



**WIT &  
WISDOM®**

# Curiosity, Inquiry, Knowledge

Tennessee English Language  
Arts Standards Correlation  
to *Wit & Wisdom*

**Grade 2 | February 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 Tennessee English Language Arts 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 Tennessee English Language Arts Standards 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)

## Foundational Literacy Standards

### Phonics and Word Recognition

| Tennessee Standards  | Aligned Components of <i>Wit &amp; Wisdom</i>  |
|--|--|
| <p><b>2.FL.PWR.3</b><br/>Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> | <p>See 2.FL.PWR.3a-g below.</p>  |
| <p><b>2.FL.PWR.3.a</b><br/>Distinguish long and short vowels when reading regularly spelled one-syllable words.</p>                          | <p>General Statement Regarding Foundational Skills in <i>Wit &amp; Wisdom</i></p> <p><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>2.FL.PWR.3.b</b><br/>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>2.FL.PWR.3.c</b><br/>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>2.FL.PWR.3.d</b><br/>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>   |

| Tennessee Standards  | Aligned Components of <i>Wit &amp; Wisdom</i>  |
|--|--|
| <p><b>2.FL.PWR.3.e</b><br/>Identify words with inconsistent but common spelling-sound correspondences.</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>2.FL.PWR.3.f</b><br/>Recognize and read grade-appropriate irregularly spelled 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>2.FL.PWR.3.g</b><br/>Decode grade-level texts with purpose and understanding</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> |

## Foundational Literacy Standards

### Word Composition

| Tennessee Standards  | Aligned Components of <i>Wit &amp; Wisdom</i>  |
|--|--|
| <p><b>2.FL.WC.4</b><br/>Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p>  | <p>See 2.FL.WC.4a-f below.</p>   |
| <p><b>2.FL.WC.4.a</b><br/>Use conventional spelling for one-syllable words including position-based patterns, complex consonant blends, less common vowel teams for long vowels, vowel-r combinations, contractions, homophones, plurals, and possessives.</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> |

| Tennessee Standards   | Aligned Components of <i>Wit &amp; Wisdom</i>  |
|---|--|
| <p><b>2.FL.WC.4.b</b><br/>Use conventional spelling for regular two- and three-syllable words containing combined syllable types, compounds, and common prefixes and derivational 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> |
| <p><b>2.FL.WC.4.c</b><br/>Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i.</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>2.FL.WC.4.d</b><br/>Write most common, frequently used words and most irregular 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>2.FL.WC.4.e</b><br/>Consult reference materials, including beginning dictionaries, to check and correct spelling.</p>   | <p>Grade 2, Module 2, Lessons 14DD, 25DD, 26DD, 27DD</p>   |
| <p><b>2.FL.WC.4.f</b><br/>Print legibly in manuscript; write many upper and lowercase letters in cursive.</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> |

## Foundational Literacy Standards

### Fluency

| Tennessee Standards  | Aligned Components of <i>Wit &amp; Wisdom</i> |
|--|---|
| <p><b>2.FL.F.5</b><br/>Read with sufficient accuracy and fluency to support comprehension.</p> | <p>See 2.FL.F.5a-c below.</p>                 |

| Tennessee Standards   | Aligned Components of <i>Wit &amp; Wisdom</i>   |
|---|---|
| <p><b>2.FL.F.5.a</b><br/>Read grade-level text with purpose and understanding.</p>  | <p>Grade 2, Module 1, Lessons 1, 2, 3, 8</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>2.FL.F.5.b</b><br/>Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>     | <p>Grade 2, Module 1, Lessons 1, 3<br/>Grade 2, Module 2, Lesson 8</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>2.FL.F.5.c</b><br/>Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</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>  |

