyllabic words.
In Grade 2, students learn to read and spell words with vowel teams (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw). Fundations® is systematic and cumulative, and scaffolded instruction of additional common vowel teams is taught in Grade 3 (eigh, ei, |

			ea, ie, igh, oo, ui, double vowel exception).

Once introduced, words with vowel teams (digraphs and diphthongs) are included in word resources for all subsequent units, and they are used in the following activities: **Dictation (Dry Erase), Dictation (Composition Book), and Dictation (Day 5 Check Up); Drill Sounds/Warm-Up; Introduce New Concepts; Echo/Find Letters and Words; Word of the Day; Word Talk;** and **Make It Fun.** Also, see Unit 10 Introduction (p. 314), Unit 11 Introduction (p. 342), Unit 12 Introduction (p. 370), Unit 13 Introduction (p. 388), Unit 14 Introduction (p. 416), Unit 15 Introduction (p. 444), and Unit 16 Introduction (p. 472).

Dictation/Sounds (description pp. 28): Dictation (Dry Erase/Composition Books/Check-Up): (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483)

Dictation/Words (description pp. 30–35): Dictation (Dry Erase/Composition Books/Check-Up): (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483)

Dictation/Sentences (description pp. 38–39): Dictation (Dry Erase/Composition Books/Check-Up) (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483)

Drill Sounds/Warm-Up (description pp. 40–41): (Unit 10: p. 318; p. 320; p. 322; p. 324; p. 326; p. 328; p. 330; p. 332; p. 334; p. 336), (Unit 11: p. 346; p. 348; p. 350; p. 352; p. 354; p. 356; p. 358; p. 360; p. 362; p. 364), (Unit 12: p. 374; p. 376; p. 378; p. 380; p. 382), (Unit 13: p. 392; p. 394; p. 396; p. 398; p. 400; p. 402; p. 404; p. 406; p. 408; p. 410), (Unit 14: p. 420; p. 422; p. 424; p. 426; p. 428; p. 430; p. 432; p. 434; p. 436; p. 438), (Unit 15: p. 448; p. 450; p. 452; p. 454; p. 456; p. 458; p. 460; p. 462; p. 464; p. 466), (Unit 16: p. 476; p. 478; p. 480; p. 482; p. 484)

Echo/Find Letters (description pp. 42–43): (Orientation: p. 65), (Unit 10: p. 331), (Unit 13: p. 405), (Unit 14: p. 431), (Unit 15: p. 461)

Echo/Find Words (description pp. 44–49): (Unit 10: p. 331), (Unit 13: p. 405), (Unit 14: p. 431), (Unit 15: p. 461)

Introduce New Concepts: (Unit 10: p. 318, p. 321, p. 322, p. 329), (Unit 11: p. 346, p. 349, p. 350, p. 356, p. 358), (Unit 12: p. 374, p. 377), (Unit 13: p. 392, p. 395, p. 397, p. 405), (Unit 14: p. 420, p. 423) (Unit 15: p. 448, p. 451) (Unit 16: p. 476, p. 479)

			Word of the Day (description pp. 56–57): (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480) **Word Talk (description pp. 58–59):** (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484) **Make It Fun (description p. 60):** (Unit 10: p. 323; p. 332), (Unit 11: p. 361), (Unit 12: p. 379), (Unit 13: p. 401; p. 407), (Unit 14: p. 424), (Unit 15: p. 463) Students have the opportunity to apply taught skills when using the **Fundations® Fluency Kit 2 and Books to Remember Set 2** (included in the Teacher's Kit)**.** Also available is the *Geodes* Level 2 Classroom Library, which provides 64 titles explicitly corresponding to Fundations'® scope and sequence for Grade 2.
		2.RF.3c Decode regularly spelled two-syllable words with long vowels.	**Wilson Language Training's Fundations® Level 2** In Fundations®, word analysis strategies for phonetically regular words (including syllable division) are taught sequentially and cumulatively based on the six syllable types. In Level 2, students learn to decode closed, vowel-consonant-e, open, r-controlled, double vowel (including digraphs and diphthongs) and final stable syllables in multisyllabic words. White Syllable Frames are used to provide a multisensory approach to teaching syllable division (see **Unit 5, Introduce New Concepts** pp. 176–178 as an example). Syllable division rules are taught when multisyllabic words are addressed for each of the syllable types. Students practice decoding words using knowledge of syllable division rules during all activities that include decoding once multisyllabic words are addressed in Unit 5: **Introduce New Concepts, Word of the Day, Word Talk, Make It Fun,** and **Storytime** activities. Syllable rules, *including but not limited to two-syllable words with long vowel sounds*, are directly addressed in: **Unit 5, 6, 7 Introductions**: (p. 172, p. 202, p. 230), **Introduce New Concepts:** (Unit 5: pp. 176–177), (Unit 6: p. 217), (Unit 7: p. 240), (Unit 8: p. 273) **Word of the Day** (description pp. 56–57): (Unit 5: p. 180; p. 184), (Unit 6: p. 218; p. 220), (Unit 7: p. 242; p. 246; p. 248), (Unit 8: p. 278), (Unit 9: p. 306), (Unit 10: p. 330; p. 334), (Unit 11: p. 359), (Unit 12: p. 380), (Unit 13: p. 402), (Unit 14: p. 430; p. 434), (Unit 15: p. 459), (Unit 17: p. 496; p. 498; p. 506; p. 510) **Word Talk** (description pp. 58–59): (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512)

