

Main Criteria: Classroom Supplement and Lesson Plans, Second Grade

Secondary Criteria: Hawaii Content and Performance Standards

Subject: Language Arts

Grade: 2

Classroom Supplement and Lesson Plans, Second Grade

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Hawaii Content and Performance Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / COURSE **HI.CC.RL. 2.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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CONTENT STANDARD / COURSE **HI.CC.RL. 2.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
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CONTENT STANDARD / COURSE **HI.CC.RL. 2.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
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CONTENT STANDARD / COURSE **HI.CC.RL. 2.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	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.

CONTENT STANDARD / COURSE **HI.CC.RI. 2.** **Reading Standards for Informational Text**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

CONTENT STANDARD / COURSE **HI.CC.RI. 2.** **Reading Standards for Informational Text**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD / COURSE **HI.CC.W. 2.** **Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT STANDARD / COURSE **HI.CC.W. 2.** **Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	SL.2.1(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).
EXPECTATION / TOPIC	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / TOPIC	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.L.2 .	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / TOPIC L.2.1(e) Use adjectives and adverbs, and choose between them depending on what is to be modified.

CONTENT STANDARD / COURSE **HI.CC.L.2** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK 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., When other kids are happy that makes me happy).

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Hawaii Content and Performance Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / COURSE **HI.CC.RL. 2.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RL.2.3. Describe how characters in a story respond to major events and challenges.

CONTENT STANDARD / COURSE **HI.CC.RL. 2.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	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.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	SL.2.1(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).

EXPECTATION / TOPIC	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / TOPIC	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / COURSE	HI.CC.SL.2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.L.2.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / COURSE	HI.CC.L.2.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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., When other kids are happy that makes me happy).

Week 01: Pre-Writing, p. 33-39

Hawaii Content and Performance Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / COURSE **HI.CC.RL.2.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	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.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / COURSE	HI.CC.RF. 2.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	SL.2.1(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).
EXPECTATION / TOPIC	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / TOPIC	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.L.2	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.

Week 02: Pre-Writing, p. 41-47

Hawaii Content and Performance Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	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.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / COURSE	HI.CC.RF. 2.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION / TOPIC	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	SL.2.1(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).
EXPECTATION / TOPIC	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / TOPIC	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CONTENT STANDARD / COURSE **HI.CC.SL.2.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CONTENT STANDARD / COURSE **HI.CC.L.2.** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.2.1(f)	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

CONTENT STANDARD / COURSE **HI.CC.L.2.** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

CONTENT STANDARD / COURSE **HI.CC.L.2.** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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., When other kids are happy that makes me happy).

Week 03: Introduction to Unit 1 Note Making and Outlines, 49-57

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
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STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
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STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
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CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
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STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
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CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
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STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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CONTENT STANDARD / COURSE **HI.CC.RF. 2.** **Reading Standards: Foundational Skills**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION / TOPIC RF.2.3(b) Know spelling-sound correspondences for additional common vowel teams.

CONTENT STANDARD / COURSE **HI.CC.RF. 2.** **Reading Standards: Foundational Skills**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Fluency
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION / TOPIC RF.2.4(b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

CONTENT STANDARD / COURSE **HI.CC.SL. 2.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC SL.2.1(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).

EXPECTATION / TOPIC SL.2.1(b) Build on others' talk in conversations by linking their comments to the remarks of others.

EXPECTATION / TOPIC SL.2.1(c) Ask for clarification and further explanation as needed about the topics and texts under discussion.

CONTENT STANDARD / COURSE **HI.CC.SL. 2.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.L.2	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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., When other kids are happy that makes me happy).
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Week 04: Unit 1 Note Making and Outlines, p. 59-65

Hawaii Content and Performance Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
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CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / COURSE	HI.CC.RF. 2.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION / TOPIC	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC	SL.2.1(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).
EXPECTATION / TOPIC	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / TOPIC	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.

CONTENT STANDARD / COURSE **HI.CC.L.2** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / TOPIC	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
EXPECTATION / TOPIC	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.

CONTENT STANDARD / COURSE **HI.CC.L.2** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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., When other kids are happy that makes me happy).

Week 05: Unit 1 Note Making and Outlines, p. 67-73

Hawaii Content and Performance Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / COURSE **HI.CC.RL.2.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / COURSE	HI.CC.RF. 2.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION / TOPIC	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION / TOPIC	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / COURSE	HI.CC.SL.2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	SL.2.1(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).
EXPECTATION / TOPIC	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / TOPIC	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / COURSE	HI.CC.SL.2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.L.2.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / COURSE	HI.CC.L.2.	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / TOPIC L.2.2(c) Use an apostrophe to form contractions and frequently occurring possessives.