## Foundational Literacy Standards

### Sentence Composition

| Tennessee Standards   | Aligned Components of <i>Wit &amp; Wisdom</i>      |
|---|--|
| <p><b>2.FL.SC.6</b><br/>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> | <p>See 2.FL.SC.6a-k below.</p>                     |
| <p><b>2.FL.SC.6.a</b><br/>Use collective nouns.</p>   | <p>Grade 2, Module 2, Lessons 25DD, 26DD, 27DD</p> |

| Tennessee Standards  | Aligned Components of <i>Wit &amp; Wisdom</i>   |
|--|---|
| <p><b>2.FL.SC.6.b</b><br/>Form and use frequently occurring irregular plural nouns.</p>            | Grade 2, Module 2, Lessons 6DD, 7DD, 8DD, 25DD, 27DD  |
| <p><b>2.FL.SC.6.c</b><br/>Use reflexive pronouns such as <i>myself</i> and <i>ourselves</i>.</p>   | Grade 2, Module 4, Lessons 10DD, 12DD, 16   |
| <p><b>2.FL.SC.6.d</b><br/>Form and use the past tense of frequently occurring irregular verbs.</p> | Grade 2, Module 2, Lessons 20DD, 21DD, 22DD, 23DD   |
| <p><b>2.FL.SC.6.e</b><br/>Use adjectives and adverbs correctly.</p>                                | Grade 2, Module 1, Lessons 12DD, 13, 13DD, 14DD, 18, 27, 29<br>Grade 2, Module 2, Lessons 19DD, 34<br>Grade 2, Module 3, Lessons 5DD, 8DD, 9DD, 10DD, 14DD, 15, 15DD, 18DD, 22, 22DD<br>Grade 2, Module 4, Lesson 30  |
| <p><b>2.FL.SC.6.f</b><br/>Produce, expand, and rearrange simple and compound sentences.</p>        | Grade 2, Module 1, Lessons 7DD, 8DD, 9DD, 10DD, 13, 16DD, 17DD, 18, 19DD, 23DD, 24, 24DD, 27, 28DD, 29, 31DD, 32<br>Grade 2, Module 2, Lessons 30DD, 33, 34, 35<br>Grade 2, Module 3, Lessons 15DD, 17DD, 21DD, 22DD, 23DD  |
| <p><b>2.FL.SC.6.g</b><br/>Use common coordinating conjunctions.</p>                                | <p><i>Wit &amp; Wisdom</i> addresses coordinating conjunctions in Grade 3.</p> <p>Grade 3 Module 1, Lesson 14DD<br/>Grade 3 Module 2, Lessons 6DD, 7DD, 8DD, 10DD, 11DD, 12DD, 20DD, 21DD, 22DD, 24DD, 26DD, 34DD, 36<br/>Grade 3 Module 3, Lesson 3</p>  |
| <p><b>2.FL.SC.6.h</b><br/>Capitalize holidays, product names, and geographic names.</p>            | Grade 2, Module 2, Lessons 11DD, 12DD, 15DD, 26<br><br><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. |



| Tennessee Standards   | Aligned Components of <i>Wit &amp; Wisdom</i>                                     |
|---|---|
| <p><b>2.FL.SC.6.i</b><br/>Use commas in the greeting and closing of a letter.</p>   | Grade 2, Module 4, Lessons 19DD, 20DD   |
| <p><b>2.FL.SC.6.j</b><br/>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>2.FL.SC.6.k</b><br/>With prompting and support, link sentences into a simple, cohesive paragraph with a main idea or topic.</p> | Grade 2, Module 1, Lessons 13, 18, 29<br>Grade 2, Module 2, Lessons 5, 14, 15, 32 |

## Foundational Literacy Standards

### Vocabulary Acquisition

| Tennessee Standards  | Aligned Components of <i>Wit &amp; Wisdom</i>   |
|--|---|
| <p><b>2.FL.VA.7a</b><br/>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 2.FL.VA.7ai-v below.  |
| <p><b>2.FL.VA.7a.i</b><br/>Use sentence-level context as a clue to the meaning of a word or phrase.</p>  | Grade 2, Module 1, Lessons 5, 5DD, 6DD, 22DD, 26, 26DD, 28<br>Grade 2, Module 2, Lessons 2, 3DD, 8, 9DD, 10DD, 11, 16DD, 24DD<br>Grade 2, Module 3, Lessons 2, 2DD, 25DD, 26DD, 30DD<br>Grade 2, Module 4, Lessons 1DD, 2DD, 5, 7DD, 15DD |
| <p><b>2.FL.VA.7a.ii</b><br/>Determine the meaning of the new word formed when a known prefix is added to a known word.</p>   | Grade 2, Module 1, Lessons 21DD, 26<br>Grade 2, Module 2, Lesson 29DD<br>Grade 2, Module 3, Lessons 1DD, 11DD, 19DD, 27DD, 29DD, 30DD<br>Grade 2, Module 4, Lesson 28DD   |

