



WIT & WISDOM[®]

MORE MEANINGFUL ENGLISH
Texas Essential Knowledge
and Skills for English
Language Arts and Reading
Correlation to *Wit & Wisdom*

GRADE 2

June 2019

ABOUT *WIT & WISDOM*

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

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

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

HIGH RATINGS

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

PROVEN RESULTS

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

ONGOING SUPPORT

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

Introducing *Wit & Wisdom*

- Core text list
- Implementation Guide
- Module 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)

Texas Essential Knowledge and Skills for English Language Arts and Reading Correlation to *Wit & Wisdom*

GRADE 2 ENGLISH LANGUAGE ARTS

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

KEY

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

G = grade level

Examples:

M = module

G2 M1 L6 = Grade 2 Module 1 Lesson 6

L = lesson

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

DD = Deep Dive

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>
Developing and Sustaining Foundational Language Skills	2.1 Listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:		
		2.1.A listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses;	G2 M1 L4, L6–9, L20–23, L29, L31 G2 M3 L10–11, L13, L33–34 G2 M4 L9, L13, L17, L22
		2.1.B follow, restate, and give oral instructions that involve a short, related sequence of actions;	Supplemental material is necessary to address restating and giving oral instructions. The following lessons address following oral instructions that involve a short, related sequence of actions. G2 M1 L30 G2 M4 L18–19
		2.1.C share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;	G2 M1 L7–9, L10, L22–23, L29 G2 M2 L10, L21, L25 G2 M3 L13, L34 G2 M4 L16, L32
		2.1.D work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and	G2 M1 L9, L19 G2 M3 L10, L34

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>
		<p>2.1.E develop social communication such as distinguishing between asking and telling.</p>	<p>Supplemental material is necessary to address the specific communication skills listed in this standard. The following lessons address developing social communication through taking turns, asking and answering questions, listening to others, linking ideas, and engaging in collaborative conversations.</p> <p>G2 M1 L7–9, L19</p> <p>G2 M2 L10, L25</p> <p>G2 M3 L13, L34</p> <p>G2 M4 L16, L32</p>
<p>Developing and Sustaining Foundational Language Skills</p>	<p>2.2 Listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:</p>	<p>2.2.A demonstrate phonological awareness by:</p>	
		<p>i. producing a series of rhyming words;</p>	<p><i>Wit & Wisdom</i> does not address phonological awareness.</p>
		<p>ii. distinguishing between long and short vowel sounds in one-syllable and multi-syllable words;</p>	<p><i>Wit & Wisdom</i> does not address phonological awareness.</p>
		<p>iii. recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and</p>	<p><i>Wit & Wisdom</i> does not address phonological awareness.</p>
		<p>iv. manipulating phonemes within base words;</p>	<p><i>Wit & Wisdom</i> does not address phonological awareness.</p>

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		2.2.B demonstrate and apply phonetic knowledge by:	
		i. decoding words with short, long, or variant vowels, trigraphs, and blends;	<i>Wit & Wisdom</i> does not address phonetic knowledge.
		ii. decoding words with silent letters such as <i>knife</i> and <i>gnat</i> ;	<i>Wit & Wisdom</i> does not address phonetic knowledge.
		iii. decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	<i>Wit & Wisdom</i> does not address phonetic knowledge.
		iv. decoding compound words, contractions, and common abbreviations;	<i>Wit & Wisdom</i> does not address phonetic knowledge.
		v. decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;	<i>Wit & Wisdom</i> does not address phonetic knowledge.
		vi. decoding words with prefixes, including <i>un-</i> , <i>re-</i> , and <i>dis-</i> , and inflectional endings, including <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i> , <i>-er</i> , and <i>-est</i> ; and	<i>Wit & Wisdom</i> does not address phonetic knowledge.
		vii. identifying and reading high-frequency words from a research-based list;	<i>Wit & Wisdom</i> does not address phonetic knowledge.
		2.2.C demonstrate and apply spelling knowledge by:	
		i. spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	<i>Wit & Wisdom</i> does not address spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
		ii. spelling words with silent letters such as <i>knife</i> and <i>gnat</i> ;	<i>Wit & Wisdom</i> does not address spelling words with silent letters.

