



**WIT &
WISDOM®**

Curiosity, Inquiry, Knowledge

Wisconsin Standards for
English Language Arts
(2020) Alignment to *Wit
& Wisdom*

GRADE 2 | November 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 Wisconsin Standards for 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 Wisconsin Standards for 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 Foundational Skills

Phonological Awareness

| Wisconsin Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|---|
| <p>RF.2.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</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.2.2a Add, delete, and substitute individual sounds (phonemes) in simple one-syllable words to make new words, including initial, final, medial, consonant blends, short vowel sounds, and long vowel sounds.</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> |

Reading Foundational Skills

Phonics and Word Recognition

| Wisconsin 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><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.2.3a 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> |

| Wisconsin Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|---|
| <p>RF.2.3b Know spelling-sound correspondences for additional common vowel teams.</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> |
| <p>RF.2.3c Decode and encode regularly spelled one, two, and some three syllable CVC pattern words (e.g., 1 syllable: mat, 2 syllable: picnic, 3 syllable: fantastic, etc.).</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> |
| <p>RF.2.3d Decode words with common prefixes and suffixes.</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> |
| <p>RF.2.3e Decode regularly spelled two-syllable words with long vowels. Encode some of these words.</p> <ul style="list-style-type: none"> • Know when to drop the final e when adding an -ing, -ed endings. (Silent-e vowel pattern base word). • Know when to double the final consonant when adding a suffix. -ing, -ed. | <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> |
| <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 Foundational Skills

Fluency

| Wisconsin Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|---|
| <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</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> |
| <p>RF.2.4a Read grade-level text with purpose and understanding.</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> |
| <p>RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> | <p>Supplemental material is necessary to address this standard thoroughly. Grade 2, Module 1, Lessons 1, 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> |

Reading K-5:

Key Ideas and Details

| Wisconsin Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|---|
| <p>R.2.1 Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL)</p> | <p>Grade 2, Module 1, Lessons 1–6, 9–12, 14–17, 19–22, 24–26, 30 Grade 2, Module 2, Lessons 1–2, 6, 10–12, 14, 16, 18–28, 30–35 Grade 2, Module 3, Lessons 1–34 Grade 2, Module 4, Lessons 1–33</p> |
| <p>R.2.2 Summarize portions of a text in order to identify a main topic or central idea and key details in a text. (RI&RL)</p> | <p>Grade 2, Module 1, Lessons 2, 5–9, 11–16, 18, 21, 23, 25, 27–32 Grade 2, Module 2, Lessons 2, 4, 7–8, 10, 12, 14, 17, 19, 21–25, 27, 29, 31–35 Grade 2, Module 3, Lessons 3, 9, 11, 15, 17, 20, 25–26, 28, 30 Grade 2, Module 4, Lessons 8–9, 11, 13–15, 20</p> |
| <p>R.2.3 Describe how characters respond to major events and challenges. (RL) Describe the connections between ideas, concepts, or a series of events. (RI)</p> | <p>Grade 2, Module 1, Lessons 2, 11–13, 15–20, 22–24 Grade 2, Module 2, Lessons 3–5, 9, 12–15, 17–21, 23–24, 27, 29, 32 Grade 2, Module 3, Lessons 4, 17, 22–23, 29–30 Grade 2, Module 4, Lessons 4, 11, 14, 18–23</p> |

Reading K-5:
Craft and Structure

| Wisconsin Standards | Aligned Components of Wit & Wisdom |
|---|---|
| <p>R.2.4 Explain how specific words and phrases express feelings, appeals to the senses, or determine the meaning of content-specific words within a text. (RI&RL)</p> | <p>Grade 2, Module 1, Lessons 2–3, 5, 13, 15, 22, 26–27, 27DD, 28, 28DD Grade 2, Module 2, Lessons 2, 8, 11, 16–17 Grade 2, Module 3, Lessons 2, 5–6, 11, 16–18, 21 Grade 2, Module 4, Lessons 1DD, 3DD, 4–5, 5DD, 7DD, 12, 19, 22DD, 23DD, 24DD</p> |
| <p>R.2.5 Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI&RL)</p> | <p>Grade 2, Module 1, Lessons 5–6, 12, 15–17, 27–29 Grade 2, Module 2, Lessons 1, 7, 11, 23, 27, 29 Grade 2, Module 3, Lessons 27 Grade 2, Module 4, Lessons 4–8, 18, 21, 24–25</p> |
| <p>R.2.6 Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL)</p> | <p>Grade 2, Module 1, Lessons 5–6, 15 Grade 2, Module 2, Lessons 1, 2, 7, 11, 14 Grade 2, Module 3, Lessons 1–5, 7–9, 14, 20 Grade 2, Module 4, Lessons 4–8, 18, 21, 24–25</p> |