| Tennessee Standards  | Aligned Components of <i>Wit &amp; Wisdom</i>   |
|--|---|
| <p><b>2.FL.VA.7a.iii</b></p> <p>Use a known root word as a clue to the meaning of an unknown word with the same root.</p>                                      | <p>Grade 2, Module 1, Lessons 21DD, 26</p> <p>Grade 2, Module 2, Lessons 1DD, 10DD, 18DD</p> <p>Grade 2, Module 3, Lessons 7DD, 19DD</p>  |
| <p><b>2.FL.VA.7a.iv</b></p> <p>Use knowledge of the meaning of individual words to predict the meaning of compound words.</p>                                  | <p>Grade 2, Module 1, Lesson 3DD</p> <p>Grade 2, Module 3, Lessons 13DD, 24DD, 28DD</p>   |
| <p><b>2.FL.VA.7a.v</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>2.FL.VA.7b</b></p> <p>Demonstrate understanding of word relationships and nuances in word meanings.</p>  | <p>See 2. F.VA.7bi-ii below.</p>  |
| <p><b>2.FL.VA.7b.i</b></p> <p>Identify real-life connections between words and their use.</p>  | <p>Grade 2, Module 1, Lessons 4DD, 5DD, 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>2.FL.VA.7b.ii</b></p> <p>Distinguish shades of meaning among closely related words.</p>  | <p>Grade 2, Module 2, Lessons 2DD, 28DD</p> <p>Grade 2, Module 3, Lessons 6DD, 16DD, 20DD</p> <p>Grade 2, Module 4, Lesson 11DD</p>   |

| Tennessee Standards   | Aligned Components of <i>Wit &amp; Wisdom</i> |
|---|---|
| <p><b>2.FL.VA.7c</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.</p> | Grade 2, Module 1–4                           |

## Reading Standards for Literature

### Key Ideas and Details

| Tennessee Standards   | Aligned Components of <i>Wit &amp; Wisdom</i>   |
|---|---|
| <p><b>2.RL.KID.1</b></p> <p>Ask and answer such questions as who, what, where, when, why, and how 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</p> <p>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</p> <p>Grade 2, Module 3, Lessons 5, 6, 10, 11, 13, 25, 29</p> <p>Grade 2, Module 4, Lessons 9, 10, 11, 12, 13, 14, 15, 16, 22, 23, 25, 26, 28, 29, 32, 33</p> |
| <p><b>2.RL.KID.2</b></p> <p>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</p> <p>Grade 2, Module 2, Lessons 12, 14, 17, 19, 21, 22, 23, 24, 25, 27, 29, 31, 32, 33, 34, 35</p> <p>Grade 2, Module 3, Lessons 11, 15, 17, 20, 25, 26, 28, 30</p> <p>Grade 2, Module 4, Lessons 11, 13, 14, 15</p>  |
| <p><b>2.RL.KID.3</b></p> <p>Describe how characters in a story respond to major events and challenges.</p>  | <p>Grade 2, Module 1, Lessons 2, 11, 12, 13, 15, 16, 17, 18, 19</p> <p>Grade 2, Module 2, Lessons 12, 13, 14, 15, 17, 18, 19, 20, 21, 23, 24, 27, 29</p> <p>Grade 2, Module 3, Lessons 17, 22, 23, 29, 30</p> <p>Grade 2, Module 4, Lessons 11, 14</p>  |

**Reading Standards for Literature****Craft and Structure**

| <b>Tennessee Standards</b>   | <b>Aligned Components of <i>Wit &amp; Wisdom</i></b>   |
|--|--|
| <b>2.RL.CS.4</b><br>Describe how words and phrases supply meaning in a story, poem, or song.   | Grade 2, Module 1, Lessons 13, 27DD  |
| <b>2.RL.CS.5</b><br>Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action. | Grade 2, Module 1, Lessons 12, 15, 16, 17, 27, 28, 29<br>Grade 2, Module 2, Lessons 23, 27, 29<br>Grade 2, Module 3, Lesson 27 |
| <b>2.RL.CS.6</b><br>Determine when characters have different points of view.   | Grade 2, Module 1, Lesson 3<br>Grade 2, Module 3, Lessons 8, 16, 21, 30  |