			Make It Fun (description p. 60): (Unit 5: p. 187), (Unit 6: p. 221), (Unit 15: p. 463) **Storytime** (description p. 60): (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509) Students have the opportunity to apply taught skills when using the **Fundations® Fluency Kit 2 and Books to Remember Set 2** (included in the Teacher's Kit). Also available is the *Geodes* Level 2 Classroom Library, which provides 64 titles explicitly corresponding to Fundations' scope and sequence for Grade 2.
		2.RF.3d Decode words with grade-appropriate prefixes and suffixes.	**Wilson Language Training's Fundations® Level 2:** Fundations® explicitly teaches about the base word and prefixes/suffixes, focusing on how these change the meaning of the base word. Students learn to decode words with prefixes, including un-, dis-, mis-, non-, trans-, pre-, pro-, re-, and de- and with suffixes, including -s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, and -ty, beginning in Unit 4 (see **Unit 4 Introduction**: p. 142). Words with taught prefixes and suffixes are included in word resources for all units following Unit 4 for all decoding activities. (**Resources**: pp. 168–170, pp. 198–200, pp. 226–229, pp. 264–266, pp. 282–284, pp. 310–312, pp. 338–340, pp. 366–368, pp. 384–386, pp. 412–414, pp. 440–442, pp. 468–470, pp. 486–488, pp. 514–516) Students practice decoding words with prefixes and suffixes once the prefix or suffix has been explicitly taught in the following decoding activities: **Introduce New Concepts, Word of the Day, Word Talk, Make It Fun,** and **Storytime** activities. Students have the opportunity to apply taught skills when using the **Fundations® Fluency Kit 2 and Books to Remember Set 2** (included in the Teacher's Kit). Also available is the ***Geodes Level 2 Classroom Library***, which provides 64 titles explicitly corresponding to Fundations'® scope and sequence for Grade 2.
		2.RF.3e Identify words with inconsistent but common spelling-sound correspondences.	**Wilson Language Training's Fundations® Level 2** Students learn to identify words with inconsistent but common letter-sound correspondences when they learn both closed and vowel-consonant-e syllable exceptions. Unit 3 Introduction (p. 126), Unit 6 Introduction (p. 202). Once introduced, these exceptions are included in word resources for all units following, and students must distinguish between regular and inconsistent letter-sound correspondences in both

single and multisyllabic words in the following activities: **Dictation (Dry Erase), Dictation (Composition Book) and Dictation (Day 5 Check Up), Introduce New Concepts, Echo/Find, Words, Word of the Day, Word Talk,** and **Make It Fun.**

Dictation/Words (description pp. 30-35): (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157, p. 161; p. 165), (Unit 5: p. 183; p. 185; p.187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277;p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p.355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p.435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p.511) **Dictation/Sentences** (description p. 38-39): (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157 p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) **Introduce New Concepts:** (Unit 4: p. 151) (Unit 10: p. 321) (Unit 13: p. 395) (Unit 15: p. 451) **Echo/Find Words** (description p. 44-49): (Unit 3: p. 133) (Unit 7: p. 241; p. 247; p. 255) (Unit 9: p. 303) (Unit 10: p. 331) (Unit 13: p. 405) (Unit 14: p. 431) (Unit 15: p. 461) (Unit 17: p. 509) **Word of the Day** (description p. 56-57): (Unit 3: p. 135; p. 138) (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 15: p. 459), **Word Talk** (description p. 58-59): (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262), (Unit 8: p. 280), (Unit 9: p. 298; p. 308), (Unit 10: p. 326; p. 336), (Unit 11: p. 354; p. 362; p. 364), (Unit 12: p. 382), (Unit 13: p. 400; p. 410), (Unit 14: p. 429; p. 437; p. 438), (Unit 15: p. 452; p. 456; p. 464; p. 466), (Unit 16: p. 484), (Unit 17: p. 503; p. 512) **Make It Fun** (description p. 60): (Unit 3: p. 135) (Unit 4: p. 163) (Unit 5: p. 187; p. 193) (Unit 6: p. 214; p. 221) (Unit 7: p. 239; p. 249; p. 259), (Unit 10: p. 323; p. 332), (Unit 11: p. 361), (Unit 13: p. 401; p. 407) (Unit 15: p. 463)

Students have the opportunity to apply taught skills when using the **Fundations® Fluency Kit 2 and Books to Remember Set 2** (included in the Teacher's Kit)**.** Also available is the

			Geodes Level 2 Classroom Library, which provides 64 titles explicitly corresponding to Fundations'® scope and sequence for Grade 2.
		2.RF.3f Recognize and read grade-appropriate irregularly spelled words.	**Wilson Language Training's Fundations® Level 2** Phonetically irregular high frequency words and high frequency words with regular sound and spelling patterns not yet introduced in the curriculum (called trick words in Fundations®) are taught as words to be automatically recognized. High-frequency irregular sight words are taught for automatic recognition, as they do not follow regular letter-sound correspondences. High-frequency words with unlearned regular patterns are taught for automatic recognition for reading and spelling to allow students access them in advance of learning the phonics principles necessary for decoding and encoding them (Ehri 2014). In Level 2, Fundations® students will learn 81 trick words. This, along with their emerging phonetic knowledge, will prepare them to read and spell the first 200 words and 95% of the first 300 words on the Fry list (Fry and Kress 2006). **Review Trick Words:** (Unit 1: p. 86; p. 88) **Teach Trick Words** (description pp. 54-55): (Unit 2: p. 103; p. 113), (Unit 3: p. 133), (Unit 4: p. 151; p. 159), (Unit 5: p. 178; p. 191), (Unit 6: p. 207; p. 217), (Unit 7: p. 235; p. 244; p. 254), (Unit 8: p. 273), (Unit 9: p. 290; p. 301), (Unit 10: p. 319; p. 329), (Unit 11: p. 347; p. 357), (Unit 12: p. 375), (Unit 13: p. 393; p. 403), (Unit 14: p. 421; p. 431), (Unit 15: p. 449; p. 458), (Unit 16: p. 477), (Unit 17: p. 495) **Trick Word Practice** (description pp. 54–55): (Unit 1: p. 90), (Unit 2: p. 110; p. 116), (Unit 3: p. 137), (Unit 4: p. 154; p. 164), (Unit 5: p. 182; p. 185; p. 192), (Unit 6: p. 215; p. 222), (Unit 7: p. 237; p. 238; p. 243; p. 247; p. 253; p. 256; p. 259; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 293; p. 297; p. 299; p. 304; p. 307), (Unit 10: p. 325; p. 331; p. 335), (Unit 11: p. 349; p. 353; p. 355; p. 359; p. 363), (Unit 12: p. 377; p. 381), (Unit 13: p. 394; p. 404; p. 408), (Unit 14: p. 422; p. 428; p. 433; p. 436), (Unit 15: p. 455; p. 460; p. 465), (Unit 16: p. 479; p. 482), (Unit 17: p. 497; p. 502; p. 511) **Dictation/Trick Words** (description pp. 36-37): (Unit 1: p. 87; p. 89), (Unit 2: p. 107; p. 109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157; p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215 p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) Students have the opportunity to apply taught skills when using the **Fundations® Fluency Kit 2 and Books to Remember Set 2** (included in the Teacher's Kit)**.** Also available is the

