Hawaii English Language Arts

2nd Grade

Reading Foundations

Print Concepts

1 (Not addressed in 2nd grade) 2.RF.1

Phonological Awareness

2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes): 2.RF.2

- a Add, delete, or substitute individual sounds in initial, medial, or final position in single-syllable words to make new words, including substitution within consonant blends. 2.RF.2.A

Phonics and Word Recognition

3 Know and apply grade-level phonics and word analysis skills to read: 2.RF.3

- a Read one- and 2-syllable words in isolation and in text, including: 2.RF.3.A
  - 1 3-Consonant Blends 2.RF.3.A.1
  - 2 Digraphs ph (/f/), gh (/f/), and ch (/k/ and /sh/) 2.RF.3.A.2
  - 3 Trigraphs 2.RF.3.A.3
  - 4 Complex Vowel-r Combinations (e.g., are, air, our, ore, ear, eer, ure, etc.) 2.RF.3.A.4
  - 5 Diphthongs (/aw/ and /ow/) 2.RF.3.A.5
  - 6 Schwa 2.RF.3.A.6
  - 7 Possessives 2.RF.3.A.7
  - 8 Plurals 2.RF.3.A.8
  - 9 Silent Letter Combinations (kn-, -lm, -mb, gh-, wr-) 2.RF.3.A.9
  - 10 Inflectional Suffixes with spelling change (e.g., carry, carries) 2.RF.3.A.10
  - 11 Common Derivational Suffixes 2.RF.3.A.11
  - 12 Less Common Prefixes (e.g., fore-, pro-, intra-, inter-, trans-, non-, over-, sub-, etc.) 2.RF.3.A.12
- b Apply knowledge of the 6 syllable types when reading one- and 2-syllable words (open, closed, VCE, r-controlled, consonant + le, and vowel teams). 2.RF.3.B
- c Read common, grade-appropriate decodable and irregularly-spelled high-frequency words by sight (e.g., eat, can, the, of, to, you, she, my, is, are, do, does). 2.RF.3.C

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Fluency

4 Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension, in accordance with grade-level fluency norms. 2.RF.4

Reading Informational

Key Ideas and Details

1 Ask and answer who, what, where, when, why, and how questions to demonstrate understanding of key details in a text. 2.RI.1

2 Analyze informational text development: 2.RI.2

- a Identify the main/central topic of a multiparagraph text. 2.RI.2.A
- b Identify the focus of specific paragraphs within a multiparagraph text. 2.RI.2.B

3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 2.RI.3

Craft and Structure

4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. 2.RI.4

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. 2.RI.5

6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe. 2.RI.6

Integration of Knowledge and Ideas

7 Explain how specific visual aids (e.g., a diagram showing how a machine works) contribute to and clarify a text. 2.RI.7

8 Describe how reasons support specific points the author makes in a text. 2.RI.8

9 Compare and contrast the most important points presented by two texts on the same topic. 2.RI.9

Range of Reading and Level of Text Complexity

10 Read and comprehend informational texts appropriately complex for grade 2. 2.RI.10

Reading Literature

Key Ideas and Details

1 Ask and answer who, what, where, when, why, and how questions to demonstrate understanding of key details in a text. 2.RL.1

2 Analyze literary text development: 2.RL.2

- a Determine the lesson or moral. 2.RL.2.A
- b Retell stories, including fables and folktales from diverse cultures. 2.RL.2.B

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3 Describe story elements: 2.RL.3

a Using key details, describe characters and their traits in a story, and how they respond to major events (plot) and challenges. 2.RL.3.A

Craft and Structure

4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 2.RL.4

5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. 2.RL.5

6 Acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud. 2.RL.6

Integration of Knowledge and Ideas

7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. 2.RL.7

9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. 2.RL.9

Range of Reading and Level of Text Complexity

10 Read and comprehend literary texts appropriately complex for grade 2. 2.RL.10

Writing Foundations

Handwriting, Spelling, and Sentence Formation

1 Demonstrate and apply correct handwriting skills: 2.WF.1

a Write legibly in manuscript using correct letter formation. 2.WF.1.A

b Transcribe ideas in manuscript with automaticity and proper spacing. 2.WF.1.B

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2 Know and apply phonics and word analysis skills when encoding words: 2.WF.2

a Spell common, regular, single-syllable words using: 2.WF.2.A

1 Long vowel patterns spelled correctly, including common vowel teams (e.g., boat, play, wait, see, team, right) 2.WF.2.A.1

