



**WIT &  
WISDOM®**

# Curiosity, Inquiry, Knowledge

Connecticut Core  
Standards (2010)  
Alignment to *Wit &  
Wisdom*

**Grade 2 | January 2024**



## ABOUT *WIT & WISDOM*

*Wit & Wisdom*® is a Kindergarten through Grade 8 English language arts (ELA) curriculum created by Great Minds. Founded in 2007, Great Minds PBC has evolved from an education advocacy start-up to a respected curriculum developer providing the highest quality materials and professional development to schools and districts nationwide. In pursuit of its goal to raise expectations for every student, Great Minds enlists educators to write curricula that use proven learning strategies to reward students' natural curiosity, build knowledge, and cultivate lifelong critical-thinking skills. Writing teams collaborate to ensure a consistent structure and vision for learning within and across all grade levels.

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. 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. Modules build students' knowledge of important topics in the arts, science, and social studies through the use of diverse and culturally relevant texts. 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* was intentionally designed to be implemented alongside a high-quality, research-based foundational skills program therefore the majority of the foundational skills standards will fall into this category. With strategic placement of supplemental materials, students can be successful in achieving the proficiencies of the Connecticut Core Standards while benefiting from the rich texts and knowledge building of *Wit & Wisdom*. For more information on *Wit & Wisdom*'s alignment to the science of reading, please see [The Science of Reading and \*Wit & Wisdom\*](#) and [Examining Scarborough's Rope: Background Knowledge](#). A detailed analysis of the alignment between the Connecticut Core Standards, English Language Arts and *Wit & Wisdom* is provided in the table on the pages that follow this introduction.

An adoption of *Wit & Wisdom* brings to your classroom:

#### HIGH RATINGS

The independent, nonprofit reviewer EdReports.org gives *Wit & Wisdom* top ratings for text quality, building knowledge, and usability. *Wit & Wisdom* received 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 <https://greatminds.org/research>. Data stories from districts can be found at <https://greatminds.org/case-studies>. Finally, we are proud to share *The Knowledge Map Project*, an initiative of the Institute of Educational Policy at Johns Hopkins University and Chiefs for Change. This study provided *Wit & Wisdom* with high marks, saying it contains “high-quality texts with extensive topical coverage,” and “makes especially good use of the visual arts.” Read more at <https://edpolicy.education.jhu.edu/knowledge-map/>.

#### ONGOING SUPPORT

Great Minds offers *Wit & Wisdom* curriculum-specific professional development that values educators’ experiences and unique contexts. Our professional development helps teachers build their content knowledge and instructional practices to guide them in how to develop habits of inquiry in their students through rich experiences with the curriculum’s complex texts. Ongoing support includes:

##### **Introducing *Wit & Wisdom***

- *Wit & Wisdom* Blog and Online Resources Implementation Guide
- Module Zero (GK–2, G3–5, G6–8)
- *Wit & Wisdom* Preparation Protocols
- On-Demand Professional Development and Implementation Support Videos

##### **Extending *Wit & Wisdom***

- Family Tip Sheets
- Multilingual Glossary
- 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)

## Reading Standards for Literature

### Key Ideas and Details

Connecticut Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>RL.2.1</b> Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>Grade 2, Module 1, Lessons 1, 2, 3, 10, 11, 12, 14, 15, 16, 17, 19, 25, 26 Grade 2, Module 2, Lessons 12, 14, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 30, 31, 32, 33, 34, 35 Grade 2, Module 3, Lessons 5, 6, 10, 11, 13, 25, 29 Grade 2, Module 4, Lessons 9, 10, 11, 12, 13, 14, 15, 16, 22, 23, 25, 26, 28, 29, 32, 33</p>
<p><b>RL.2.2</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>Grade 2, Module 1, Lessons 2, 11, 12, 13, 14, 15, 16, 18, 25, 27, 28, 29, 31, 32 Grade 2, Module 2, Lessons 12, 14, 17, 19, 21, 22, 23, 24, 25, 27, 29, 31, 32, 33, 34, 35 Grade 2, Module 3, Lessons 11, 15, 17, 20, 25, 26, 28, 30 Grade 2, Module 4, Lessons 11, 13, 14, 15</p>
<p><b>RL.2.3</b> Describe how characters in a story respond to major events and challenges.</p>	<p>Grade 2, Module 1, Lessons 2, 11, 12, 15, 16, 17, 18, 19 Grade 2, Module 2, Lessons 12, 13, 14, 15, 17, 18, 19, 20, 21, 23, 24, 27, 29 Grade 2, Module 3, Lessons 17, 22, 23, 29, 30 Grade 2, Module 4, Lessons 11, 14</p>