**Reading Standards for Literature****Integration of Knowledge and Ideas**

| <b>Tennessee Standards</b>  | <b>Aligned Components of <i>Wit &amp; Wisdom</i></b>  |
|---|---|
| <b>2.RL.IKI.7</b><br>Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. | Grade 2, Module 1, Lessons 10, 11, 12, 13, 16, 17, 25, 28<br>Grade 2, Module 2, Lessons 24, 26, 28, 30<br>Grade 2, Module 4, Lessons 10, 12, 13, 14, 15 |
| <b>2.RL.IKI.9</b><br>Compare and contrast two or more versions of the same story by different authors or different cultures.  | Grade 2, Module 2, Lessons 23, 24, 25, 28, 29, 30, 31, 32   |

**Reading Standards for Literature****Range of Reading and Level of Text Complexity**

| Tennessee Standards  | Aligned Components of <i>Wit &amp; Wisdom</i> |
|--|---|
| <p><b>2.RL.RRTC.10</b></p> <p>Read and comprehend stories and poems throughout the grades 2–3 text complexity band proficiently, with scaffolding at the high end as needed.</p> | Grade 2, Module 1–4                           |

**Reading Standards for Informational Text****Key Ideas and Details**

| Tennessee Standards  | Aligned Components of <i>Wit &amp; Wisdom</i>  |
|--|--|
| <p><b>2.RI.KID.1</b></p> <p>Ask and answer such questions as who, what, where, when, why, and how 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><b>2.RI.KID.2</b></p> <p>Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a 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><b>2.RI.KID.3</b></p> <p>Describe the connections between a series of historical events, scientific ideas, or steps in a process 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, Lessons 4, 5</p> <p>Grade 2, Module 4, Lessons 18, 19, 20, 21, 22, 23</p>  |

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

| Tennessee Standards  | Aligned Components of <i>Wit &amp; Wisdom</i>  |
|--|--|
| <p><b>2.RI.CS.4</b><br/>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<br/>Grade 2, Module 2, Lessons 2, 8, 11, 16, 17<br/>Grade 2, Module 3, Lessons 2, 11, 21<br/>Grade 2, Module 4, Lessons 1DD, 3DD, 4, 5, 5DD, 7DD, 19, 22DD, 23DD, 24DD</p> |
| <p><b>2.RI.CS.5</b><br/>Know and use various text features to locate key facts or information in a text efficiently.</p>         | <p>Grade 2, Module 2, Lessons 1, 7, 11<br/>Grade 2, Module 4, Lessons 4, 6, 8, 18, 24</p>  |
| <p><b>2.RI.CS.6</b><br/>Identify the main purpose of a text, including what an author wants to answer, explain, or describe.</p> | <p>Grade 2, Module 2, Lessons 4, 10<br/>Grade 2, Module 4, Lessons 7, 18, 20, 26, 28</p>   |

**Reading Standards for Informational Text****Integration of Knowledge and Ideas**

| Tennessee Standards   | Aligned Components of <i>Wit &amp; Wisdom</i>  |
|---|--|
| <p><b>2.RI.IKI.7</b><br/>Identify the main purpose of a text, including what an author wants to answer, explain, or describe.</p> | <p>Grade 2, Module 2, Lessons 1, 2, 12<br/>Grade 2, Module 3, Lessons 1, 4, 9, 11, 20, 24, 29<br/>Grade 2, Module 4, Lessons 6, 18</p> |
| <p><b>2.RI.IKI.8</b><br/>Describe how reasons support specific points an author makes in a text.</p>                              | <p>Grade 2, Module 1, Lessons 5, 8<br/>Grade 2, Module 4, Lessons 8, 21, 27, 28</p>  |