			Geodes Level 2 Classroom Library*,* which provides 64 titles explicitly corresponding to Fundations'® scope and sequence for Grade 2.
	Fluency		
		2.RF.4 Read with sufficient accuracy and fluency to support comprehension.	**Wilson Language Training's Fundations® Level 2** Quick and automatic word recognition is necessary for fluency, but it is not sufficient. In addition to automaticity, students need to develop prosody and expression. In Fundations®, students have multiple opportunities to develop quick and automatic word recognition. They also work to develop prosody and expression with connected text by participating in activities such as Word of the Day and Storytime. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Fundations® uses a scooping technique to provide a graphical representation of phrasing. The Storytime Activity is designed to help develop the students' awareness of print, understanding of story structure, cohesion of story events, visualization skill, auditory and reading comprehension, and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. The activity provides practice applying word analysis and fluency strategies to reading controlled stories. Additional supported fluency practice is provided the Fluency Kit Level 2. ***Geodes Level 2 Classroom Library*** Fluency practice and reading for purpose and understanding is supported through use of the *Geodes* Level 2 Classroom Library. The collection of 64 knowledge building books is specifically aligned to the module topics in *Wit & Wisdom* Grade 2, as well as the Fundations® scope and sequence, allowing application of emerging decoding skills with meaningful text. ***Wit & Wisdom*** *Wit & Wisdom* fluency instruction is designed to foster fluency development for all readers. It is grounded in the belief that the goal of fluent reading is rich comprehension, rather than a quantitative assessment of reading rate. Students learn to read grade-level complex text through repeatedly reading short, well-chosen text excerpts from module texts. Practicing these fluency excerpts builds students' overall fluency skills, while also scaffolding understanding of specific module texts. In lessons and homework, repeated oral readings of these excerpts help students to understand the texts and communicate more effectively about them.

| | | 2.RF.4a
Read grade-level text with purpose and understanding.

2.RF.4b
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

2.RF.4c
Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | **Wilson Language Training's Fundations® Level 2**
The ability to automatically decode phonetically regular words in isolation is an important component of text reading fluency, because all readers encounter words they do not know by sight. In each unit, as students master accurate word reading, lessons focus on quick and automatic recognition of words. For example, students read words as teachers quickly make word chains with Sound Cards. Once students have been introduced to and have practiced single word decoding, they will begin decoding with connected text with a variety of activities such as Trick Word Reading, Word of the Day, and Storytime. To develop fluency and speed of reading, students learn how to read in phrases that connect meaning. Fundations® uses a scooping technique to provide a graphical representation of phrasing. The **Storytime Activity** is designed to help develop the students' awareness of print, understanding of story structure, cohesion of story events, visualization skill, auditory and reading comprehension, and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.

Storytime (description p. 60): (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509)

Prosody: The teacher demonstrates phrasing with scooping when writing a sentence on the board for students to add to their Student Notebooks during the *Word of the Day* activity. **Word of the Day (description p. 56)**: (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 215; p. 218; p. 220), (Unit 7: p. 257; p. 258), (Unit 8: p. 274; p. 278), (Unit 9: p. 292; p. 294; p. 302; p. 306), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; p. 504; p. 506; p. 510)

The **Fundations® Fluency Kit 2** and **Books to Remember Set 2** (included in the Teacher's Kit)**,** as well as the *Geodes Level 2 Classroom Library*, which provides 64 titles explicitly corresponding to Fundations'® scope and sequence for Grade 2, provide additional decoding practice. |

			Geodes Level 2 Classroom Library The 64 titles in *Geodes* Level 2 Classroom Library explicitly corresponding to Fundations'® scope and sequence for Grade 2. These books provide students with the opportunity to practice the application of taught decoding skills aligned with Fundations® scope and sequence along with Fundations® Trick Words, which include high-frequency sight words, through authentic texts that bolster the background knowledge and vocabulary students are building through their study of *Wit & Wisdom* Grade 2 modules. ***Wit & Wisdom*** **Module 1**: Lessons 1–3 **Module 2**: Lesson 8

Wilson Language Training's Fundations® Level 2
Fundations®provides instruction that supports this standard through the **Storytime Activity**, which is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.

Geodes Level 2 Classroom Library
Providing a bridge between Fundations'® foundational skills instruction and the core ELA instruction provided in *Wit & Wisdom*, *Geodes* are accessible, knowledge-building books created to engage emerging and developing readers. *Geodes* reinforce sequentially and explicitly taught phonics while building content knowledge about important ideas in science, history, and the arts. Each book in the collection is designed as an authentic reading experience, using a variety of text structures and features, sentence lengths, vocabulary, illustrations, and multiple layers of meaning. This approach empowers young students as they develop foundational reading skills, reading confidence, and intellectual curiosity.

Wit & Wisdom
Wit & Wisdom's rigorous and joyful text-based approach to reading instruction creates skilled readers who love to read. Through inquiry-based engagement, students build their comprehension and deepen their analysis of texts. *Wit & Wisdom* reading lessons are precisely and deliberately crafted to ensure rigor, lead to authentic work arising from the texts, and create coherence across a module; require that learners do the cognitive work; are structured within and across lessons to guide purposeful engagement during each Content Stage of a text; and are sequenced across the module to cultivate content connections and skill development among multiple texts. Each lesson begins and ends with a Content Framing Question that provides an umbrella for the text-dependent tasks and text-dependent questions (TDQs) in the lesson. Framing each lesson with familiar questions helps students build the habits of mind they need to become independent close readers. The discussions, text-dependent tasks, and TDQs within each Content Stage serve a distinct purpose, illuminating key close reading habits:

- **Wonder**: Students generate their own observations and questions, forming an initial impression of the text.
- **Organize**: Readers get the gist of the text by sorting out characters, settings, and plot for literary texts; or speaker, audience, main ideas, and purpose for informational texts. TDQs and tasks in this stage focus on specific and challenging areas (e.g., domain-specific vocabulary, syntax, and background information) that are crucial to understanding the text and set the stage for deeper interpretation and analysis.

- **Reveal**: Readers focus intently on different and unique aspects of the text, such as language choice, literary devices, or structure, and analyze how each element affects meaning.
- **Distill**: Students express the central ideas or themes of the text and determine how key aspects of the text support these ideas and themes.
- **Know**: Students articulate how a text builds their knowledge and expand their knowledge by connecting the text to other texts and topics of study.