## Reading Standards for Literature

### Craft and Structure

Connecticut Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>RL.2.4</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>Grade 2, Module 1, Lessons 2, 3, 13, 15, 26, 27, 27DD, 28, 28DD Grade 2, Module 3, Lessons 5, 6, 11, 16, 17, 18 Grade 2, Module 4, Lesson 12</p>
<p><b>RL.2.5</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>Grade 2, Module 1, Lessons 12, 15, 16, 17, 27, 28, 29 Grade 2, Module 2, Lessons 23, 27, 29 Grade 2, Module 3, Lesson 27</p>
<p><b>RL.2.6</b> Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>Grade 2, Module 1, Lesson 3 Grade 2, Module 3, Lessons 8, 16, 21, 30</p>

## Reading Standards for Literature

### Integration of Knowledge and Ideas

Connecticut Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>RL.2.7</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>Grade 2, Module 1, Lessons 10, 11, 12, 13, 16, 17, 25, 28 Grade 2, Module 2, Lessons 24, 26, 28, 30 Grade 2, Module 4, Lessons 10, 12, 13, 14, 15</p>
<p><b>RL.2.8</b> <i>Not applicable to literature.</i></p>	<p>n/a</p>

Connecticut Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>RL.2.9</b> Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>Grade 2, Module 2, Lessons 23, 24, 25, 28, 29, 30, 31, 32</p>

## Reading Standards for Literature

### Range of Reading and Level of Text Complexity

Connecticut Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>RL.2.10</b> 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.</p>	<p>Grade 2 Modules 1-4 <i>Wit &amp; Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p>

## Reading Standards for Informational Text

### Key Ideas and Details

Connecticut Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>RI.2.1</b> Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>Grade 2, Module 1, Lessons 4, 5, 6, 9, 20, 21, 22, 24, 30 Grade 2, Module 2, Lessons 1, 2, 6, 10, 11, 12, 18, 33, 34, 35 Grade 2, Module 3, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34 Grade 2, Module 4, Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 13, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33</p>

Connecticut Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p>	<p>Grade 2, Module 1, Lessons 5, 6, 7, 8, 9, 11, 21, 23, 30, 31, 32 Grade 2, Module 2, Lessons 2, 4, 7, 8, 10, 33, 34, 35 Grade 2, Module 3, Lessons 3, 9, 11, 17 Grade 2, Module 4, Lessons 8, 9, 20</p>
<p><b>RI.2.3</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>Grade 2, Module 1, Lessons 20, 22, 23, 24 Grade 2, Module 2, Lessons 3, 4, 5, 9, 32 Grade 2, Module 3, Lesson 4 Grade 2, Module 4, Lessons 5, 18, 19, 20, 21, 22, 23</p>

## Reading Standards for Informational Text

### Craft and Structure

Connecticut Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<p>Grade 2, Module 1, Lessons 5, 22 Grade 2, Module 2, Lessons 2, 8, 11, 16, 17 Grade 2, Module 3, Lessons 2, 11, 21 Grade 2, Module 4, Lessons 1DD, 3DD, 4, 5, 5DD, 7DD, 19, 22DD, 23DD, 24DD</p>
<p><b>RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p>Grade 2, Module 1, Lessons 5, 6 Grade 2, Module 2, Lessons 1, 7, 11 Grade 2, Module 4, Lessons 4, 5, 6, 7, 8, 18, 21, 24, 25</p>

