Classroom Supplement Units Grade 2

Pre-writing

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.2.1.	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 /	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry,

GRADE LEVEL EXPECTATION / BENCHMARK		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.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
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(c)	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION / TOPIC	RF.2.3(d)	Decode words with common prefixes and suffixes.
EXPECTATION / TOPIC	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
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(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**SL.2.3.**	**Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.**
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(a)	Use collective nouns (e.g., group).
EXPECTATION / TOPIC	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
EXPECTATION /	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).

TOPIC		
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		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).
CONTENT STANDARD / COURSE	HI.CC.L.2.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.2.3(a)	Compare formal and informal uses of English.
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(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
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).

Unit 1

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.2.1.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
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	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

EXPECTATION / BENCHMARK		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		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
CONTENT STANDARD / COURSE	HI.CC.RI. 2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.8.	Describe how reasons support specific points the author makes 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(c)	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION / TOPIC	RF.2.3(d)	Decode words with common prefixes and suffixes.
EXPECTATION / TOPIC	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION / TOPIC	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
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(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION / TOPIC	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CONTENT STANDARD / COURSE	HI.CC.SL.2.	Speaking and Listening Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Presentation of Knowledge and Ideas
INDICATOR / GRADE LEVEL	SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

EXPECTATION / BENCHMARK		
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(a)**	**Use collective nouns (e.g., group).**
EXPECTATION / TOPIC	**L.2.1(b)**	**Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).**
EXPECTATION / TOPIC	**L.2.1(e)**	**Use adjectives and adverbs, and choose between them depending on what is to be modified.**
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		**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.**
EXPECTATION / TOPIC	**L.2.2(d)**	**Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).**
CONTENT STANDARD / COURSE	**HI.CC.L.2.**	**Language Standards**
STANDARD / PERFORMANCE INDICATOR / DOMAIN		**Knowledge of Language**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**L.2.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
EXPECTATION / TOPIC	**L.2.3(a)**	**Compare formal and informal uses of English.**
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(a)**	**Use sentence-level context as a clue to the meaning of a word or phrase.**
EXPECTATION / TOPIC	**L.2.4(b)**	**Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).**
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.2.5.	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).

Unit 2

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.2.1.	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.

INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
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		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
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 /	HI.CC.RF.2.	Reading Standards: Foundational Skills

COURSE		
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(c)	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION / TOPIC	RF.2.3(d)	Decode words with common prefixes and suffixes.
EXPECTATION / TOPIC	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION / TOPIC	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
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(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION / TOPIC	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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).
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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
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.2.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
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(a)	Use collective nouns (e.g., group).
EXPECTATION / TOPIC	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
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.
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		Conventions of Standard English

INDICATOR / DOMAIN		
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.
EXPECTATION / TOPIC	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
CONTENT STANDARD / COURSE	HI.CC.L.2.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.2.3(a)	Compare formal and informal uses of English.
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(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
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.2.5.	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).

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.2.1.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
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(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(c)	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION / TOPIC	RF.2.3(d)	Decode words with common prefixes and suffixes.
EXPECTATION / TOPIC	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION / TOPIC	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
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(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION / TOPIC	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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 /	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics

GRADE LEVEL EXPECTATION / BENCHMARK		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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
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.2.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
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(a)	Use collective nouns (e.g., group).
EXPECTATION / TOPIC	L.2.1(e)	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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		**Conventions of Standard English**
INDICATOR / GRADE LEVEL EXPECTATION /	L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

BENCHMARK		
EXPECTATION / TOPIC	L.2.2(c)	Use an apostrophe to form contractions and frequently occurring possessives.
EXPECTATION / TOPIC	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
EXPECTATION / TOPIC	L.2.2(e)	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
CONTENT STANDARD / COURSE	HI.CC.L.2.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.2.3(a)	Compare formal and informal uses of English.
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(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
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.2.5.	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).

Unit 4

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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
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		Key Ideas and Details

INDICATOR / DOMAIN		
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.2.2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the 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		Craft and Structure
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
CONTENT STANDARD / COURSE	HI.CC.RI.2.	Reading Standards for Informational Text
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Integration of Knowledge and Ideas
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RI.2.8.	Describe how reasons support specific points the author makes 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(c)	Decode regularly spelled two-syllable words with long vowels.

EXPECTATION / TOPIC	**RF.2.3(d)**	Decode words with common prefixes and suffixes.
EXPECTATION / TOPIC	**RF.2.3(e)**	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION / TOPIC	**RF.2.3(f)**	Recognize and read grade-appropriate irregularly spelled words.
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(a)**	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	**RF.2.4(b)**	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION / TOPIC	**RF.2.4(c)**	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.2.8.**	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 /	**SL.2.1(a)**	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways,

TOPIC		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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
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.2.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
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(a)	Use collective nouns (e.g., group).
EXPECTATION / TOPIC	L.2.1(b)	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
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.
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		Conventions of Standard English
INDICATOR / GRADE LEVEL EXPECTATION /	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.
EXPECTATION / TOPIC	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
CONTENT STANDARD / COURSE	HI.CC.L.2.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.2.3(a)	Compare formal and informal uses of English.
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(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
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.2.5.	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).

Unit 5

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.2.1.**	**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.**
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	**RL.2.6.**	**Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.**
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(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(c)	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION / TOPIC	RF.2.3(d)	Decode words with common prefixes and suffixes.
EXPECTATION / TOPIC	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION / TOPIC	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
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(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION / TOPIC	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
CONTENT	HI.CC.SL	Speaking and Listening Standards

STANDARD / COURSE	.2.	
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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
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.2.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
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(a)	Use collective nouns (e.g., group).
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.
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	HI.CC.L.2	Language Standards

STANDARD / COURSE	.	
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.
EXPECTATION / TOPIC	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
CONTENT STANDARD / COURSE	HI.CC.L.2 .	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.2.3(a)	Compare formal and informal uses of English.
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(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
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.2.5.	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 /	L.2.6.	Use words and phrases acquired through conversations, reading and being read to,

GRADE LEVEL EXPECTATION / BENCHMARK		and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Unit 7

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.2.1.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
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 /	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.

BENCHMARK		
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(c)	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION / TOPIC	RF.2.3(d)	Decode words with common prefixes and suffixes.
EXPECTATION / TOPIC	RF.2.3(e)	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION / TOPIC	RF.2.3(f)	Recognize and read grade-appropriate irregularly spelled words.
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(a)	Read on-level text with purpose and understanding.
EXPECTATION / TOPIC	RF.2.4(b)	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION / TOPIC	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT STANDARD / COURSE	HI.CC.W. 2.	Writing Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Text Types and Purposes
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	W.2.1.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
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.2.8.	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.
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
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.2.5.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
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 /	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

BENCHMARK		
EXPECTATION / TOPIC	L.2.1(a)	Use collective nouns (e.g., group).
EXPECTATION / TOPIC	L.2.1(c)	Use reflexive pronouns (e.g., myself, ourselves).
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		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.
EXPECTATION / TOPIC	L.2.2(d)	Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).
CONTENT STANDARD / COURSE	HI.CC.L.2.	Language Standards
STANDARD / PERFORMANCE INDICATOR / DOMAIN		Knowledge of Language
INDICATOR / GRADE LEVEL EXPECTATION / BENCHMARK	L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION / TOPIC	L.2.3(a)	Compare formal and informal uses of English.
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(a)	Use sentence-level context as a clue to the meaning of a word or phrase.
EXPECTATION / TOPIC	L.2.4(b)	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
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.2.5.	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).