CONTENT STANDARD / COURSE **HI.CC.L.2** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC L.2.4(d) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

CONTENT STANDARD / COURSE **HI.CC.L.2** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK 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., When other kids are happy that makes me happy).

Week 06: Introduction to Unit 2 Writing from Notes, p. 75-83

Hawaii Content and Performance Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / COURSE **HI.CC.RL.2.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / COURSE	HI.CC.RF. 2.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.

EXPECTATION / TOPIC	RF.2.3(d)	Decode words with common prefixes and suffixes.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	SL.2.1(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).
EXPECTATION / TOPIC	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / TOPIC	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.L.2 .	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
EXPECTATION / TOPIC	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / COURSE	HI.CC.L.2	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / COURSE	HI.CC.L.2	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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., When other kids are happy that makes me happy).
Week 07: Unit 2 Summarizing from Notes, p. 85-91		
Hawaii Content and Performance Standards		
Language Arts		
Grade 2 - Adopted: 2010		
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	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.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / COURSE	HI.CC.RF. 2.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION / TOPIC	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	SL.2.1(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).
EXPECTATION / TOPIC	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / TOPIC	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CONTENT STANDARD / COURSE **HI.CC.L.2** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).

EXPECTATION / TOPIC	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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CONTENT STANDARD / COURSE **HI.CC.L.2** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

CONTENT STANDARD / COURSE **HI.CC.L.2** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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., When other kids are happy that makes me happy).

Week 08: Unit 2 Summarizing from Notes, p.93-99

Hawaii Content and Performance Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / COURSE **HI.CC.RL.2.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	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.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / COURSE	HI.CC.RF. 2.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION / TOPIC	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	SL.2.1(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).
EXPECTATION / TOPIC	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / TOPIC	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.

CONTENT STANDARD / COURSE **HI.CC.SL. 2.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CONTENT STANDARD / COURSE **HI.CC.L.2 .** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.

CONTENT STANDARD / COURSE **HI.CC.L.2 .** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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., When other kids are happy that makes me happy).

Week 09: Unit 2 Summarizing from Notes, p.101-107

Hawaii Content and Performance Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / COURSE **HI.CC.RL. 2.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	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.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**CONTENT
STANDARD /
COURSE** **HI.CC.RF.
2.** **Reading Standards: Foundational Skills**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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EXPECTATION / TOPIC	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
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**CONTENT
STANDARD /
COURSE** **HI.CC.SL.
2.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC	SL.2.1(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).
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EXPECTATION / TOPIC	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
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EXPECTATION / TOPIC	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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**CONTENT
STANDARD /
COURSE** **HI.CC.SL.
2.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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CONTENT STANDARD / COURSE **HI.CC.L.2** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.

CONTENT STANDARD / COURSE **HI.CC.L.2** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

CONTENT STANDARD / COURSE **HI.CC.L.2** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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., When other kids are happy that makes me happy).

Week 10: Unit 2 Summarizing from Notes, p.109-115

Hawaii Content and Performance Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / COURSE **HI.CC.RL.2.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	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.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / COURSE	HI.CC.RF. 2.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	SL.2.1(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).

EXPECTATION / TOPIC	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / TOPIC	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / COURSE	HI.CC.SL.2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.L.2.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / COURSE	HI.CC.L.2.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
CONTENT STANDARD / COURSE	HI.CC.L.2.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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., When other kids are happy that makes me happy).
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Week 11: Unit 2 Summarizing from Notes, p.117-123

Hawaii Content and Performance Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / COURSE

HI.CC.RL. 2. Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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CONTENT STANDARD / COURSE

HI.CC.RL. 2. Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
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CONTENT STANDARD / COURSE

HI.CC.RL. 2. Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
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CONTENT STANDARD / COURSE

HI.CC.RL. 2. Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	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.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / COURSE	HI.CC.RF. 2.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION / TOPIC	RF.2.3(d)	Decode words with common prefixes and suffixes.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	SL.2.1(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).
EXPECTATION / TOPIC	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / TOPIC	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.L.2 .	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / COURSE	HI.CC.L.2 .	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / TOPIC	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
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CONTENT STANDARD / COURSE **HI.CC.L.2** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
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EXPECTATION / TOPIC	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
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CONTENT STANDARD / COURSE **HI.CC.L.2** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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., When other kids are happy that makes me happy).