Modules 1–4: Module Overview: Texts

Reading Literature	Key Ideas and Details	2.RL.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.	**Wilson Language Training's Fundations® Level 2** **Storytime (description p. 60)**: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195) (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509) ***Wit & Wisdom*** **Module 1:** Lessons 1–3, 10–12, 14–17, 19, 25–26 **Module 2:** Lessons 12, 14, 16, 18–28, 30–35 **Module 3:** Lessons 5–6, 10–11, 13, 25, 29 **Module 4**: Lessons 9–16, 22–23, 25–26, 28–29, 32–33
		2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	***Wit & Wisdom*** **Module 1**: Lessons 2, 11–16, 18, 25, 27–29, 31–32 **Module 2**: Lessons 12, 14, 17, 19, 21–25, 27, 29, 31–35 **Module 3**: Lessons 11, 15, 17, 20, 25–26, 28, 30 **Module 4**: Lessons 11, 13–15
		2.RL.3 Describe how characters in a story respond to major events and challenges, including identifying the characters' feelings, the plot or problem, and how it is resolved.	**Wilson Language Training's Fundations® Level 2** Fundations® provides instruction that supports this standard through the **Storytime Activity**, which is designed to help develop the students' awareness of print, understanding of story structure, cohesion of story events, visualization skill, auditory and reading comprehension, and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. **Storytime (description p. 60)**: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6:

			p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509) *Wit & Wisdom* **Module 1**: Lessons 2, 11–13, 15–19 **Module 2**: Lessons 12–15, 17–21, 23–24, 27, 29 **Module 3**: Lessons 17, 22–23, 29–30 **Module 4**: Lessons 11, 14
	Craft and Structure	2.RL.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	*Wit & Wisdom* **Module 1**: Lessons 2–3, 13, 15, 26–27, 27DD, 28, 28DD **Module 3**: Lessons 5–6, 11, 16–18 **Module 4**: Lesson 12
		2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story, how the middle progresses the action, and the ending concludes the action.	**Wilson Language Training's Fundations® Level 2** Fundations® provides instruction that supports this standard through the **Storytime Activity**, which is designed to help develop the students' awareness of print, understanding of story structure, cohesion of story events, visualization skill, auditory and reading comprehension, and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. **Storytime (description p. 60)**: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509) *Wit & Wisdom* **Module 1**: Lessons 12, 15–17, 27–29 **Module 2**: Lessons 23, 27, 29 **Module 3**: Lesson 27

		2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	**Wit & Wisdom** **Module 1**: Lesson 3 **Module 3**: Lessons 8, 16, 21, 30
	Integration of Knowledge and Ideas	2.RL.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	**Wit & Wisdom** **Module 1**: Lessons 10–13, 16–17, 25, 28 **Module 2**: Lessons 24, 26, 28, 30 **Module 4**: Lessons 10, 12–15
		2.RL.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.	**Wit & Wisdom** **Module 2**: Lessons 23–25, 28–32
	Range of Reading and Level of Text Complexity	2.RL.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.	**Modules 1–4** *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 Informational Text	**Key Ideas and Details**	2.RI.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.	**Wilson Language Training's Fundations® Level 2** Fundations® provides instruction that supports this standard through the **Storytime Activity**, which is designed to help develop the students' awareness of print, understanding of story structure, cohesion of story events, visualization skill, auditory and reading comprehension, and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency.

			Storytime (description p. 60): (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 9: p. 295; p. 296; p. 300; p. 303) *Wit & Wisdom* **Module 1**: Lessons 4–6, 9, 20–22, 24, 30 **Module 2**: Lessons 1–2, 6, 10–12, 18, 33–35 **Module 3**: Lessons 1–34 **Module 4**: Lessons 1–9, 13, 17–31, 33
		2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	**Wilson Language Training's Fundations® Level 2** Although Fundations® is not a comprehensive core/basal program, it provides instruction that supports this standard through the **Storytime Activity**, which is designed to help develop the students' awareness of print, understanding of story structure, cohesion of story events, visualization skill;,auditory and reading comprehension, and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. **Storytime (description p. 60)**: (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 9: p. 295; p. 296; p. 300; p. 303) *Wit & Wisdom* **Module 1**: Lessons 5–9, 11, 21, 23, 30–32 **Module 2**: Lessons 2, 4, 7–8, 10, 33–35 **Module 3**: Lessons 3, 9, 11, 17 **Module 4**: Lessons 8–9, 20
		2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	*Wit & Wisdom* **Module 1**: Lessons 20, 22–24 **Module 2**: Lessons 3–5, 9, 32 **Module 3**: Lesson 4 **Module 4**: Lessons 5, 18–23
	Craft and Structure	2.RI.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.	*Wit & Wisdom* **Module 1**: Lessons 5, 22 **Module 2**: Lessons 2, 8, 11, 16–17 **Module 3**: Lessons 2, 11, 21 **Module 4**: Lessons 1DD, 3DD, 4–5, 5DD, 7DD, 19, 22DD, 23DD, 24DD

		2.RI.5 Know and use various text features to locate key facts or information in a text efficiently.	*Wit & Wisdom* **Module 1**: Lessons 5–6 **Module 2**: Lessons 1, 7, 11 **Module 4**: Lessons 4–8, 18, 21, 24–25
		2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	*Wit & Wisdom* **Module 2**: Lessons 4, 10 **Module 4**: Lessons 7, 18, 20, 26, 28
	Integration of Knowledge and Ideas	2.RI.7 Explain how specific images contribute to and clarify a text.	*Wit & Wisdom* **Module 1**: Lesson 15 **Module 2**: Lessons 2, 4 **Module 3**: Lessons 1–5, 7–9, 14, 20 **Module 4**: Lessons 4, 6
		2.RI.8 Describe how reasons support specific points the author makes in a text.	*Wit & Wisdom* **Module 1**: Lessons 5, 8 **Module 4**: Lessons 8, 21, 27–28
		2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.	*Wit & Wisdom* **Module 1**: Lesson 10 **Module 2**: Lessons 6, 13, 33 **Module 3**: Lessons 4, 10, 12, 18, 20, 23, 29, 31
	Range of Reading and Level of Text Complexity	2.RI.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.	**Modules 1–4** *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.