2 Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn) 2.WF.2.A.2

3 All jobs of y (as consonant /y/; as /ī/ on ends of single-syllable words like fly; as /ē/ on ends of multisyllabic words like baby; as /ĭ/ in a few words like gym and myth) 2.WF.2.A.3

4 Three consonant blends (str, scr, spr) and blends with digraphs (thr, shr) 2.WF.2.A.4

5 Digraphs ph (/f/), gh (/f/), ch (/k/ and /sh/) 2.WF.2.A.5

b With prompting and support, spell two- and three-syllable words that: 2.WF.2.B

1 Combine closed, open, vowel teams, vowel-r, and CVe (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand) 2.WF.2.B.1

2 Include familiar compound words (e.g., houseboat, yellowtail) 2.WF.2.B.2

3 Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less) 2.WF.2.B.3

c With prompting and support, spell two- and three-syllable words that: 2.WF.2.C

1 Consonant doubling (e.g., running, slipped) 2.WF.2.C.1

2 Dropping silent e (e.g., smiled, paving) 2.WF.2.C.2

3 Changing y to i (e.g., cried, babies) 2.WF.2.C.3

d Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words. 2.WF.2.D

e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 2.WF.2.E

3 Demonstrate command of the conventions of English when writing sentences and paragraphs: 2.WF.3

a Produce, expand, and rearrange complete simple and compound sentences. 2.WF.3.A

b Capitalize holidays, product names, and geographic names. 2.WF.3.B

c Use commas in greetings and closings of letters. 2.WF.3.C

d Use an apostrophe to form contractions and frequently occurring possessives. 2.WF.3.D

Writing **Text Types and Purposes**

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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 (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion that follows from the argument presented, as appropriate to the task. 2.W.1

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. 2.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. 2.W.3

Production and Distribution of Writing

4 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (Editing for conventions should demonstrate command of Writing Foundations and Language standards.) 2.W.4

5 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. 2.W.5

Research to Build and Present Knowledge

6 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): 2.W.6

- a Recall information from experiences or gather information from provided sources to answer a question. 2.W.6.A

Speaking and Listening

Comprehension and Collaboration

1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups: 2.SL.1

- a 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). 2.SL.1.A
- b Build on others' talk in conversations by linking their comments to the remarks of others. 2.SL.1.B
- c Ask for clarification and further explanation as needed about the topics and texts under discussion. 2.SL.1.C

2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. 2.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. 2.SL.3

Presentation of Knowledge and Ideas

4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. 2.SL.4

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5 Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing on a full range of linguistic skills. 2.SL.5

Language

Conventions of English

1 Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking: 2.L.1

- a Use collective nouns (e.g., group). 2.L.1.A
- b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). 2.L.1.B
- c Use reflexive pronouns (e.g., myself, ourselves). 2.L.1.C
- d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). 2.L.1.D
- e Use adjectives and adverbs, and choose between them depending on what is to be modified. 2.L.1.E
- f Produce, expand, and rearrange complete simple and compound sentences. 2.L.1.F

2 (Addressed in Writing Foundations) 2.L.2

Vocabulary Acquisition and Use

3 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: 2.L.3

- a Use sentence-level context as a clue to the meaning of a word or phrase. 2.L.3.A
- b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). 2.L.3.B
- c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). 2.L.3.C
- d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). 2.L.3.D
- e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 2.L.3.E

4 Demonstrate understanding of word relationships and nuances in word meanings: 2.L.4

- a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). 2.L.4.A
- b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). 2.L.4.B

5 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., When other kids are happy that makes me happy). 2.L.5