



**WIT &
WISDOM[®]**

Curiosity, Inquiry, Knowledge

Maryland College and
Career Readiness
Standards for ELA
(2014) Alignment to *Wit
& Wisdom*

**GRADE 2 | December
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 Maryland College and Career Readiness Standards for ELA 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 Maryland College and Career Readiness Standards for ELA 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

| Maryland Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|---|
| <p>RL.2.1 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>RL.2.2 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>RL.2.3 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

| Maryland Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|---|
| <p>RL.2.4 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> |

| Maryland Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|---|
| <p>RL.2.5 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>RL.2.6 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

| Maryland Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|--|
| <p>RL.2.7 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>RL.2.8 <i>Not applicable to literature.</i></p> | <p>n/a</p> |
| <p>RL.2.9 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

| Maryland Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|--|
| <p>RL.2.10</p> <p>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</p> <p><i>Wit & 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

| Maryland Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|--|
| <p>RI.2.1</p> <p>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</p> <p>Grade 2, Module 2, Lessons 1, 2, 6, 10, 11, 12, 18, 33, 34, 35</p> <p>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</p> <p>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> |
| <p>RI.2.2</p> <p>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</p> <p>Grade 2, Module 2, Lessons 2, 4, 7, 8, 10, 33, 34, 35</p> <p>Grade 2, Module 3, Lessons 3, 9, 11, 17</p> <p>Grade 2, Module 4, Lessons 8, 9, 20</p> |
| <p>RI.2.3</p> <p>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</p> <p>Grade 2, Module 2, Lessons 3, 4, 5, 9, 32</p> <p>Grade 2, Module 3, Lesson 4</p> <p>Grade 2, Module 4, Lessons 5, 18, 19, 20, 21, 22, 23</p> |

Reading Standards for Informational Text**Craft and Structure**

| Maryland Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|--|
| <p>RI.2.4 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>RI.2.5 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> |
| <p>RI.2.6 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**

| Maryland Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|---|
| <p>RI.2.7 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>RI.2.8 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> |

| Maryland Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|---|
| <p>RI.2.9 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

| Maryland Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|---|
| <p>RI.2.10 By the end of the 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 <i>Wit & 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

| Maryland Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|---|
| <p>RF.2.1 <i>Not applicable at this grade level.</i></p> | <p>n/a</p> |

Reading Standards: Foundational Skills

Phonological Awareness

| Maryland Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|---|
| <p>RF.2.2 Not applicable at this grade level.</p> | <p>n/a</p> |

Reading Standards: Foundational Skills

Phonics and Word Recognition

| Maryland Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|---|
| <p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> | <p>General Statement Regarding Foundational Skills in <i>Wit & Wisdom</i> <i>Wit & 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 & Wisdom</i> modules.</p> |
| <p>RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> | <p><i>Wit & 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>RF.2.3b Know spelling-sound correspondences for additional common vowel teams.</p> | <p><i>Wit & 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>RF.2.3c Decode regularly spelled two-syllable words with long vowels.</p> | <p><i>Wit & 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>RF.2.3d Decode words with common prefixes and suffixes.</p> | <p><i>Wit & 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>RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.</p> | <p><i>Wit & 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> |

| Maryland Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|---|
| <p>RF.2.3f Recognize and read grade-appropriate irregularly spelled words.</p> | <p>Wit & 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

| Maryland Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|---|
| <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> | <p>See RF.2.4a-c below.</p> |
| <p>RF.2.4a 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>RF.2.4b 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>RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> | <p>Wit & 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

| Maryland Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|---|
| <p>W.2.1 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</p> | Grade 2, Module 4, Lessons 10, 11, 12, 13, 14, 15, 16, 22, 23, 24, 26, 27, 29, 31, 32, 33 |
| <p>W.2.2 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> | 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 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 Grade 2, Module 3, Lessons 5, 6, 11, 12, 17 Grade 2, Module 4, Lessons 3, 6, 7, 8, 9, 17, 18, 19, 20, 21 |
| <p>W.2.3 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> | Grade 2, Module 3, Lessons 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 31, 32, 33, 34 |

Writing Standards

Production and Distribution of Writing

| Maryland Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|---|
| <p>W.2.4 <i>Begins in Grade 3</i></p> | n/a |

| Maryland Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|--|
| <p>W.2.5 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>W.2.6 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

| Maryland Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|--|
| <p>W.2.7 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>W.2.8 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>W.2.9 <i>Begins in Grade 4</i></p> | <p>n/a</p> |

Writing Standards K-5**Range of Writing**

| Maryland Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|--|
| W.2.10 <i>Begins in Grade 3</i> | n/a |