Connecticut Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>Grade 2, Module 2, Lessons 4, 10 Grade 2, Module 4, Lessons 7, 18, 20, 26, 28</p>

## Reading Standards for Informational Text

### Integration of Knowledge and Ideas

Connecticut Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>RI.2.7</b> Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>Grade 2, Module 1, Lesson 15 Grade 2, Module 2, Lessons 2, 4 Grade 2, Module 3, Lessons 1, 2, 3, 4, 5, 7, 8, 9, 14, 20 Grade 2, Module 4, Lessons 4, 6</p>
<p><b>RI.2.8</b> Describe how reasons support specific points the author makes in a text.</p>	<p>Grade 2, Module 1, Lessons 5, 8 Grade 2, Module 4, Lessons 8, 21, 27, 28</p>
<p><b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>Grade 2, Module 1, Lesson 10 Grade 2, Module 2, Lessons 6, 13, 33 Grade 2, Module 3, Lessons 4, 10, 12, 18, 20, 23, 29, 31</p>



## Reading Standards for Informational Text

### Range of Reading and Level of Text Complexity

Connecticut Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>RI.2.10</b></p> <p>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.</p>	<p>Grade 2 Modules 1-4</p> <p><i>Wit &amp; Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p>

## Reading Standards: Foundational Skills

### Print Concepts

Connecticut Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>RF.2.1</b></p> <p><i>Not applicable at this grade level.</i></p>	<p>n/a</p>

## Reading Standards: Foundational Skills

### Phonological Awareness

Connecticut Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>RF.2.2</b></p> <p><i>Not applicable at this grade level.</i></p>	<p>n/a</p>

## Reading Standards: Foundational Skills

### Phonics and Word Recognition

Connecticut Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>RF.2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>General Statement Regarding Foundational Skills in <i>Wit &amp; Wisdom</i> <i>Wit &amp; Wisdom</i> is designed to pair with an explicit and systematic foundational skills program. <i>Geodes</i>®, our accessible and information-rich books for emerging and developing readers, allow students to apply their growing decoding skills while building knowledge on topics that align with <i>Wit &amp; Wisdom</i> modules.</p>
<p><b>RF.2.3a</b> Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>	<p><i>Wit &amp; Wisdom</i> intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills instruction and the use of <i>Geodes</i> to support critical foundational skills instruction.</p>
<p><b>RF.2.3b</b> Know spelling-sound correspondences for additional common vowel teams.</p>	<p><i>Wit &amp; Wisdom</i> intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills instruction and the use of <i>Geodes</i> to support critical foundational skills instruction.</p>
<p><b>RF.2.3c</b> Decode regularly spelled two-syllable words with long vowels.</p>	<p><i>Wit &amp; Wisdom</i> intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills instruction and the use of <i>Geodes</i> to support critical foundational skills instruction.</p>
<p><b>RF.2.3d</b> Decode words with common prefixes and suffixes.</p>	<p><i>Wit &amp; Wisdom</i> intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills instruction and the use of <i>Geodes</i> to support critical foundational skills instruction.</p>

Connecticut Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>RF.2.3e</b> Identify words with inconsistent but common spelling-sound correspondences.</p>	<p>Wit &amp; Wisdom intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills instruction and the use of Geodes to support critical foundational skills instruction.</p>
<p><b>RF.2.3f</b> Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Wit &amp; Wisdom intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills instruction and the use of Geodes to support critical foundational skills instruction.</p>

## Reading Standards: Foundational Skills

### Fluency

Connecticut Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>RF.2.4</b> Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Wit &amp; Wisdom intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills instruction and the use of Geodes to support critical foundational skills instruction.</p>
<p><b>RF.2.4a</b> Read grade-level text with purpose and understanding.</p>	<p>Grade 2, Module 1, Lessons 1, 2, 3 Grade 2, Module 2, Lesson 8</p>
<p><b>RF.2.4b</b> Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>Grade 2, Module 1, Lessons 1, 2, 3 Grade 2, Module 2, Lesson 8</p>
<p><b>RF.2.4c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Wit &amp; Wisdom intentionally does not address foundational skills within their core materials. Please see the General Statement above regarding recommendations for foundational skills instruction and the use of Geodes to support critical foundational skills instruction.</p>