| Tennessee Standards  | Aligned Components of <i>Wit &amp; Wisdom</i>   |
|--|---|
| <p><b>2.RI.IK1.9</b><br/>Describe how reasons support specific points an author makes in a text.</p> | <p>Grade 2, Module 1, Lesson 10<br/>Grade 2, Module 2, Lessons 6, 13, 33<br/>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

| Tennessee Standards   | Aligned Components of <i>Wit &amp; Wisdom</i> |
|---|---|
| <p><b>2.RI.RRTC.10</b><br/>Read and comprehend stories and informational texts throughout the grades 2–3 text complexity band proficiently, with scaffolding at the high end as needed.</p> | <p>Grade 2, Module 1–4</p>                    |

## Speaking and Listening Standards

### Comprehension and Collaboration

| Tennessee Standards  | Aligned Components of <i>Wit &amp; Wisdom</i>  |
|--|--|
| <p><b>2.SL.CC.1</b><br/>Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.</p> | <p>Grade 2, Module 1, Lesson 9</p>   |
| <p><b>2.SL.CC.2</b><br/>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<br/>Grade 2, Module 2, Lessons 3, 6, 7, 11, 13, 16, 19, 20, 26, 28, 29<br/>Grade 2, Module 3, Lessons 3–5, 7, 8, 9, 10, 17, 18, 19, 22, 25, 26, 27, 28, 30<br/>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> |

| Tennessee Standards  | Aligned Components of <i>Wit &amp; Wisdom</i> |
|--|---|
| <p><b>2.SL.CC.3</b><br/>Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.</p> | Grade 2, Module 3, Lessons 10, 11, 13, 33, 34 |

## Speaking and Listening Standards

### Presentation of Knowledge and Ideas

| Tennessee Standards  | Aligned Components of <i>Wit &amp; Wisdom</i>  |
|--|--|
| <p><b>2.SL.PKI.4</b><br/>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> | Grade 2, Module 1, Lesson 11<br>Grade 2, Module 2, Lessons 2, 10, 27, 29, 30, 32<br>Grade 2, Module 3, Lessons 15, 16, 20<br>Grade 2, Module 4, Lessons 17, 31, 32   |
| <p><b>2.SL.PKI.5</b><br/>Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings.</p>         | Grade 2, Module 2, Lessons 24, 25  |
| <p><b>2.SL.PKI.6</b><br/>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</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<br>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<br>Grade 2, Module 3, Lessons 13, 25, 32 |



## Writing Standards

### Text Types and Protocol

| Tennessee Standards  | Aligned Components of <i>Wit &amp; Wisdom</i> |
|--|---|
| <b>2.W.TTP.1</b><br>Write opinion pieces on topics or texts.                   | See 2.W.TTP.1a-e below.                       |
| <b>2.W.TTP.1.a</b><br>Introduce topic or text                                  | Grade 2, Module 4, Lessons 15, 26, 31, 32     |
| <b>2.W.TTP.1.b</b><br>State an opinion.  | Grade 2, Module 4, Lessons 12, 13, 26, 31, 32 |
| <b>2.W.TTP.1.c</b><br>Supply reasons to support the opinion.                   | Grade 2, Module 4, Lessons 12, 15, 26, 31, 32 |
| <b>2.W.TTP.1.d</b><br>Use linking words to connect the reasons to the opinion. | Grade 2, Module 4, Lessons 26, 31, 32         |
| <b>2.W.TTP.1.e</b><br>Provide a concluding statement or section.               | Grade 2, Module 4, Lessons 15, 26, 31, 32     |
| <b>2.W.TTP.2</b><br>Write informative/explanatory texts.                       | See 2.W.TTP.2a-c below.                       |