Wit & Wisdom students learn to write and write to learn about complex texts. Writing builds on a foundation of content knowledge developed through the close reading of texts about important topics. All writing is text-based or text-inspired. Through narrative, opinion/argument, and informative writing, students build and express understanding within and across texts. Through explicit learning-to-write instruction, teachers gradually release responsibility for a specific writing strategy through a series of lessons. One or more of the following Craft Stages shapes each lesson.

- **Examine**: Students analyze how an exemplar models one or more writing strategies. The exemplar can come from authentic texts, class collaborative writing, or a module resource.
- **Experiment**: Students practice applying a target strategy. Scaffolded tasks provide significant support by limiting the volume of writing, providing parts of a writing piece, or focusing on a relatively simple topic.
- **Execute**: Students plan or draft a full writing piece, paying particular attention to applying the target strategy to support the purpose of the task.
- **Excel**: Students revise, edit, and respond to feedback on the pieces they drafted in the Execute stage, focusing on the target strategy. They reflect on their use of the strategy to refine their thinking about its use in current and future writing.

Writing	Text Types and Purposes	2.W.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 to connect opinion and reasons, and provide a concluding statement or section.	**Wilson Language Training's Fundations® Level 2** Fundations® provides instruction that supports the following standards through writing prompts during the **Storytime Activity**. **Storytime (description p. 60):** (Unit 4: p. 165), (Unit 11: p. 357), (Unit 14: p. 435) *Wit & Wisdom* **Module 4**: Lessons 10–16, 22–24, 26–27, 29, 31–32
		2.W.2 Write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly.	*Wit & Wisdom* **Grade 2 Module 2 Oregon-Specific Aligned Materials**: Lessons 33-35
		2.W.2a Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.	*Wit & Wisdom* **Module 1**: Lessons 5–6, 29–32 **Module 2**: Lessons 2–4, 34–35

		2.W.2b Develop the topic with facts, definitions, and details.	**Wit & Wisdom** **Module 1**: Lessons 17, 29–32 **Module 2**: Lessons 34–35
		2.W.2c Use linking words and phrases to connect ideas within categories of information.	**Wit & Wisdom** **Module 1**: Lessons 9DD, 19DD, 24, 31 **Module 2**: Lessons 4, 30DD
		2.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
		2.W.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	**Wilson Language Training's Fundations® Level 2** Fundations® provides instruction that supports the following standards through writing prompts during the Storytime Activity. **Storytime (description p. 60):** (Unit 2: p. 117), (Unit 10: p. 333), (Unit 13: p. 409), (Unit 15: p. 461), (Unit 17: p. 509) **Wit & Wisdom** **Module 3**: Lessons 14–23, 25–29, 31–34
		2.W.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	**Wit & Wisdom** **Grade 2 Module 3 Oregon-Specific Aligned Materials Lessons 25-30** **Module 3**: Lessons 20–23, 27–28, 31–34
		2.W.3c Use temporal words and phrases to signal event order.	**Wit & Wisdom** **Module 3**: Lessons 18, 29

		2.W.3d Provide a sense of closure.	*Wit & Wisdom* **Module 3**: Lessons 25–27
	Production and Distribution of Writing	2.W.5 With guidance and support, focus on a topic and strengthen writing as needed by revising and editing.	*Wit & Wisdom* **Module 1**: Lessons 14, 19, 26–27, 29–30, 32 **Module 2**: Lessons 5, 7, 12–15, 23DD, 27–29, 32, 35 **Module 3**: Lessons 18, 23, 28–29, 33–34 **Module 4**: Lessons 8, 21, 27, 32
		2.W.6 With guidance and support, use technology to produce and publish writing as well as to interact and collaborate with others.	*Wit & Wisdom* **Module 2**: Lessons 21–24
	Research to Build and Present Knowledge	2.W.7 Participate in shared research and writing projects.	*Wit & Wisdom* **Module 1**: Lesson 30 **Module 4**: Lessons 2–8, 22–30
		2.W.8 Recall information from experiences or gather information from provided sources to answer a question.	**Wilson Language Training's Fundations® Level 2** Fundations® provides instruction that supports the following standards through writing prompts during the Storytime Activity. **Storytime (description p. 60)**: (Unit 2: p. 117), (Unit 6: p. 223), (Unit 9: p. 303), (Unit 13: p. 409), (Unit 17: p. 509) *Wit & Wisdom* **Module 1**: Lessons 8–9, 15, 17, 23, 29–32 **Module 2**: Lessons 4–5, 9–10, 14–15, 19, 22–24, 30–31, 33–35 **Module 3**: Lessons 3–6, 8, 10–12, 17, 30–34 **Module 4**: Lessons 3–8, 13–16, 18–21, 23–31

Wit & Wisdom lessons provide explicit language instruction across modules. While Deep Dives are the primary vehicle for explicit language skill development, students apply language skills in core lessons to understand and discuss complex texts. Throughout the year, students apply their knowledge of style and conventions with increasing depth and independence. The language standards for each module were assigned based on a consideration of the language demands of the major module writing tasks, the language found in the core module texts, and the connections between the language standards and other module standards.

L.4 and L.5 are a focus in many modules, as students determine and demonstrate understanding of word meanings to deepen their understanding of module content. L.6 is an ongoing standard, as it represents the cumulative results of mastering a range of vocabulary knowledge. Students' work in their Vocabulary Journals offers a clear picture of the volume of new words students acquire throughout the year and of the strategies they employ to learn and practice new vocabulary.

Language	Conventions of Standard English	2.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		2.L.1a Use collective nouns.	***Wit & Wisdom*** **Module 2**: Lessons 25DD, 26DD, 27DD
		2.L.1b Form and use frequently occurring irregular plural nouns.	***Wit & Wisdom*** **Module 2**: Lessons 6DD, 7DD, 8DD, 25DD, 27DD
		2.L.1c Use reflexive pronouns.	***Wit & Wisdom*** **Module 4**: Lessons 10DD, 12DD, 16
		2.L.1d Form and use the past tense of frequently occurring irregular verbs.	***Wit & Wisdom*** **Module 2**: Lessons 20DD, 21DD, 22DD, 23DD
		2.L.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.	***Wit & Wisdom*** **Module 1**: Lessons 12DD, 13, 13DD, 14DD, 18, 27, 29 **Module 2**: Lessons 19DD, 34 **Module 3**: Lessons 5DD, 8DD, 9DD, 10DD, 14DD, 15, 15DD, 18DD, 22, 22DD **Module 4**: Lesson 30
		2.L.1f Produce, expand, and rearrange complete simple and compound sentences.	***Wit & Wisdom*** **Module 1**: Lessons 7DD, 8DD, 9DD, 10DD, 13, 16DD, 17DD, 18, 19DD, 23DD, 24, 24DD, 27, 28DD, 29, 31DD, 32 **Module 2**: Lessons 30DD, 33–35 **Module 3**: Lessons 15DD, 17DD, 21DD, 22DD, 23DD