Reading K-5

Integration of Knowledge and Ideas

| Wisconsin Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|--|
| <p>R.2.7 Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL)</p> | <p>Grade 2, Module 1, Lessons 10–13, 16–17, 25, 28 Grade 2, Module 2, Lessons 4, 10-13, 24, 26, 28, 30 Grade 2, Module 4, Lessons 7, 10, 12-15, 18, 20, 26, 28</p> |
| <p>R.2.8 Explain how specific points the author or illustrator makes in a text are supported by relevant reasons and evidence. (RI)</p> | <p>Grade 2, Module 1, Lessons 5, 8 Grade 2, Module 4, Lessons 8, 21, 27–28</p> |
| <p>R.2.9 Compare and contrast key points or perspectives presented in two texts; recognize that texts reflect one’s own and others’ culture. (RI&RL)</p> | <p>Grade 2, Module 1, Lesson 10 Grade 2, Module 2, Lessons 6, 13, 23-25, 28-33 Grade 2, Module 3, Lessons 4, 10, 12, 18, 20, 23, 29, 31</p> |

Writing Standards K-5

Text Types and Purposes

| Wisconsin Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|--|
| <p>W.2.2 Write text in a variety of modes:</p> | <p>Grade 2 Modules 1-4 Wit & Wisdom considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p> |

| Wisconsin Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|---|
| <p>W.2.2a</p> <p>Opinion pieces in which they introduce the topic or text they are writing about, state an opinion, supply reasons that support the opinion, using words for emphasis, addition, contrast, or order to connect opinion and reasons, and provide a concluding statement or section.</p> | <p>Grade 2, Module 4, Lessons 10–16, 22–24, 26–27, 29, 31–32</p> |
| <p>W.2.2b</p> <p>Informative/explanatory text 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, 4–6, 8, 11, 13–18, 21–24, 26–27, 29, 31–32 Grade 2, Module 2, Lessons 2–5, 7–9, 12–15, 17–19, 22–24, 28–35 Grade 2, Module 3, Lessons 5–6, 11–12, 17 Grade 2, Module 4, Lessons 3, 6–8, 17–21</p> |
| <p>W.2.2c</p> <p>Convey events, real or imagined, through 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 14–23, 25–29, 31–34</p> |
| <p>W.2.3</p> <p>Create writing that utilizes:</p> | <p>See W.2.3a-c below.</p> |
| <p>W.2.3a</p> <p>Organization: provide a beginning, middle and ending, that works cohesively to promote the central theme of the text.</p> | <p>Grade 2 Modules 1-4</p> <p>Wit & Wisdom considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p> |

| Wisconsin Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|--|
| <p>W.2.3b Transitions: use transitions to link and build connections between ideas, text, and events.</p> | <p>Grade 2, Module 4, Lessons 10–16, 22–24, 26–27, 29, 31–32</p> |
| <p>W.2.3c Word Choice (including domain specific): uses descriptive words to demonstrate creativity and to provide vivid examples of feelings, events and images.</p> | <p>Grade 2 Modules 1-4 Wit & Wisdom considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p> |

Writing Standards K-5

Production and Distribution of Writing

| Wisconsin Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|---|
| <p>W.2.4 With guidance and support from adults, produce Writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> | <p>Grade 2 Modules 1-4 Wit & Wisdom considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p> |
| <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, 12–15, 23DD, 27–29, 32, 35 Grade 2, Module 3, Lessons 18, 23, 28–29, 33–34 Grade 2, Module 4, Lessons 8, 21, 27, 32</p> |

| Wisconsin Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|---|
| <p>W.2.6</p> <p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing (including forming most printed upper- and lower- case letters), cursive, and/or typing.</p> | <p>Grade 2, Module 2, Lessons 21–24</p> |