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		iii. spelling compound words, contractions, and common abbreviations;	<p>Supplemental material is necessary to address spelling compound words and common abbreviations. The following lessons address spelling contractions.</p> <p>G2 M4 L4DD, L6DD, L8DD, L21DD</p>
		iv. spelling multisyllabic words with multiple sound-spelling patterns;	<p><i>Wit & Wisdom</i> addresses this standard in Grade 3.</p> <p>G3 M4 L8, L9DD, L19DD, L30DD, L33, L33DD</p>
		v. spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and	<p><i>Wit & Wisdom</i> does not address spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.</p>
		vi. spelling words with prefixes, including <i>un-</i> , <i>re-</i> , and <i>dis-</i> , and inflectional endings, including <i>-s</i> , <i>-es</i> , <i>-ed</i> , <i>-ing</i> , <i>-er</i> , and <i>-est</i> ;	<p>Supplemental material is necessary to address this standard thoroughly. The following lessons address spelling words that use common prefixes and inflectional endings.</p> <p>G2 M1 L11DD, L21DD</p> <p>G2 M2 L29DD</p> <p>G2 M3 L5DD, L11DD, L12DD, L19DD, L29DD, L30DD</p> <p>G2 M4 L9DD, L21DD</p>
		2.2.D alphabetize a series of words and use a dictionary or glossary to find words; and	<p>Supplemental material is necessary to address alphabetizing a series of words. The following lessons address using a dictionary or glossary to find words.</p> <p>G2 M1 L1DD, L2DD, L3DD, L4DD, L5DD, L6DD, L11DD, L15DD, L22DD, L26DD, L27DD</p> <p>G2 M2 L9DD, L10DD, L14DD, L17DD, L18DD, L24DD</p> <p>G2 M4 L2DD, L3DD, L7DD</p>

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		<p>2.2.E develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.</p>	<p><i>Wit & Wisdom</i> does not address handwriting skills.</p>
<p>Developing and Sustaining Foundational Language Skills</p>		<p>2.3 Listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p>	
		<p>2.3.A use print or digital resources to determine meaning and pronunciation of unknown words;</p>	<p>G2 M1 L15DD, L27DD G2 M4 L3DD</p>
		<p>2.3.B use context within and beyond a sentence to determine the meaning of unfamiliar words;</p>	<p>G2 M1 L5, L5DD, L15DD, L22DD, L26, L28 G2 M2 L2, L3DD, L8, L9DD, L10DD, L16DD, L24DD, L31DD, L32DD G2 M3 L2DD, L3DD, L4DD, L6DD, L12DD, L25DD, L26DD G2 M4 L1DD, L2DD, L5, L5DD, L7DD, L13DD, L14DD, L15DD, L22DD, L23DD</p>
		<p>2.3.C identify the meaning of and use words with affixes <i>un-</i>, <i>re-</i>, <i>-ly</i>, <i>-er</i>, and <i>-est</i> (comparative and superlative), and <i>-ion/-tion/-sion</i>; and</p>	<p>Supplemental material is necessary to address this standard thoroughly. G2 M1 L21DD G2 M2 L19DD, L29DD, L31DD G2 M3 L1DD, L4DD, L7DD, L11DD, L19DD, L27DD, L29DD, L30DD G2 M4 L9DD, L28DD</p>

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		<p>2.3.D identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.</p>	<p>Supplemental material is necessary to address this standard thoroughly.</p> <p>G2 M1 L15DD</p> <p>G2 M2 L3DD, L13DD</p> <p>G2 M3 L16DD, L20DD</p> <p>G2 M4 L11DD, L23DD, L24DD</p>
<p>Developing and Sustaining Foundational Language Skills</p>	<p>2.4 Listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.</p>		<p>Supplemental material is necessary to address this standard thoroughly.</p> <p>G2 M1 L1–3</p> <p>G2 M2 L8</p> <p>G2 M3 L22</p>
<p>Developing and Sustaining Foundational Language Skills</p>	<p>2.5 Listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.</p>		<p>Each <i>Wit & Wisdom</i> module includes a Volume of Reading list (Appendix D) which lists texts at a variety of complexity levels that students can select from and read independently.</p>
<p>Comprehension Skills</p>	<p>2.6 Listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:</p>	<p>2.6.A establish purpose for reading assigned and self-selected texts;</p>	<p><i>Wit & Wisdom</i> does not explicitly address students establishing their own purposes for reading assigned and self-selected texts.</p>