Speaking & Listening Standards**Comprehension and Collaboration**

| Maryland Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|--|
| SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. | See SL.2.1a-c below |
| SL.2.1a 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). | 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 |
| SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others. | 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 |
| SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion. | 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 |

| Maryland Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|---|
| <p>SL.2.2 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>SL.2.3 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.</p> | <p>Grade 2, Module 3, Lessons 10, 11, 13, 33, 34</p> |

Speaking & Listening K-5

Presentation of Knowledge and Ideas

| Maryland Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|---|
| <p>SL.2.4 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> |
| <p>SL.2.5 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.</p> | <p>Grade 2, Module 2, Lessons 24, 25</p> |
| <p>SL.2.6</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> |

| Maryland Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|---|
| 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.) | 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 Grade 2, Module 3, Lessons 13, 25 Grade 2, Module 4, Lesson 2, 32 |

Language Standards

Conventions of Standard English

| Maryland Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|--|
| L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | See L.2.1a-f below |
| L.2.1a Use collective nouns (e.g., <i>group</i>). | Grade 2, Module 2, Lessons 25DD, 26DD, 27DD |
| L.2.1b Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). | Grade 2, Module 2, Lessons 6DD, 7DD, 8DD, 25DD, 27DD |
| L.2.1c Use reflexive pronouns (e.g., <i>myself, ourselves</i>). | Grade 2, Module 4, Lessons 10DD, 12DD, 16 |
| L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). | Grade 2, Module 2, Lessons 20DD, 21DD, 22DD, 23DD |

| Maryland Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|---|
| <p>L.2.1e 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 Grade 2, Module 2, Lessons 19DD, 34 Grade 2, Module 3, Lessons 5DD, 8DD, 9DD, 10DD, 14DD, 15, 15DD, 18DD, 22, 22DD Grade 2, Module 4, Lesson 30</p> |
| <p>L.2.1f 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 Grade 2, Module 2, Lessons 30DD, 33, 34, 35 Grade 2, Module 3, Lessons 15DD, 17DD, 21DD, 22DD, 23DD</p> |
| <p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>See L.2.2a-e below</p> |
| <p>L.2.2a Capitalize holidays, product names, and geographic names.</p> | <p>The following lessons address capitalizing holidays and geographic names. Grade 2, Module 2, Lessons 11DD, 12DD, 15DD, 26</p> |
| <p>L.2.2b Use commas in greetings and closings of letters.</p> | <p>Grade 2, Module 4, Lessons 19DD, 20DD</p> |
| <p>L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.</p> | <p>Grade 2, Module 4, Lessons 4DD, 6DD, 8DD, 16DD, 17DD, 18DD, 21DD</p> |
| <p>L.2.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> | <p>Grade 2, Module 4, Lessons 25DD, 26DD, 27DD</p> |

| Maryland Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|--|
| <p>L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> | <p>Grade 2, Module 2, Lessons 14DD Grade 2, Module 4, Lessons 25DD, 26DD, 27DD</p> |

Language Standards

Knowledge of Language

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

Language Standards

Vocabulary Acquisition and Use

| Maryland Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|---|
| <p>L.2.4 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> | <p>See L.2.4a-e below</p> |

| Maryland Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|---|
| <p>L.2.4a 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>L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>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>L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>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>L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>).</p> | <p>Grade 2, Module 1, Lesson 3DD Grade 2, Module 3, Lessons 13DD, 24DD, 28DD</p> |
| <p>L.2.4e 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 Grade 2, Module 2, Lessons 8, 9DD, 10DD, 14DD, 17DD, 18DD, 24DD Grade 2, Module 3, Lesson 25DD Grade 2, Module 4, Lessons 2DD, 3DD, 7DD</p> |
| <p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> | <p>See L.2.5a-b below</p> |

| Maryland Standards | Aligned Components of <i>Wit & Wisdom</i> |
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| <p>L.2.5a 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 Grade 2, Module 2, Lessons 2DD, 3, 3DD, 4DD, 5DD, 13, 13DD, 17DD, 26, 26DD Grade 2, Module 3, Lessons 3DD, 4DD, 6DD, 7, 11, 12DD, 16DD, 20DD, 21, 24 Grade 2, Module 4, Lessons 5DD, 11DD, 13DD, 14DD, 15DD, 22DD, 23DD, 24DD, 29DD</p> |
| <p>L.2.5b 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 Grade 2, Module 2, Lessons 2DD, 28DD Grade 2, Module 3, Lessons 6DD, 8DD, 16DD, 20DD Grade 2, Module 4, Lesson 11DD</p> |
| <p>L.2.6 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 <i>Wit & 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> |