## Writing Standards

### Text Types and Purposes

Connecticut Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>W.2.1</b></p> <p>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 (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>Grade 2, Module 4, Lessons 10, 11, 12, 13, 14, 15, 16, 22, 23, 24, 26, 27, 29, 31, 32, 33</p>
<p><b>W.2.2</b></p> <p>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>Grade 2, Module 1, Lessons 2, 4, 5, 6, 8, 11, 13, 14, 15, 16, 17, 18, 21, 22, 23, 24, 26, 27, 29, 31, 32</p> <p>Grade 2, Module 2, Lessons 2, 3, 4, 5, 7, 8, 9, 12, 13, 14, 15, 17, 18, 19, 22, 23, 24, 28, 29, 30, 31, 32, 33, 34, 35</p> <p>Grade 2, Module 3, Lessons 5, 6, 11, 12, 17</p> <p>Grade 2, Module 4, Lessons 3, 6, 7, 8, 9, 17, 18, 19, 20, 21</p>
<p><b>W.2.3</b></p> <p>Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>Grade 2, Module 3, Lessons 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 31, 32, 33, 34</p>

## Writing Standards

### Production and Distribution of Writing

Connecticut Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>W.2.4</b></p> <p><i>Begins in Grade 3</i></p>	<p>N/A</p>

Connecticut Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>W.2.5</b> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>Grade 2, Module 1, Lessons 14, 19, 26, 27, 29, 30, 32 Grade 2, Module 2, Lessons 5, 7, 12, 13, 14, 15, 23DD 27, 28, 29, 32, 35 Grade 2, Module 3, Lessons 18, 23, 28, 29, 33, 34 Grade 2, Module 4, Lessons 8, 21, 27, 32</p>
<p><b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Grade 2, Module 2, Lessons 21, 22, 23, 24</p>

## Writing Standards K-5

### Research to Build and Present Knowledge

Connecticut Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>W.2.7</b> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	<p>Grade 2, Module 1, Lesson 30 Grade 2, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 22, 23, 24, 25, 26, 27, 28, 29, 30</p>
<p><b>W.2.8</b> Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Grade 2, Module 1, Lessons 8, 9, 15, 17, 23, 29, 30, 31, 32 Grade 2, Module 2, Lessons 4, 5, 9, 10, 14, 15, 19, 22, 23, 24, 30, 31, 33, 34, 35 Grade 2, Module 3, Lessons 3, 4, 5, 6, 8, 10, 11, 12, 17, 30, 31, 32, 33, 34 Grade 2, Module 4, Lessons 3, 4, 5, 6, 7, 8, 13, 14, 15, 16, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31</p>
<p><b>W.2.9</b> <i>Begins in Grade 4</i></p>	<p>n/a</p>

## Writing Standards

### Range of Writing

Connecticut Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>W.2.10</b> <i>Begins in Grade 3</i></p>	n/a

## Speaking & Listening Standards

### Comprehension and Collaboration

Connecticut Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>SL.2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>	See SL.2.1a-c below
<p><b>SL.2.1a</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>Grade 2, Module 1, Lessons 1, 3, 4, 5, 6, 7, 8, 9, 10, 12, 21, 31 Grade 2, Module 2, Lesson 10, 25, Grade 2, Module 3, Lesson 13, 33, 34 Grade 2, Module 4, Lesson 16</p>
<p><b>SL.2.1b</b> Build on others' talk in conversations by linking their comments to the remarks of others.</p>	<p>Grade 2, Module 1, Lessons 7, 8, 9, 22, 23, 29 Grade 2, Module 2, Lesson 10, 25, Grade 2, Module 3, Lesson 13, 33, 34 Grade 2, Module 4, Lesson 16</p>