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		<p>2.6.B generate questions about text before, during, and after reading to deepen understanding and gain information;</p>	<p>G2 M1 L15, L25 G2 M2 L1, L16, L20, L26 G2 M3 L1–2, L14, L19 G2 M4 L1–2, L9–10, L17, L22</p>
		<p>2.6.C make, correct, or confirm predictions using text features, characteristics of genre, and structures;</p>	<p>Supplemental material is necessary to address making predictions using text features and structures and correcting or confirming predictions. The following lessons address making predictions about texts and text genres. G2 M2 L1 G2 M3 L2, L24 G2 M4 L4</p>
		<p>2.6.D create mental images to deepen understanding;</p>	<p>Supplemental material is necessary to explicitly teach creating mental images. The following lessons address visualizing words or phrases within a text. G2 M1 L12DD, L13DD, L14DD G2 M3 L13DD G2 M4 L11, L16DD, L17DD</p>
		<p>2.6.E make connections to personal experiences, ideas in other texts, and society;</p>	<p>G2 M1 L4, L10, L20 G2 M2 L6, L13, L24–25, L32–33 G2 M3 L4, L10, L12, L18, L20, L23, L29 G2 M4 L16, L22, L33</p>

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		<p>2.6.F make inferences and use evidence to support understanding;</p>	<p>G2 M1 L8, L15, L17, L19 G2 M2 L18, L25–26, L28, L31–34 G2 M3 L1, L3–9, L12–13, L17–34 G2 M4 L1–13, L15–31, L33</p>
		<p>2.6.G evaluate details read to determine key ideas;</p>	<p>G2 M1 L5–8, L11, L18, L21–23, L29 G2 M2 L2, L4, L7–8 G2 M3 L3, L17</p>
		<p>2.6.H synthesize information to create new understanding; and</p>	<p>G2 M1 L30–31</p>
		<p>2.6.I monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p>	<p><i>Wit & Wisdom</i> does not explicitly address monitoring comprehension and making adjustments.</p>
<p>Response Skills</p>	<p>2.7 Listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p>		
		<p>2.7.A describe personal connections to a variety of sources;</p>	<p>G2 M1 L20, L20DD</p>

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		<p>2.7.B write brief comments on literary or informational texts that demonstrate an understanding of the text;</p>	<p>G2 M1 L10, L12, L15 G2 M2 L14, L26 G2 M3 L3, L5, L24 G2 M4 L4, L10, L13, L22, L24</p>
		<p>2.7.C use text evidence to support an appropriate response;</p>	<p>G2 M2 L3</p>
		<p>2.7.D retell and paraphrase texts in ways that maintain meaning and logical order;</p>	<p>G2 M1 L2, L11, L16, L21, L23, L29 G2 M2 L2, L4, L8, L17, L21–24, L27, L31 G2 M3 L3, L15–16, L20, L23, L25–28 G2 M4 L5, L11, L13–16</p>
		<p>2.7.E interact with sources in meaningful ways such as illustrating or writing; and</p>	<p>G2 M3 L4–5, L11–12 G2 M4 L19, L22–23, L25, L30</p>
		<p>2.7.F respond using newly acquired vocabulary as appropriate.</p>	<p>G2 M2 L5DD G2 M3 L33DD, L34DD G2 M4 L19, L24DD, L29DD, L30DD, L31DD</p>
Multiple Genres	<p>2.8 Listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p>		
		<p>2.8.A discuss topics and determine theme using text evidence with adult assistance;</p>	<p>G2 M1 L18, L29 G2 M2 L19, L22, L24</p>