Writing Standards K-5

Inquiry to Build and Present Knowledge

| Wisconsin Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|--|
| <p>W.2.7</p> <p>Participate in shared and independent inquiry 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</p> <p>Grade 2, Module 4, Lessons 2–8, 22–30</p> |
| <p>W.2.8</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, 29–32</p> <p>Grade 2, Module 2, Lessons 4–5, 9–10, 14–15, 19, 22–24, 30–31, 33–35</p> <p>Grade 2, Module 3, Lessons 3–6, 8, 10–12, 17, 30–34</p> <p>Grade 2, Module 4, Lessons 3–8, 13–16, 18–21, 23–31</p> |
| <p>W.2.9</p> <p>With guidance and support from adults and peers, recall and use facts from literary and informational text to support reflection and inquiry on characters, setting, key details, specified information, and ideas presented in a text.</p> | <p>Grade 2, Module 1, Lessons 8–9, 15, 17, 23, 29–32</p> <p>Grade 2, Module 2, Lessons 4–5, 9–10, 14–15, 19, 22–24, 30–31, 33–35</p> <p>Grade 2, Module 3, Lessons 3–6, 8, 10–12, 17, 30–34</p> <p>Grade 2, Module 4, Lessons 3–8, 13–16, 18–21, 23–31</p> |

Speaking & Listening K-5

Comprehension and Collaboration

| Wisconsin Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|--|
| <p>SL.2.1 Participate in collaborative conversations with diverse partners about topics and texts with peers and adults in small and larger groups.</p> | <p>Grade 2 Modules 1-4 Wit & Wisdom considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p> |
| <p>SL.2.1a Follow agreed-upon norms for discussions and participate by actively listening, taking turns, gaining the floor in respectful ways and staying on topic.</p> | <p>Grade 2, Module 1, Lessons 1, 3–10, 12, 21, 31 Grade 2, Module 2, Lesson 10</p> |
| <p>SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.</p> | <p>Grade 2, Module 1, Lessons 7–9, 22–23, 29 Grade 2, Module 2, Lessons 10</p> |
| <p>SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> | <p>Grade 2, Module 1, Lessons 4, 6–9, 20–23, 29, 31 Grade 2, Module 3, Lessons 10–11, 13, 33–34</p> |
| <p>SL.2.1d Consider individual differences when communicating with others.</p> | <p>Grade 2 Modules 1-4 Wit & Wisdom considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p> |

| Wisconsin 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 1–4, 10–11, 15, 17, 20–21, 25, 30, 32 Grade 2, Module 2, Lessons 3, 6–7, 11, 13, 16, 19–20, 26, 28–29 Grade 2, Module 3, Lessons 3–5, 7–10, 17–19, 22, 25–28, 30 Grade 2, Module 4, Lessons 3–9, 11, 13–18, 20–22, 31–32</p> |
| <p>SL.2.3 Ask and answer questions about what a speaker says in order to gather additional information, or clarify something that is not understood, or expand on the topic.</p> | <p>Grade 2, Module 3, Lessons 10–11, 13, 33–34</p> |

Speaking & Listening K-5

Presentation of Knowledge and Ideas

| Wisconsin Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|--|
| <p>SL.2.4 Tell a story or recount an experience with descriptive details, expressing ideas clearly.</p> | <p>Grade 2, Module 1, Lessons 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 Include digital media and visual displays in presentations to clarify or support ideas, thoughts, and feelings.</p> | <p>Grade 2, Module 2, Lessons 24–25</p> |

Language K-5

Knowledge of Language

| Wisconsin Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|--|
| <p>L.2.1 Demonstrate an understanding of how language functions in different cultures and contexts; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.</p> | <p>Grade 2 Modules 1-4 Wit & Wisdom considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p> |
| <p>L.2.1a Recognize and appreciate linguistic diversity (e.g., at home, in the community and in peer and professional writing and speaking).</p> | <p>Grade 2 Modules 1-4 Wit & Wisdom considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p> |
| <p>L.2.1.b Recognize formal and informal uses of English.</p> | <p>Grade 2, Module 1, Lesson 10DD Grade 2, Module 4, Lessons 16, 20, 32DD</p> |