		2.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **Wilson Language Training's Fundations® Level 2** Fundations® provides instruction that helps support this standard by systematically teaching punctuation, capitalization, and proofreading skills beginning in Level K and continuing in Levels 1, 2, and 3. When students write sentences, they follow a proofreading procedure, checking to see that they have appropriate end punctuation, capitalization, and spelling.	
		2.L.2a Capitalize holidays, product names, and geographic names.	**Wilson Language Training's Fundations® Level 2** Fundations® provide instruction that helps support this standard by systematically teaching capitalization skills beginning in Level K and continuing in Levels 1, 2, and 3. When students write sentences, they follow a proofreading procedure, checking to see that they have appropriate capitalization, as well as correct end punctuation and spelling. **Unit Tests**: (Unit 1: p. 93), (Unit 2: p. 121), (Unit 3: p. 139), (Unit 4: p. 167), (Unit 5: p. 197), (Unit 6: p. 225), (Unit 7: p. 263), (Unit 8: p. 281), (Unit 9: p. 309), (Unit 10: p. 337), (Unit 11: p. 365), (unit 12: p. 383), (Unit 13: p. 411), (Unit 14: p. 439), (Unit 15: p. 467), (Unit 16: p. 485), (Unit 17: p. 513) **Dictation/Sentences (description pp. 38–39):** (Unit 1: p. 81; p. 87; p. 89; p. 91), (Unit 2: p. 107; p. 109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157; p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) ***Wit & Wisdom*** **Module 2**: Lessons 11DD, L12DD, L15DD, L26
		2.L.2b Use commas in greetings and closings of letters.	***Wit & Wisdom*** **Module 4:** Lessons 19DD, 20DD

		2.L.2c Use an apostrophe to form contractions and frequently occurring possessives.	*Wit & Wisdom* **Module 4**: Lessons 4DD, 6DD, 8DD, 16DD, 17DD, 18DD, 21DD
		2.L.2d Generalize learned spelling patterns when writing words.	**Wilson Language Training's Fundations® Level 2** Students learn to segment and spell words in correspondence to decoding patterns. **Dictation/Words**: (description pp. 30–35): (Unit 1: p. 87; p. 89; p. 91), (Unit 2: p. 107; p. 108; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 260), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 378; p. 381), (Unit 13: p. 397; p. 399; p. 404; p. 401; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) **Dictation/Sentences (description pp. 38–39):** (Unit 1: p. 81; p. 87; p. 89; p. 91), (Unit 2: p. 107; p. 109; p. 111; p. 115; p. 119), (Unit 3: p. 135; p. 137), (Unit 4: p. 153; p. 155; p. 157; p. 161; p. 165), (Unit 5: p. 183; p. 185; p. 187; p. 191; p. 194), (Unit 6: p. 211; p. 213; p. 215; p. 221; p. 223), (Unit 7: p. 243; p. 249; p. 251; p. 253; p. 257; p. 261), (Unit 8: p. 277; p. 279), (Unit 9: p. 291; p. 293; p. 297; p. 299; p. 305; p. 307), (Unit 10: p. 323; p. 325; p. 327; p. 333; p. 335), (Unit 11: p. 351; p. 353; p. 355; p. 361; p. 363), (Unit 12: p. 379; p. 381), (Unit 13: p. 397; p. 399; p. 401; p. 407; p. 409), (Unit 14: p. 425; p. 427; p. 429; p. 433; p. 435; p. 437), (Unit 15: p. 453; p. 455; p. 457; p. 463; p. 465), (Unit 16: p. 481; p. 483), (Unit 17: p. 499; p. 501; p. 503; p. 505; p. 507; p. 511) **Echo/Find Words** (description pp. 44-49): (Unit 3: p. 133), (Unit 7: p. 241; p. 247; p. 255), (Unit 9: p. 303), (Unit 10: p. 331), (Unit 13: p. 405), (Unit 14: p. 431), (Unit 15: p. 461), (Unit 17: p. 509) *Wit & Wisdom* **Module 4**: Lessons 25DD, 26DD, 27DD
		2.L.2e Consult reference materials, including beginning dictionaries,	**Wilson Language Training's Fundations® Level 2** Students are encouraged to use their **Student Notebook**. Students add the Word of the Day and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks. Students are held accountable for words in their Trick Word Dictionary in their Student Notebooks and "look words up" as often as needed.

		both print and digital, as needed to check and correct spellings.	Dictionary skills are taught and reinforced when students enter or look up words in the Student Notebook, which is alphabetized within four groups to support learning (a–f, g–l, m–s, t–z). Using these groupings for efficiently looking up a word is supported by the sound cards and letter tiles displayed in the same groups. **Word of the Day (description p. 56)**: (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 215; p. 218; p. 220), (Unit 7: p. 257; p. 258), (Unit 8: p. 274; p. 278), (Unit 9: p. 292; p. 294; p. 302; p. 306), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; p. 504; p. 506; p. 510) **"Look words up" in Student Notebook Level 2 (description p. 54)** *Wit & Wisdom* **Module 2**: Lesson 14DD **Module 4**: Lessons 25DD, 26DD, 27DD
	Knowledge of Language		
		2.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	
		2.L.3a Compare formal and informal uses of English.	*Wit & Wisdom* **Module 1**: Lesson 10DD **Module 4**: Lessons 16, 20, 32DD