Connecticut Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>SL.2.1c</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>Grade 2, Module 1, Lessons 4, 6, 7, 8, 9, 20, 21, 22, 23, 29, 31 Grade 2, Module 2, Lesson 10, 25, Grade 2, Module 3, Lessons 10, 11, 13, 33, 34 Grade 2, Module 4, Lesson 16</p>
<p><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>Grade 2, Module 1, Lessons 1, 2, 3, 4, 10, 11, 15, 17, 20, 21, 25, 30, 32 Grade 2, Module 2, Lessons 3, 6, 7, 11, 13, 16, 17, 19, 20, 26, 28, 29 Grade 2, Module 3, Lessons 3, 4, 5, 7, 8, 9, 10, 17, 18, 19, 22, 23, 25, 26, 30 Grade 2, Module 4, Lessons 3, 4, 5, 6, 7, 8, 9, 11, 13, 14, 15, 16, 17, 18, 20, 21, 22, 31, 32</p>
<p><b>SL.2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>Grade 2, Module 3, Lessons 10, 11, 13, 33, 34</p>

## Speaking & Listening K-5

### Presentation of Knowledge and Ideas

Connecticut Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>Grade 2, Module 1, Lesson 11 Grade 2, Module 2, Lessons 2, 10, 27, 29, 30, 32 Grade 2, Module 3, Lessons 15, 16, 20 Grade 2, Module 4, Lessons 17, 31, 32</p>

Connecticut Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>SL.2.5</b> 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.</p>	Grade 2, Module 2, Lessons 24, 25
<p><b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Grade 2, Module 1, Lessons 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32</p> <p>Grade 2, Module 2, Lessons 6, 7, 8, 9, 10, 11, 12, 16, 17, 20, 21, 22, 23, 24, 25, 27, 28, 29, 32, 33, 34</p> <p>Grade 2, Module 3, Lessons 13, 25</p> <p>Grade 2, Module 4, Lesson 2 32</p>

## Language Standards

### Conventions of Standard English

Connecticut Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	See L.2.1a-f below
<p><b>L.2.1a</b> Use collective nouns (e.g., <i>group</i>).</p>	Grade 2, Module 2, Lessons 25DD, 26DD, 27DD
<p><b>L.2.1b</b> Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p>	Grade 2, Module 2, Lessons 6DD, 7DD, 8DD, 25DD, 27DD



Connecticut Standards	Aligned Components of Wit & Wisdom
<p><b>L.2.1c</b> Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p>	Grade 2, Module 4, Lessons 10DD, 12DD, 16
<p><b>L.2.1d</b> Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p>	Grade 2, Module 2, Lessons 20DD, 21DD, 22DD, 23DD
<p><b>L.2.1e</b> Use adjectives and adverbs and choose between them depending on what is to be modified.</p>	<p>Grade 2, Module 1, Lessons 12DD, 13, 13DD, 14DD, 18, 27, 29</p> <p>Grade 2, Module 2, Lessons 19DD, 34</p> <p>Grade 2, Module 3, Lessons 5DD, 8DD, 9DD, 10DD, 14DD, 15, 15DD, 18DD, 22, 22DD</p> <p>Grade 2, Module 4, Lesson 30</p>
<p><b>L.2.1f</b> Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>	<p>Grade 2, Module 1, Lessons 7DD, 8DD, 9DD, 10DD, 13, 16DD, 17DD, 18, 19DD, 23DD, 24, 24DD, 27, 28DD, 29, 31DD, 32</p> <p>Grade 2, Module 2, Lessons 30DD, 33, 34, 35</p> <p>Grade 2, Module 3, Lessons 15DD, 17DD, 21DD, 22DD, 23DD</p>
<p><b>L.2.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	See L.2.2a-e below
<p><b>L.2.2a</b> Capitalize holidays, product names, and geographic names.</p>	<p>The following lessons address capitalizing holidays and geographic names.</p> <p>Grade 2, Module 2, Lessons 11DD, 12DD, 15DD, 26</p>