| Tennessee Standards   | Aligned Components of <i>Wit &amp; Wisdom</i>  |
|---|--|
| <p><b>2.W.TTP.2.a</b><br/>Introduce a topic.</p>  | <p>Grade 2, Module 1, Lessons 14, 17, 18, 24, 27, 31<br/>Grade 2, Module 2, Lessons 4, 5, 9, 17, 18, 31, 34<br/>Grade 2, Module 3, Lessons 5, 6, 12<br/>Grade 2, Module 4, Lessons 3, 6, 7, 20</p> |
| <p><b>2.W.TTP.2.b</b><br/>Use facts and definitions to provide information.</p>               | <p>Grade 2, Module 1, Lessons 14, 17, 18, 24, 27, 31<br/>Grade 2, Module 2, Lessons 4, 5, 7, 9, 31, 34<br/>Grade 2, Module 3, Lessons 5, 6, 12<br/>Grade 2, Module 4, Lessons 3, 6, 7</p>          |
| <p><b>2.W.TTP.2.c</b><br/>Provide a concluding statement or section.</p>                      | <p>Grade 2, Module 1, Lessons 14, 18, 21, 22, 23, 24, 27, 31<br/>Grade 2, Module 2, Lessons 4, 5, 9, 31, 34<br/>Grade 2, Module 3, Lessons 5, 6, 12<br/>Grade 2, Module 4, Lessons 3, 6, 7, 20</p> |
| <p><b>2.W.TTP.3</b><br/>Write narratives recounting an event or short sequence of events.</p> | <p>See 2.W.TTP.3a-c below.</p>   |
| <p><b>2.W.TTP.3.a</b><br/>Include details to describe actions, thoughts, and feelings.</p>    | <p>Grade 2, Module 3, Lessons 23, 28, 32, 33</p>   |
| <p><b>2.W.TTP.3.b</b><br/>Use time order words to signal event order.</p>                     | <p>Grade 2, Module 3, Lessons 18, 23, 28, 29, 32, 33</p>   |
| <p><b>2.W.TTP.3.c</b><br/>Provide a sense of closure.</p>                                     | <p>Grade 2, Module 3, Lessons 23, 25, 28, 32, 33</p>   |

## Writing Standards

### Production and Distribution of Writing

| Tennessee Standards  | Aligned Components of <i>Wit &amp; Wisdom</i>  |
|--|--|
| <p><b>2.W.PDW.4</b></p> <p>With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> | <p>Grade 2, Module 1, Lesson 4<br/>           Grade 2, Module 2, Lessons 4, 22<br/>           Grade 2, Module 3, Lessons 15, 16, 18, 19<br/>           Grade 2, Module 4, Lessons 12, 19</p>   |
| <p><b>2.W.PDW.5</b></p> <p>With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.</p>   | <p>Grade 2, Module 1, Lessons 14, 19, 23DD, 26, 27, 29, 30, 32<br/>           Grade 2, Module 2, Lessons 5, 7, 12, 13, 14, 15, 15DD, 23DD, 27, 28, 29, 32, 35<br/>           Grade 2, Module 3, Lessons 18, 23, 28, 29, 33, 34<br/>           Grade 2, Module 4, Lessons 8, 21, 27, 32</p> |
| <p><b>2.W.PDW.6</b></p> <p>With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.</p>  | <p>Grade 2, Module 2, Lessons 21, 22, 23, 24</p>   |

## Writing Standards

### Research to Build and Present Knowledge

| Tennessee Standards   | Aligned Components of <i>Wit &amp; Wisdom</i>   |
|---|---|
| <p><b>2.W.RBPK.7</b></p> <p>Participate in shared research and writing projects, such exploring a number of books on a single topic or engaging in science experiments to produce a report.</p> | <p>Grade 2, Module 1, Lesson 30<br/>           Grade 2, Module 4, Lessons 2, 4, 5, 6, 7, 8, 22, 23, 24, 25, 26, 27, 28, 29, 30</p>  |
| <p><b>2.W.RBPK.8</b></p> <p>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<br/>           Grade 2, Module 2, Lessons 4, 5, 9, 10, 14, 15, 19, 22, 23, 24, 30, 31, 33, 34, 35<br/>           Grade 2, Module 3, Lessons 3, 4, 5, 6, 8, 10, 11, 12, 17, 30, 31, 32, 33, 34<br/>           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> |

## Writing Standards

### Range of Writing

| Tennessee Standards  | Aligned Components of <i>Wit &amp; Wisdom</i> |
|--|---|
| <p><b>2.W.RW.10</b></p> <p>With guidance and support from adults, engage routinely in writing activities to promote writing fluency.</p> | <p>Grade 2, Module 1–4</p>                    |