	Vocabulary Acquisition and Use	
		2.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing from an array of strategies.
		2.L.4a Use sentence-level context as a clue to the meaning of a word or phrase.	***Wit & Wisdom*** **Module 1:** Lessons 5, 5DD, 6DD, 22DD, 26, 26DD, 28 **Module 2**: Lessons 2, 3DD, 8, 9DD, 10DD, 11, 16DD, 24DD **Module 3**: Lessons 2, 2DD, 25DD, 26DD, 30DD **Module 4**: Lessons 1DD, 2DD, 5, 7DD, 15DD
		2.L.4b Determine the meaning of the new word formed when a known prefix is added to a known word.	**Wilson Language Training's Fundations® Level 2** Students learn about the affixes -s, -es, -ed, -ing, -er, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty and how these inflectional endings change the meaning of the base word. Affix -s, -es, ed, -ing, and comparison suffixes -er and -est, are explicitly taught in **Unit 4** (See Unit 4 pp. 142–170) and are included in word resources for all units following for all decoding activities. Affixes -ful, -ment, -less, -ness, -able, -en, -ish are explicitly taught in **Unit 5** (See Unit 5 pp. 172–200) and are included in word resources for all units following for all decoding activities. Affix -ive is explicitly taught in **Unit 6** (See Unit 6 pp. 202–229) and is included in word resources for all units following for all decoding activities. Affixes -y, -ly, -ty are explicitly taught in **Unit 7** (See Unit 7 pp. 230–266) and are included in word resources for all units following for all decoding activities. During **Word of the Day** and **Word Talk** activities in these units, teachers discuss meaning of words with affixes. **Word of the Day (description pp. 56–57):** (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258) **Word Talk (description pp. 58–59):** (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262) ***Wit & Wisdom*** **Module 1**: Lessons 21DD, 26 **Module 2**: Lesson 29DD **Module 3**: Lessons 1DD, 11DD, 19DD, 27DD, 29DD, 30DD **Module 4**: Lesson 28DD

		2.L.4c Use a known root word as a clue to the meaning of an unknown word with the same root.	**Wilson Language Training's Fundations® Level 2** Students learn about the affixes -s, -es, -ed, -ing, -er, -est, -en, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty, and how these inflectional endings change the meaning of the base word. Affixes -s, -es, ed, -ing, and comparison suffixes -er and -est, are explicitly taught in **Unit 4** (See Unit 4 pp. 142–170) and are included in word resources for all units following for all decoding activities. Affixes -ful, -ment, -less, -ness, -able, -en, -ish are explicitly taught in **Unit 5** (See Unit 5 pp. 172–200) and are included in word resources for all units following for all decoding activities. Affix -ive is explicitly taught in **Unit 6** (See Unit 6 pp. 202–229) and is included in word resources for all units following for all decoding activities. Affixes -y, -ly, -ty are explicitly taught in **Unit 7** (See Unit 7 pp. 230–266) and are included in word resources for all units following for all decoding activities. During **Word of the Day** and **Word Talk** activities in these units, teachers discuss meanings of words with affixes. **Word of the Day (description pp. 56-57):** (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 208; p. 215; p. 218; p. 220), (Unit 7: p. 236; p. 242; p. 246; p. 248; p. 257; p. 258) **Word Talk (description pp. 58-59):** (Unit 4: p. 157; p. 166), (Unit 5: p. 186; p. 196), (Unit 6: p. 224), (Unit 7: p. 250; p. 252; p. 260; p. 262) *Wit & Wisdom* **Module 1**: Lessons 21DD, 26 **Module 2**: Lessons 1DD, 10DD, 18DD **Module 3**: Lessons 7DD, 19DD
		2.L.4d Use knowledge of the meaning of individual words to predict the meaning of compound words.	*Wit & Wisdom* **Module 1**: Lesson 3DD **Module 3**: Lessons 13DD, 24DD, 28DD
		2.L.4e Use glossaries, beginning dictionaries, and other reference materials, both print and digital, to determine or clarify the meaning of words and phrases.	**Wilson Language Training's Fundations® Level 2** Students are encouraged to use their **Student Notebook**. Students add the Word of the Day and the sentence to the appropriate page (alphabetized) of the Vocabulary section in their Student Notebooks. Students are held accountable for words in their Trick Word Dictionary in their Student Notebooks and "look words up" as often as needed. Dictionary skills are taught and reinforced when students enter or look up words in the Student Notebook, which is alphabetized within four groups to support learning (a–f, g–l,

			m–s, t–z). Using these groupings for efficiently looking up a word is supported by the sound cards and letter tiles displayed in the same groups. **Word of the Day (description p. 56)**: (Unit 4: p. 150; p. 152; p. 159; p. 160), (Unit 5: p. 180; p. 184; p. 190; p. 193), (Unit 6: p. 215; p. 218; p. 220), (Unit 7: p. 257; p. 258), (Unit 8: p. 274; p. 278), (Unit 9: p. 292; p. 294; p. 302; p. 306), (Unit 10: p. 320; p. 324; p. 330; p. 334), (Unit 11: p. 348; p. 352; p. 359; p. 360), (Unit 12: p. 378; p. 380), (Unit 13: p. 396; p. 399; p. 402; p. 406), (Unit 14: p. 426; p. 430; p. 434), (Unit 15: p. 450; p. 454; p. 459; p. 462), (Unit 16: p. 478; p. 480), (Unit 17: p. 496; p. 498; p. 504; p. 506; p. 510) "**Look words up" in Student Notebook Level 2 (description p. 54)** *Wit & Wisdom* **Module 1**: Lessons 1DD, 2DD, 3DD, 4DD, 5DD, 6DD, 11DD, 15DD, 22DD, 26DD, 27DD **Module 2:** Lessons 8, 9DD, 10DD, 14DD, 17DD, 18DD, 24DD **Module 3**: Lesson 25DD **Module 4**: Lessons 2DD, 3DD, 7DD
		2.L.5 Demonstrate understanding of word relationships and nuances in word meanings.	
		2.L.5a Identify real-life connections between words and their use.	*Wit & Wisdom* **Module 1**: Lessons 4DD, 5DD, 15DD, 20DD **Module 2**: Lessons 2DD, 3, 3DD, 4DD, 5DD, 13, 13DD, 17DD, 26, 26DD **Module 3**: Lessons 3DD, 4DD, 6DD, 7, 11, 12DD, 16DD, 20DD, 21, 24 **Module 4**: Lessons 5DD, 11DD, 13DD, 14DD, 15DD, 22DD, 23DD, 24DD, 29DD
		2.L.5b Distinguish shades of meaning among closely related verbs and closely related adjectives.	*Wit & Wisdom* **Module 1**: Lessons 11DD, 12DD, 14DD **Module 2**: Lessons 2DD, 28DD **Module 3**: Lessons 6DD, 8DD, 16DD, 20DD **Module 4**: Lesson 11DD
		2.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including	**Modules 1–4** *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.

		using adjectives and adverbs to describe.	