Language K-5

Vocabulary Acquisition and Use

| Wisconsin Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|---|
| <p>L.2.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.</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> |

| Wisconsin Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|---|
| <p>L.2.2a Determine the meaning of a new word when a prefix or suffix is added.</p> | <p>Grade 2, Module 1, Lessons 21DD, 26 Grade 2, Module 2, Lessons 29DD Grade 2, Module 3, Lessons 1DD, 11DD, 19DD, 27DD, 29DD, 30DD Grade 2, Module 4, Lessons 28DD</p> |
| <p>L.2.2b Use a common root word as a clue to the meaning of an unknown word.</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.2.2c Use individual words to predict meaning of compound words (e.g., birdhouse).</p> | <p>Grade 2, Module 1, Lessons 3DD Grade 2, Module 3, Lessons 13DD, 24DD, 28DD</p> |
| <p>L.2.2d Use resources to clarify meanings of words.</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, Lessons 25DD Grade 2, Module 4, Lessons 2DD, 3DD, 7DD</p> |
| <p>L.2.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> | <p>Grade 2 Modules 1-4 Wit & Wisdom considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p> |

| Wisconsin Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|---|
| <p>L.2.3a Describe how words and phrases supply rhythm and meaning in a text (e.g., alliteration, rhyme, repeated lines).</p> | <p>Grade 2, Module 1, Lessons 2–3, 5, 13, 15, 22, 26–27, 27DD, 28, 28DD Grade 2, Module 2, Lessons 2, 8, 11, 16–17 Grade 2, Module 3, Lessons 2, 5–6, 11, 16–18, 21 Grade 2, Module 4, Lessons 1DD, 3DD, 4–5, 5DD, 7DD, 12, 19, 22DD, 23DD, 24DD</p> |
| <p>L.2.3b Identify real-life connections between words and their use (e.g., describe foods that are juicy).</p> | <p>Grade 2, Module 1, Lessons 4DD, 5DD, 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.2.3c Distinguish shades of meaning among similar verbs (e.g., toss, throw) and adjectives (e.g., happy, pleased).</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, Lessons 11DD</p> |
| <p>L.2.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. Use adjectives and adverbs to describe (e.g., when other kids are happy, that makes me happy).</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 5 DD, 8DD, 9DD, 10DD, 14DD, 15, 15DD, 18DD, 22, 22DD Grade 2, Module 4, Lessons 30</p> |

Language K-5

Conventions of Standardized English

| Wisconsin Standards | Aligned Components of <i>Wit & Wisdom</i> |
|---|---|
| <p>L.2.5</p> <p>Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English.</p> <p>Appropriately use and explain the intended purpose of language choice with:</p> | <p>Grade 2 Modules 1-4</p> <p>Wit & Wisdom considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p> |
| <p>L.2.5a</p> <p>Collective nouns, adjectives and adverbs, frequently occurring regular plural nouns, frequently occurring irregular past tense verbs.</p> | <p>Grade 2, Module 2, Lessons 25DD, 26DD, 27DD</p> |
| <p>L.2.5b</p> <p>Production, expansion, and rearrangement of complete simple and compound sentences.</p> | <p>Grade 2, Module 1, Lessons 3–9, 7-10DD, 11–32, 16-17DD, 19DD, 23-24DD, 28DD, 31DD</p> <p>Grade 2, Module 2, Lessons 6–12, 16–17, 20–25, 27–29, 32–34, 30DD, 33–35</p> <p>Grade 2, Module 3, Lessons 13, 15DD, 17DD, 21DD, 22DD, 23DD, 25</p> <p>Grade 2, Module 4, Lesson 32</p> |
| <p>L.2.6</p> <p>Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English.</p> <p>Appropriately use and explain the intended purpose in conventions with:</p> | <p>Grade 2 Modules 1-4</p> <p>Wit & Wisdom considers this standard a Continuing Standard. Because it is fundamental to the learning design, it is addressed continually across all lessons and modules.</p> |

| Wisconsin Standards | Aligned Components of <i>Wit & Wisdom</i> |
|--|---|
| <p>L.2.6a Capitalization of holidays, products, geographic places.</p> | <p>Grade 2, Module 2, Lessons 11DD, 12DD, 15DD, 26</p> |
| <p>L.2.6b Commas in greetings and closings.</p> | <p>Grade 2, Module 4, Lessons 19DD, 20DD</p> |
| <p>L.2.6c Apostrophes in contractions and frequently occurring possessives.</p> | <p>Grade 2, Module 4, Lessons 4DD, 6DD, 8DD, 16DD, 17DD, 18DD, 21DD</p> |
| <p>L.2.6d Use common spelling patterns, phonemic awareness, and basic reference materials to solve words. Related to Reading Foundational standards (RF.2.3).</p> | <p>Grade 2, Module 2, Lessons 14DD Grade 2, Module 4, Lessons 25DD, 26DD, 27DD 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> |