Connecticut Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>L.2.2b</b> Use commas in greetings and closings of letters.</p>	Grade 2, Module 4, Lessons 19DD, 20DD
<p><b>L.2.2c</b> Use an apostrophe to form contractions and frequently occurring possessives.</p>	Grade 2, Module 4, Lessons 4DD, 6DD, 8DD, 16DD, 17DD, 18DD, 21DD
<p><b>L.2.2d</b> Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p>	Grade 2, Module 4, Lessons 25DD, 26DD, 27DD
<p><b>L.2.2e</b> Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	Grade 2, Module 2, Lessons 14DD Grade 2, Module 4, Lessons 25DD, 26DD, 27DD

## Language Standards

### Knowledge of Language

Connecticut Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>L.2.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	See L.2.3a below
<p><b>L.2.3a</b> Compare formal and informal uses of English.</p>	Grade 2, Module 1, Lesson 10DD Grade 2, Module 4, Lessons 16, 20, 32DD

## Language Standards

### Vocabulary Acquisition and Use

Connecticut Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>L.2.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p>	See L.2.4a-e below
<p><b>L.2.4a</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>Grade 2, Module 1, Lessons 5, 5DD, 6DD, 22DD, 26, 26DD, 28            Grade 2, Module 2, Lessons 2, 3DD, 8, 9DD, 10DD, 11, 16DD, 24DD            Grade 2, Module 3, Lessons 2, 2DD, 25DD, 26DD, 30DD            Grade 2, Module 4, Lessons 1DD, 2DD, 5, 7DD, 15DD</p>
<p><b>L.2.4b</b> Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p>	<p>Grade 2, Module 1, Lessons 21DD, 26            Grade 2, Module 2, Lesson 29DD            Grade 2, Module 3, Lessons 1DD, 11DD, 19DD, 27DD, 29DD, 30DD            Grade 2, Module 4, Lessons 28DD</p>
<p><b>L.2.4c</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p>	<p>Grade 2, Module 1, Lessons 21DD, 26            Grade 2, Module 2, Lessons 1DD, 10DD, 18DD            Grade 2, Module 3, Lessons 7DD, 19DD</p>
<p><b>L.2.4d</b> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark</i>).</p>	<p>Grade 2, Module 1, Lesson 3DD            Grade 2, Module 3, Lessons 13DD, 24DD, 28DD</p>

Connecticut Standards	Aligned Components of <i>Wit &amp; Wisdom</i>
<p><b>L.2.4e</b></p> <p>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>Grade 2, Module 1, Lessons 1DD, 2DD, 3DD, 4DD, 5DD, 6DD, 11DD, 15DD, 22DD, 26DD, 27DD</p> <p>Grade 2, Module 2, Lessons 8, 9DD, 10DD, 14DD, 17DD, 18DD, 24DD</p> <p>Grade 2, Module 3, Lesson 25DD</p> <p>Grade 2, Module 4, Lessons 2DD, 3DD, 7DD</p>
<p><b>L.2.5</b></p> <p>Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>See L.2.5a-b below</p>
<p><b>L.2.5a</b></p> <p>Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p>	<p>Grade 2, Module 1, Lessons 4DD, 5DD, 6DD, 15DD, 20DD</p> <p>Grade 2, Module 2, Lessons 2DD, 3, 3DD, 4DD, 5DD, 13, 13DD, 17DD, 26, 26DD</p> <p>Grade 2, Module 3, Lessons 3DD, 4DD, 6DD, 7, 11, 12DD, 16DD, 20DD, 21, 24</p> <p>Grade 2, Module 4, Lessons 5DD, 11DD, 13DD, 14DD, 15DD, 22DD, 23DD, 24DD, 29DD</p>
<p><b>L.2.5b</b></p> <p>Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</p>	<p>Grade 2, Module 1, Lessons 11DD, 12DD, 14DD</p> <p>Grade 2, Module 2, Lessons 2DD, 28DD</p> <p>Grade 2, Module 3, Lessons 6DD, 8DD, 16DD, 20DD</p> <p>Grade 2, Module 4, Lesson 11DD</p>
<p><b>L.2.6</b></p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>Grade 2 Modules 1-4</p> <p><i>Wit &amp; Wisdom</i> considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p>