Wit & Wisdom builds students' ability to communicate orally by maximizing the quality, quantity, and variety of their speaking and listening experiences.

- **Quality**: Students learn speaking and listening just as they would any other discipline—through rich, rigorous, and joyful instruction. From explicit modeling to experimentation to independent expression, students build capacity in discrete speaking and listening skills that make their communications stronger. As with writing instruction, this speaking and listening instruction is always text-based or text-inspired.

- **Quantity**: Daily lessons intentionally shift the balance of talking to students, engaging them in multiple, meaningful opportunities to speak and listen.

- **Variety**: Students hone their skills and awareness of the many purposes for speaking and listening, and they learn to tailor their speaking and listening for a specific purpose and audience. For example, students learn how to participate informally in daily academic conversations and also how to deliver a formal presentation.

Students to develop and practice their speaking and listening skills through a variety of embedded instructional routines and engaging activities designed to foster conversations around the topics and texts studied in Grade 2. Students apply the crafts of speaking and listening to express and extend what they have learned from their reading and writing.

Speaking and Listening	Comprehension and Collaboration	2.SL.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.	
		2.SL.1a Follow agreed-upon rules for discussions. 2.SL.1b Build on others' talk in conversations by linking their comments to the remarks of others. 2.SL.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.	**Wilson Language Training's Fundations® Level 2** *All* lesson components involve active participation, and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See **Learning Activity Overview Section** pages 27–60. See **Introduction** pages 1–26. The Storytime Activity also requires students to manage discussions and questions about the text in a group setting, and specifically works on recounting or describing key ideas or details from a text read aloud or information presented orally or through other media. **Storytime (description p. 60)**: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509) **Fluency Kit 2 Materials, Books to Remember Set 2** *Wit & Wisdom* **Module 1**: Lessons 1, 3–10, 12, 20–23, 29, 31 **Module 2**: Lesson 10 **Module 3**: Lessons 10–11, 13, 33–34
		2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	**Wilson Language Training's Fundations® Level 2** *All* lesson components involve active participation, and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See **Learning Activity Overview Section** pages 27–60. See Introduction pages 1–26. The Storytime Activity also requires students to manage discussions and questions about the text in a group setting, and specifically works on mastering this standard.

			Storytime (description p. 60): (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509) **Fluency Kit 2 Materials, Books to Remember Set 2** *Wit & Wisdom* **Module 1**: Lessons 1–4, 10–11, 15, 17, 20–21, 25, 30, 32 **Module 2**: Lessons 3, 6–7, 11, 13, 16, 19–20, 26, 28–29 **Module 3**: Lessons 3–5, 7–10, 17–19, 22, 25–28, 30 **Module 4**: Lessons 3–9, 11, 13–18, 20–22, 31–32
		2.SL.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.	**Wilson Language Training's Fundations® Level 2** *All* lesson components involve active participation, and instruction is highly interactive, often engaging several senses simultaneously. Each student actively engages in every lesson activity and lesson component and works both independently and collaboratively to apply decoding and encoding skills. Teachers are directed to identify and rotate student leaders for various lesson activities. See Learning **Activity Overview Section** pages 27–60. See Introduction pages 1–26. The Storytime Activity also requires students to manage discussions and questions about the text in a group setting, and specifically works on the skill of recounting or describe key ideas or details from a text read aloud or information presented orally or through other media. **Storytime (description p. 60)**: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 2251), (Unit 8: p. 276), (Unit 9: p. 295; p. 196; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 350; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; p. 457; p. 459; p. 461), (Unit 16: p. 477), (Unit 17: p. 500; p. 505; p. 507; p. 509) **Fluency Kit 2 Materials, Books to Remember Set 2** *Wit & Wisdom* **Module 3**: Lessons 10–11, 13, 33–34

		2.SL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	**Wilson Language Training's Fundations® Level 2** Fundations® provides instruction that supports this standard through the **Storytime Activity**, which is designed to help develop the students' awareness of print; understanding of story structure; cohesion of story events; visualization skill; auditory and reading comprehension; and retelling of a story or facts. Students also focus on vocabulary, punctuation, and reading fluency. **Storytime (description p. 60)**: (Unit 2: p. 105; p. 108; p. 115; p. 117), (Unit 3: p. 137), (Unit 4: p. 153; p. 155; p. 163; p. 165), (Unit 5: p. 181; p. 183; p. 191; p. 195), (Unit 6: p. 211; p. 217; p. 223), (Unit 7: p. 239; p. 245; p. 251), (Unit 8: p. 276), (Unit 9: p. 295; p. 296; p. 300; p. 303), (Unit 10: p. 319; p. 327; p. 328; p. 333), (Unit 11: p. 347; p. 351; p. 357; p. 359), (Unit 12: p. 375; p. 376), (Unit 13: p. 393; p. 398; p. 403; p. 409), (Unit 14: p. 425; p. 427; p. 432; p. 435), (Unit 15: p. 453; 457; p. 459; p. 461), (Unit 16: p. 477; p. 481), (Unit 17: p. 500; p. 505; p. 507; p. 509) *Wit & Wisdom* **Module 1**: Lesson 11 **Module 2**: Lessons 2, 10, 27, 29–30, 32 **Module 3:** Lessons 15–16, 20 **Module 4**: Lessons 17, 31–32
Presentation of Knowledge and Ideas			
		2.SL.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.	**Wilson Language Training's Fundations® Level 2** Students create drawings/visual displays to recount the story and use those to orally retell stories. **Storytime (description p. 60)**: (Unit 2: p. 108), (Unit 4: p. 155), (Unit 5: p. 183), (Unit 6: p. 211), (Unit 9: p. 296), (Unit 10: p. 327), (Unit 11: p 351), (Unit 13: p. 398), (Unit 14: p. 427), (Unit 15: p. 457), (Unit 17: p. 500; p. 505) *Wit & Wisdom* **Module 2**: Lessons 24–25

| | | 2.SL.6
Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.) | **Wilson Language Training's Fundations® Level 2**
This standard is addressed implicitly throughout all lesson components, as procedures and routines require students to share oral information clearly in complete sentences.

Wit & Wisdom
Module 1: Lessons 3–9, 11–32
Module 2: Lessons 6–12, 16–17, 20–25, 27–29, 32–34
Module 3: Lessons 13, 25
Module 4: Lesson 32 |