Week 12: Unit 2 Summarizing from Notes, p.125-131

Hawaii Content and Performance Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / COURSE **HI.CC.RL.2.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	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.
CONTENT STANDARD / COURSE	HI.CC.RF. 2.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION / TOPIC	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / COURSE	HI.CC.SL.2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	SL.2.1(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).
EXPECTATION / TOPIC	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / TOPIC	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / COURSE	HI.CC.SL.2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.L.2.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / COURSE	HI.CC.L.2.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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EXPECTATION /
TOPIC

L.2.2(c)

Use an apostrophe to form contractions and frequently occurring possessives.

**CONTENT
STANDARD /
COURSE**

HI.CC.L.2 **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
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EXPECTATION /
TOPIC

L.2.4(d)

Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

**CONTENT
STANDARD /
COURSE**

HI.CC.L.2 **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
--	--	--------------------------------

INDICATOR /
GRADE LEVEL
EXPECTATION /
BENCHMARK

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., When other kids are happy that makes me happy).

Week 13: Introduction to Unit 3 Retelling Narrative Stories, p. 133-143

Hawaii Content and Performance Standards

Language Arts

Grade 2 - Adopted: 2010

**CONTENT
STANDARD /
COURSE**

HI.CC.RL.2. **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR /
GRADE LEVEL
EXPECTATION /
BENCHMARK

RL.2.2.

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

INDICATOR /
GRADE LEVEL
EXPECTATION /
BENCHMARK

RL.2.3.

Describe how characters in a story respond to major events and challenges.

CONTENT STANDARD / COURSE **HI.CC.RL. 2.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
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CONTENT STANDARD / COURSE **HI.CC.RL. 2.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
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CONTENT STANDARD / COURSE **HI.CC.RL. 2.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	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.
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CONTENT STANDARD / COURSE **HI.CC.RI. 2.** **Reading Standards for Informational Text**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
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CONTENT STANDARD / COURSE **HI.CC.RI. 2.** **Reading Standards for Informational Text**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / COURSE	HI.CC.RF. 2.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION / TOPIC	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION / TOPIC	RF.2.3(d)	Decode words with common prefixes and suffixes.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	SL.2.1(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).
EXPECTATION / TOPIC	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / TOPIC	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.

CONTENT STANDARD / COURSE **HI.CC.SL. 2.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CONTENT STANDARD / COURSE **HI.CC.L.2 .** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / TOPIC L.2.1(e) Use adjectives and adverbs, and choose between them depending on what is to be modified.

CONTENT STANDARD / COURSE **HI.CC.L.2 .** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / TOPIC L.2.2(c) Use an apostrophe to form contractions and frequently occurring possessives.

CONTENT STANDARD / COURSE **HI.CC.L.2 .** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC L.2.4(d) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

CONTENT STANDARD / COURSE **HI.CC.L.2 .** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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., When other kids are happy that makes me happy).

Week 14: Unit 3 Retelling Narrative Stories, p.145-151

Hawaii Content and Performance Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / COURSE

HI.CC.RL. 2. Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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CONTENT STANDARD / COURSE

HI.CC.RL. 2. Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
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CONTENT STANDARD / COURSE

HI.CC.RL. 2. Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
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CONTENT STANDARD / COURSE **HI.CC.RL. 2.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	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.

CONTENT STANDARD / COURSE **HI.CC.RI. 2.** **Reading Standards for Informational Text**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

CONTENT STANDARD / COURSE **HI.CC.RI. 2.** **Reading Standards for Informational Text**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD / COURSE **HI.CC.RF. 2.** **Reading Standards: Foundational Skills**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION / TOPIC	RF.2.3(d)	Decode words with common prefixes and suffixes.

CONTENT STANDARD / COURSE **HI.CC.W. 2.** **Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	SL.2.1(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).
EXPECTATION / TOPIC	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / TOPIC	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.L.2 .	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.

CONTENT STANDARD / COURSE **HI.CC.L.2** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
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EXPECTATION / TOPIC	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
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CONTENT STANDARD / COURSE **HI.CC.L.2** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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., When other kids are happy that makes me happy).
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Hawaii Content and Performance Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / COURSE **HI.CC.RL. 2.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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CONTENT STANDARD / COURSE **HI.CC.RL. 2.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	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.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD / COURSE **HI.CC.RF. 2.** **Reading Standards: Foundational Skills**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION / TOPIC	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION / TOPIC	RF.2.3(d)	Decode words with common prefixes and suffixes.