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		2.8.B describe the main character’s (characters’) internal and external traits;	G2 M1 L13, L23
		2.8.C describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently; and	G2 M1 L11–13, L16
		2.8.D describe the importance of the setting.	G2 M1 L15–16, L20 G2 M2 L29 G2 M4 L11–12
Multiple Genres	2.9 Listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		
		2.9.A demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, and fairy tales;	G2 M1 L26–27 G2 M2 L16
		2.9.B explain visual patterns and structures in a variety of poems;	<i>Wit & Wisdom</i> addresses this standard in Grade 4. G4 M1 L17–18, L20, L24–25, L27
		2.9.C discuss elements of drama such as characters, dialogue, and setting;	<i>Wit & Wisdom</i> addresses this standard in Grade 4. G4 M4 L8–9

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		2.9.D recognize characteristics and structures of informational text, including:	
		i. the central idea and supporting evidence with adult assistance;	G2 M1 L5–8, L11, L18, L21, L23 G2 M2 L2, L4, L7–8 G2 M3 L3, L11, L17 G2 M4 L8
		ii. features and graphics to locate and gain information; and	G2 M1 L4DD, L6 G2 M2 L1, L7, L11–12 G2 M3 L2–9, L20, L24, L29 G2 M4 L4–6, L8, L18–19, L21, L23–25, L28–30
		iii. organizational patterns such as chronological order and cause and effect stated explicitly;	<i>Wit & Wisdom</i> addresses this standard in Grade 3. G3 M2 L4–5, L14–15 G3 M4 L21
		2.9.E recognize characteristics of persuasive text, including:	
		i. stating what the author is trying to persuade the reader to think or do; and	G2 M4 L27
		ii. distinguishing facts from opinion; and	G2 M4 L10–11
		2.9.F recognize characteristics of multimodal and digital texts.	<i>Wit & Wisdom</i> does not address recognizing the characteristics of multimodal and digital texts in the lower elementary grades. <i>Wit & Wisdom</i> addresses this standard in Grades 3–5.

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Author's Purpose and Craft	2.10 Listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:		
		2.10.A discuss the author's purpose for writing text;	G2 M2 L10 G2 M4 L7, L18, L20, L26, L28
		2.10.B discuss how the use of text structure contributes to the author's purpose;	G2 M4 L18
		2.10.C discuss the author's use of print and graphic features to achieve specific purposes;	G2 M4 L4, L6, L18, L24
		2.10.D discuss the use of descriptive, literal, and figurative language;	G2 M1 L13, L27DD G2 M4 L12, L14
		2.10.E identify the use of first or third person in a text; and	G2 M3 L16
		2.10.F identify and explain the use of repetition.	G2 M1 L13 G2 M3 L11, L13, L16–18, L22
Composition	2.11 Listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:		
		2.11.A plan a first draft by generating ideas for writing such as drawing and brainstorming;	G2 M3 L15, L21, L27, L30–31 G2 M4 L14

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		<p>2.11.B develop drafts into a focused piece of writing by:</p>	
		<p>i. organizing with structure; and</p>	<p>G2 M1 L29–30 G2 M2 L4, L14, L24, L33 G2 M3 L21, L30–32 G2 M4 L13–14, L17, L23, L29, L31</p>
		<p>ii. developing an idea with specific and relevant details;</p>	<p>G2 M1 L17 G2 M2 L13</p>
		<p>2.11.C revise drafts by adding, deleting, or rearranging words, phrases, or sentences;</p>	<p>G2 M1 L14, L23DD, L27, L30, L31DD, L32 G2 M2 L15, L28, L35 G2 M3 L21DD, L22, L22DD, L23DD, L34 G2 M4 L21, L27</p>
		<p>2.11.D edit drafts using standard English conventions, including:</p>	
		<p>i. complete sentences with subject-verb agreement;</p>	<p>G2 M1 L8DD, L10DD</p>
		<p>ii. past, present, and future verb tense;</p>	<p>G2 M2 L22DD, L23DD</p>
		<p>iii. singular, plural, common, and proper nouns;</p>	<p>G2 M2 L7DD, L8DD</p>
		<p>iv. adjectives, including articles;</p>	<p>G2 M1 L12DD, L13DD, L14DD G2 M3 L8DD, L10DD, L14DD, L15DD, L18DD, L22DD</p>
		<p>v. adverbs that convey time and adverbs that convey place;</p>	<p><i>Wit & Wisdom</i> addresses this standard in Grade 4. G4 M3 L26DD, L27DD, L28DD, L33DD, L34DD</p>

