

CORRELATIONS BETWEEN

State of Hawaii English Language Arts Education Standards
For Grade 2

and

Seeds of Science/Roots of Reading[®]

Units for Grades 2 through 4:

Soil Habitats
Shoreline Science
Designing Mixtures
Gravity & Magnetism
Light Energy
Weather & Water
Variation and Adaptation
Digestion and Body Systems

Hawaii English/Language Arts Standards – 2nd Grade

Hawaii English/Language Arts Standards – 2nd Grade	2 nd - 3 rd Grade				3 rd - 4 th Grade				4 th - 5 th Grade			
	Soil Habitats	Shoreline Science	Designing Mixtures	Gravity & Magnetism	Light Energy	Weather & Water	Variation and Adaptation	Digestion & Body Systems	Planets & Moons	Aquatic Ecosystems	Models of Matter	Chemical Changes
<p>Reading</p> <p>Standard 1: Reading: CONVENTIONS AND SKILLS: Use knowledge of the conventions of language and texts to construct meaning for a range of literary and informational texts for a variety of purposes</p>												
<p>Alphabetic Understanding</p>												
LA.2.1.1 Use advanced phonic elements (e.g., diphthongs, digraphs), special vowel spelling, and word endings when reading	●	●	●	●	●	●	●	●				
LA.2.1.2 Use structural clues to read compound words, contractions, possessives, and inflectional endings	●	●	●	●	●	●	●	●				
LA.2.1.3 Apply syllabication and knowledge of word structure to recognize two- and three-syllable words	●	●	●	●	●	●	●	●				
<p>Vocabulary and Concept Development</p>												
LA.2.1.4 Identify grade-appropriate high-frequency words	●	●	●	●	●	●	●	●				
LA.2.1.5 Use new grade-appropriate vocabulary introduced in stories and informational texts	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●				
LA.2.1.6 Identify relationships among common synonyms and antonyms												

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Fluency												
LA.2.1.7 Read aloud a grade-appropriate text with fluency and expression	●	●	●	●	●	●	●	●				
Locating Sources/ Gathering Information												
LA.2.1.8 Locate information in a variety of grade-appropriate resources	●●●	●●●	●●●	●●●	●●	●●	●●	●●				
Reading												
Standard 2: Reading: READING COMPREHENSION: Use reading strategies to construct meaning from a variety of texts												
Understanding Text Structures												
LA.2.2.1 Use title, table of contents, and chapter headings to locate information in informational texts	●●●	●●●	●●●	●●●	●●●	●●●	●●●	●●●				
Constructing Meaning												
LA.2.2.2 Make, confirm, and modify predictions about a text	●●●	●	●	●	●●●	●	●	●				
Constructing Meaning												
LA.2.2.3 Use previous experience and prior knowledge to make connections with subjects and ideas encountered in texts	●●	●●	●●●	●●	●●	●●	●●	●●				
Reading												
Standard 3: Reading: LITERARY RESPONSE AND ANALYSIS: Respond to literary texts from a range of stances: personal, interpretive, critical												

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Interpretive Stance												
LA.2.3.1 Identify author's message or underlying theme in fiction												
Literary Elements												
LA.2.3.2 Identify the story elements of character, plot, and setting												
LA.2.3.3 Identify basic characteristics of familiar genres (e.g., stories, poems, textbook)	●	●	●	●	●	●	●	●				
Personal Connection												
LA.2.3.4 State a personal opinion about a fictional selection												
Writing												
Standard 4: Writing: CONVENTIONS AND SKILLS: Use the writing process and conventions of language and research to construct meaning and communicate effectively for a variety of purposes and audiences using a range of forms												
Range of Writing												
LA.2.4.1 Write in a variety of grade-appropriate formats for a variety of purposes and audiences, such as: • brief narratives with logical sequencing and some detail • simple explanations of an event or circumstance	●●	●●	●●	●●	●●	●●	●●	●●				

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Sentence Structure and Grammar												
LA.2.4.2 Form and use the following grammatical constructions correctly when editing writing: • correct word order when constructing complete sentences • declarative, interrogative, and exclamatory sentences • plural forms of regular nouns • adjectives	●	●	●	●	●	●	●	●				
Punctuation, Capitalization, Spelling, and Handwriting												
LA.2.4.3 Spell grade-appropriate high-frequency words and words with basic short-vowel, long-vowel, and consonant-blend patterns	●	●	●	●	●	●	●	●				
LA.2.4.4 Edit writing to correct capitalization: • proper nouns • words at the beginning of sentences • days of the week • months of the year	●	●	●	●	●	●	●	●				
LA.2.4.5 Edit writing to correct use of following punctuation: • apostrophes in common contractions, including don't, isn't , and can't • question marks and exclamation points		●										

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LA.2.4.6 Print legibly and space letters, words, and sentences appropriately	●	●●	●	●	●	●	●	●				
Writing Standard 5: Writing: RHETORIC: Use rhetorical devices to craft writing appropriate to audience and purpose												
Meaning												
LA.2.5.1 Choose and maintain a focus in a single piece of writing	●●●	●●●	●●●	●●●	●●	●●	●●	●●				
Design												
LA.2.5.2 Add details from personal experience to elaborate upon and amplify ideas	●●	●●	●●	●●	●●	●●	●●	●●				
LA.2.5.3 Use a beginning, middle, and ending in a piece of writing	●	●	●	●	●	●	●	●				
Clarity												
LA.2.5.4 Use specific nouns and adjectives to describe people, places, things, or events	●●●	●●	●●	●●	●●	●●	●●	●●●				
LA.2.5.5 Add or replace phrases and parts of sentences to make meaning clearer or more logical	●	●	●	●	●	●	●	●				
Oral Communication Standard 6: Oral Communication: CONVENTIONS AND SKILLS: Apply knowledge of verbal and nonverbal language to communicate effectively in various situations: interpersonal, group, and public: for a variety of purposes												

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Discussion and Presentation												
LA.2.6.1 Use oral language to obtain information, complete a task, and share ideas with others	●●	●●	●●	●●	●●	●●	●●	●●				
LA.2.6.2 Give an oral presentation to share information with peers	●●●	●	●	●	●	●●	●	●				
LA.2.6.3 Express ideas through drama activities (e.g., role playing, skits, puppetry, choral reading, story telling)												
LA.2.6.4 Use appropriate social conventions in various large and small group situations	●●	●●	●	●	●●	●	●	●				
Critical Listening												
LA.2.6.5 Give feedback to a speaker to promote mutual understanding	●●	●●	●●	●●	●●	●●	●●	●●				
Delivery												
LA.2.6.6 Adjust pacing, volume, and intonation appropriate to content and purpose	●	●	●	●	●	●	●	●				
LA.2.6.7 Use simple gestures and eye contact to complement and enhance verbal messages	●●	●	●	●	●	●	●	●				
Oral Communication												
Standard 7: Oral Communication: RHETORIC: Adapt messages appropriately to address audience, purpose, and situation												

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Topic Meaning												
LA.2.7.1 Add details and information to support ideas when speaking	●	●	●	●	●	●	●	●				
Design												
LA.2.7.2 Organize ideas in a simple organization pattern or logical sequence so listeners can understand them	●	●	●	●	●	●	●	●				
Clarity												
LA.2.7.3 Use clear and specific vocabulary to convey the intended message	●●	●●	●●	●●	●●	●●	●●	●●				

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