CONTENT STANDARD / COURSE **HI.CC.W. 2.** **Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

CONTENT STANDARD / COURSE **HI.CC.W. 2.** **Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).

CONTENT STANDARD / COURSE **HI.CC.SL. 2.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC	SL.2.1(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).
EXPECTATION / TOPIC	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / TOPIC	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / COURSE	HI.CC.SL.2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.L.2.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / COURSE	HI.CC.L.2.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
CONTENT STANDARD / COURSE	HI.CC.L.2.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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., When other kids are happy that makes me happy).
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Hawaii Content and Performance Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / COURSE

HI.CC.RL. 2. Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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CONTENT STANDARD / COURSE

HI.CC.RL. 2. Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
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CONTENT STANDARD / COURSE

HI.CC.RL. 2. Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
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CONTENT STANDARD / COURSE

HI.CC.RL. 2. Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	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.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / COURSE	HI.CC.RF. 2.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION / TOPIC	RF.2.3(d)	Decode words with common prefixes and suffixes.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	SL.2.1(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).
EXPECTATION / TOPIC	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / TOPIC	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.L.2 .	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / COURSE	HI.CC.L.2 .	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / TOPIC L.2.2(c) Use an apostrophe to form contractions and frequently occurring possessives.

CONTENT STANDARD / COURSE **HI.CC.L.2** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC L.2.4(c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

CONTENT STANDARD / COURSE **HI.CC.L.2** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION / TOPIC L.2.5(b) Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

CONTENT STANDARD / COURSE **HI.CC.L.2** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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., When other kids are happy that makes me happy).

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Hawaii Content and Performance Standards

Language Arts

Grade 2 - Adopted: 2010

**CONTENT
STANDARD /
COURSE**

**HI.CC.RL.
2.**

Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.

**CONTENT
STANDARD /
COURSE**

**HI.CC.RL.
2.**

Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

**CONTENT
STANDARD /
COURSE**

**HI.CC.RL.
2.**

Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

**CONTENT
STANDARD /
COURSE**

**HI.CC.RL.
2.**

Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	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.

**CONTENT
STANDARD /
COURSE**

**HI.CC.RI.
2.**

Reading Standards for Informational Text

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / COURSE	HI.CC.RF. 2.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION / TOPIC	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	SL.2.1(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).
EXPECTATION / TOPIC	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / TOPIC	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
CONTENT STANDARD / COURSE	HI.CC.L.2 .	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / COURSE	HI.CC.L.2 .	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / TOPIC L.2.2(c) Use an apostrophe to form contractions and frequently occurring possessives.

CONTENT STANDARD / COURSE **HI.CC.L.2** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC L.2.4(d) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

CONTENT STANDARD / COURSE **HI.CC.L.2** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK 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., When other kids are happy that makes me happy).

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Hawaii Content and Performance Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / COURSE **HI.CC.RL.2.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	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.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / COURSE	HI.CC.RF. 2.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION / TOPIC	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION / TOPIC	RF.2.3(d)	Decode words with common prefixes and suffixes.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC	SL.2.1(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).
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EXPECTATION / TOPIC	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
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EXPECTATION / TOPIC	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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CONTENT STANDARD / COURSE **HI.CC.SL. 2.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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CONTENT STANDARD / COURSE **HI.CC.L.2 .** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION / TOPIC	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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CONTENT STANDARD / COURSE **HI.CC.L.2 .** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
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EXPECTATION / TOPIC	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
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**CONTENT
STANDARD /
COURSE** **HI.CC.L.2 Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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., When other kids are happy that makes me happy).
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Week 19: Introduction to Unit 4 Summarizing a Reference, p. 185-193

Hawaii Content and Performance Standards

Language Arts

Grade 2 - Adopted: 2010

**CONTENT
STANDARD /
COURSE** **HI.CC.RL. 2. Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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**CONTENT
STANDARD /
COURSE** **HI.CC.RL. 2. Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
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**CONTENT
STANDARD /
COURSE** **HI.CC.RL. 2. Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	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.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / COURSE	HI.CC.RF. 2.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.

EXPECTATION / TOPIC	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	SL.2.1(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).
EXPECTATION / TOPIC	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / TOPIC	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.L.2	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / TOPIC	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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CONTENT STANDARD / COURSE	HI.CC.L.2	Language Standards
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STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION / TOPIC	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
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CONTENT STANDARD / COURSE	HI.CC.L.2	Language Standards
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STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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., When other kids are happy that makes me happy).
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Week 20: Unit 4 Summarizing a Reference, p. 195-201

Hawaii Content and Performance Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
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STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	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.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / COURSE	HI.CC.RF. 2.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

CONTENT STANDARD / COURSE **HI.CC.W. 2.** **Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).