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		vi. prepositions and prepositional phrases;	<p><i>Wit & Wisdom</i> addresses using prepositions in Grade 1.</p> <p>G1 M1 L26DD, L27DD</p> <p>G1 M2 L21DD, L23DD, L25DD, L29DD, L31, L31DD, L34</p> <p><i>Wit & Wisdom</i> addresses prepositional phrases in Grade 4.</p> <p>G4 M2 L18DD, L19DD, L20DD, L27DD, L28DD</p>
		vii. pronouns, including subjective, objective, and possessive cases;	<p><i>Wit & Wisdom</i> addresses pronoun case in Grade 6. The following lessons address pronouns in general.</p> <p>G2 M4 L10DD, L12DD</p>
		viii. coordinating conjunctions to form compound subjects and predicates;	G2 M1 L17DD
		ix. capitalization of months, days of the week, and the salutation and conclusion of a letter;	G2 M2 L11DD, L12DD, L15DD
		x. end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and	G2 M4 L6DD, L8DD, L19DD, L20DD
		xi. correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and	<p>Supplemental material is necessary to address high-frequency words. The following lessons address spelling words with grade-appropriate orthographic patterns and rules.</p> <p>G2 M4 L25DD, L26DD, L27DD</p>

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		<p>2.11.E publish and share writing.</p>	<p>G2 M1 L32</p> <p>G2 M2 L24, L35</p> <p>G2 M3 L34</p> <p>G2 M4 L32</p>
Composition		<p>2.12 Listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p>	
		<p>2.12.A compose literary texts, including personal narratives and poetry;</p>	<p>Supplemental material is necessary to address personal narratives. <i>Wit & Wisdom</i> addresses writing poetry in Grades 3 and 4. The following lessons address composing literary texts such as narratives.</p> <p>G2 M3 L28, L32–33</p>
		<p>2.12.B compose informational texts, including procedural texts and reports; and</p>	<p>Supplemental material is necessary to address composing procedural texts and reports. The following lessons address composing informational texts.</p> <p>G2 M1 L14, L17–18, L24, L27, L31</p> <p>G2 M2 L4–5, L9, L14, L18, L29, L31, L34</p> <p>G2 M3 L5–6, L12</p> <p>G2 M4 L6, L20</p>
		<p>2.12.C compose correspondence such as thank you notes or letters.</p>	<p>G2 M4 L19DD, L20DD</p>

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>
Inquiry and Research	2.13 Listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:		
		2.13.A generate questions for formal and informal inquiry with adult assistance;	Supplemental material is necessary to address this standard thoroughly. G2 M4 L3
		2.13.B develop and follow a research plan with adult assistance;	Supplemental material is necessary to address developing a research plan. The following lessons address following a research plan with adult assistance. G2 M1 L30 G2 M2 L23 G2 M4 L2–8, L22–30
		2.13.C identify and gather relevant sources and information to answer the questions;	Supplemental material is necessary to address identifying and gathering relevant sources. The following lessons address gathering information from relevant sources to answer questions. G2 M2 L23 G2 M3 L8, L10 G2 M4 L2–5, L22–30
		2.13.D identify primary and secondary sources;	<i>Wit & Wisdom</i> addresses this standard in Grade 3. G3 M4 L6

Strand	Knowledge and Skills	Standard	Aligned Components of <i>Wit & Wisdom</i>
		2.13.E demonstrate understanding of information gathered;	G2 M2 L25 G2 M3 L12 G2 M4 L6–8, L23–26, L29–30
		2.13.F cite sources appropriately; and	<i>Wit & Wisdom</i> addresses this standard in Grade 4. G4 M3 L4, L18, L33–35
		2.13.G use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	G2 M2 L23–24 G2 M4 L32