CONTENT STANDARD / COURSE **HI.CC.SL. 2.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	SL.2.1(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).
EXPECTATION / TOPIC	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / TOPIC	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.

CONTENT STANDARD / COURSE **HI.CC.SL. 2.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CONTENT STANDARD / COURSE **HI.CC.L.2 .** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / TOPIC	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / COURSE	HI.CC.L.2	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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., When other kids are happy that makes me happy).

Week 21: Unit 4 Summarizing a Reference, p. 203-209

Hawaii Content and Performance Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.RL.2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / COURSE	HI.CC.RL.2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.RL.2.	Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	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.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / COURSE	HI.CC.RF. 2.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION / TOPIC	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION / TOPIC	RF.2.3(d)	Decode words with common prefixes and suffixes.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	SL.2.1(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).

EXPECTATION / TOPIC	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / TOPIC	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / COURSE	HI.CC.SL.2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.L.2.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / COURSE	HI.CC.L.2.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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., When other kids are happy that makes me happy).

Week 22: Unit 4 Summarizing a Reference, p. 211-217

Hawaii Content and Performance Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / COURSE **HI.CC.RL.2.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	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.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / COURSE	HI.CC.RF. 2.	Reading Standards: Foundational Skills
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Phonics and Word Recognition
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION / TOPIC	RF.2.3(a)	Distinguish long and short vowels when reading regularly spelled one-syllable words.
EXPECTATION / TOPIC	RF.2.3(b)	Know spelling-sound correspondences for additional common vowel teams.
EXPECTATION / TOPIC	RF.2.3(d)	Decode words with common prefixes and suffixes.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	SL.2.1(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).
EXPECTATION / TOPIC	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / TOPIC	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.L.2 .	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / COURSE	HI.CC.L.2	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / TOPIC	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
CONTENT STANDARD / COURSE	HI.CC.L.2	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	L.2.4(c)	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
EXPECTATION / TOPIC	L.2.4(d)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
CONTENT STANDARD / COURSE	HI.CC.L.2	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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., When other kids are happy that makes me happy).

Week 23: Unit 4 Summarizing a Reference, p. 219-225

Hawaii Content and Performance Standards

Language Arts

Grade 2 - Adopted: 2010

**CONTENT
STANDARD /
COURSE**

**HI.CC.RL.
2.**

Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.

**CONTENT
STANDARD /
COURSE**

**HI.CC.RL.
2.**

Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

**CONTENT
STANDARD /
COURSE**

**HI.CC.RL.
2.**

Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

**CONTENT
STANDARD /
COURSE**

**HI.CC.RL.
2.**

Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	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.

**CONTENT
STANDARD /
COURSE**

**HI.CC.RI.
2.**

Reading Standards for Informational Text

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	SL.2.1(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).
EXPECTATION / TOPIC	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / TOPIC	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.L.2 .	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / COURSE	HI.CC.L.2 .	Language Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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., When other kids are happy that makes me happy).

Week 24: Unit 4 Summarizing a Reference, p. 227-233

Hawaii Content and Performance Standards

Language Arts

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CONTENT STANDARD / COURSE

HI.CC.RL. 2. Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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CONTENT STANDARD / COURSE

HI.CC.RL. 2. Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
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CONTENT STANDARD / COURSE

HI.CC.RL. 2. Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
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CONTENT STANDARD / COURSE **HI.CC.RL. 2.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	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.

CONTENT STANDARD / COURSE **HI.CC.RI. 2.** **Reading Standards for Informational Text**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

CONTENT STANDARD / COURSE **HI.CC.RI. 2.** **Reading Standards for Informational Text**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CONTENT STANDARD / COURSE **HI.CC.W. 2.** **Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT STANDARD / COURSE **HI.CC.W. 2.** **Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	SL.2.1(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).
EXPECTATION / TOPIC	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / TOPIC	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.L.2 .	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / COURSE	HI.CC.L.2	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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., When other kids are happy that makes me happy).

Week 25: Introduction to Unit 5 Writing from Pictures, p. 235-245

Hawaii Content and Performance Standards

Language Arts

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CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	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.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	SL.2.1(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).

EXPECTATION / TOPIC	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / TOPIC	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / COURSE	HI.CC.SL.2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.L.2.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / COURSE	HI.CC.L.2.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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., When other kids are happy that makes me happy).

Week 26: Unit 5 Writing from Pictures, p. 247-253

Hawaii Content and Performance Standards

Language Arts

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CONTENT STANDARD / COURSE **HI.CC.RL.2.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	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.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC	SL.2.1(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).
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EXPECTATION / TOPIC	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
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EXPECTATION / TOPIC	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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CONTENT STANDARD / COURSE **HI.CC.SL. 2.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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CONTENT STANDARD / COURSE **HI.CC.L.2 .** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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EXPECTATION / TOPIC	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
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EXPECTATION / TOPIC	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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CONTENT STANDARD / COURSE **HI.CC.L.2 .** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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., When other kids are happy that makes me happy).
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Week 27: Unit 5 Writing from Pictures, p. 255-261

Hawaii Content and Performance Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / COURSE

HI.CC.RL. 2. Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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CONTENT STANDARD / COURSE

HI.CC.RL. 2. Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
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CONTENT STANDARD / COURSE

HI.CC.RL. 2. Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	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.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT STANDARD / COURSE **HI.CC.W. 2.** **Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

CONTENT STANDARD / COURSE **HI.CC.W. 2.** **Writing Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).

CONTENT STANDARD / COURSE **HI.CC.SL. 2.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	SL.2.1(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).
EXPECTATION / TOPIC	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / TOPIC	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.

CONTENT STANDARD / COURSE **HI.CC.SL. 2.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CONTENT STANDARD / COURSE **HI.CC.L.2** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / TOPIC	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
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EXPECTATION / TOPIC	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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CONTENT STANDARD / COURSE **HI.CC.L.2** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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., When other kids are happy that makes me happy).
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Week 28: Unit 5 Writing from Pictures, p. 263-269

Hawaii Content and Performance Standards

Language Arts
Grade 2 - Adopted: 2010

CONTENT STANDARD / COURSE **HI.CC.RL. 2.** **Reading Standards for Literature**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	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.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

EXPECTATION / TOPIC	SL.2.1(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).
EXPECTATION / TOPIC	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / TOPIC	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.

CONTENT STANDARD / COURSE **HI.CC.SL. 2.** **Speaking and Listening Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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CONTENT STANDARD / COURSE **HI.CC.L.2 .** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION / TOPIC	L.2.1(d)	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
EXPECTATION / TOPIC	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.

CONTENT STANDARD / COURSE **HI.CC.L.2 .** **Language Standards**

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
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INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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., When other kids are happy that makes me happy).
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Hawaii Content and Performance Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / COURSE

HI.CC.RL. 2. Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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CONTENT STANDARD / COURSE

HI.CC.RL. 2. Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT STANDARD / COURSE

HI.CC.RL. 2. Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

CONTENT STANDARD / COURSE

HI.CC.RL. 2. Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	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.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	SL.2.1(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).
EXPECTATION / TOPIC	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / TOPIC	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.L.2 .	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / COURSE	HI.CC.L.2	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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., When other kids are happy that makes me happy).

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Hawaii Content and Performance Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.3.	Describe how characters in a story respond to major events and challenges.
CONTENT STANDARD / COURSE	HI.CC.RL. 2.	Reading Standards for Literature
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

**CONTENT
STANDARD /
COURSE**

**HI.CC.RL.
2.**

Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.

**CONTENT
STANDARD /
COURSE**

**HI.CC.RL.
2.**

Reading Standards for Literature

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.10.	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.

**CONTENT
STANDARD /
COURSE**

**HI.CC.RI.
2.**

Reading Standards for Informational Text

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Key Ideas and Details
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**CONTENT
STANDARD /
COURSE**

**HI.CC.RI.
2.**

Reading Standards for Informational Text

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Range of Reading and Level of Text Complexity
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**CONTENT
STANDARD /
COURSE**

**HI.CC.W.
2.**

Writing Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Production and Distribution of Writing
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Research to Build and Present Knowledge
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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).
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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.
EXPECTATION / TOPIC	SL.2.1(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).
EXPECTATION / TOPIC	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION / TOPIC	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / COURSE	HI.CC.SL. 2.	Speaking and Listening Standards

STANDARD / PERFORMANCE INDICATOR / DOMAIN		Comprehension and Collaboration
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
CONTENT STANDARD / COURSE	HI.CC.L.2	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / TOPIC	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
CONTENT STANDARD / COURSE	HI.CC.L.2	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Vocabulary Acquisition and Use
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	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., When other kids are happy that makes me happy).