



Founded in 2007, Great Minds PBC has evolved from an education advocacy start-up to a respected curriculum developer providing the highest-quality materials and professional development to schools and districts nationwide. In pursuit of its goal of raising expectations for every student, Great Minds© enlists educators to write curricula based on proven learning strategies to reward students' natural curiosity, build knowledge, and cultivate lifelong critical-thinking skills. Writing teams collaborate to ensure a consistent structure and vision for learning within and across all grade levels. We are pleased to bring you our newest kindergarten through grade level 8 English language arts (ELA) offering, *Arts & Letters*™.

Arts & Letters students engage with high-quality texts to explore science and social studies topics, literature, and fine art. By studying topics in depth, students build knowledge of the lived experiences of others and learn how a deeper knowledge of those experiences can change the world. The text-based lessons build strong readers, writers, and communicators through effective use

of grammar and vocabulary. All students read and discuss grade-level texts, and the curriculum provides guidance for supporting all learners at key moments in the lessons.

There are four topic-driven modules for each grade level in *Arts & Letters*. The modules last between six and eight weeks and contain approximately 40 lessons. The core of each module is a selection of literary works, informational texts, and visual art. All modules integrate reading, writing, speaking, listening, and language instruction.

Arts & Letters was intentionally designed to be implemented alongside a high-quality, research-based foundational skills program. With strategic placement of supplemental materials, students can successfully achieve the proficiencies of Hawai'i standards while benefiting from the rich texts and knowledge-building of *Arts & Letters*. A detailed alignment analysis between Hawai'i standards and *Arts & Letters* follows.

Language**Conventions of English**

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.L.1 Demonstrate command of the conventions of English grammar and usage when reading, writing, or speaking:</p>	<p>Level 2, Module 1, Lessons 11, 12, 13, 14, 16, 19, 20, 21, 26, 27, 28, 31, 32, 33, 36, 37, 38</p> <p>Level 2, Module 2, Lessons 7, 12, 15, 16, 17, 19, 20, 21, 22, 26, 30, 31, 36, 37</p> <p>Level 2, Module 3, Lessons 6, 7, 8, 11, 13, 14, 17, 18, 23, 25, 30, 34, 35, 36</p> <p>Level 2, Module 4, Lessons 6, 8, 9, 11, 14, 16, 18, 19, 25, 26, 27, 28, 32, 33</p>
<p>2.L.1.a Use collective nouns (e.g., group).</p>	<p>Level 2, Module 2, Lessons 15, 19, 20, 26, 30, 31, 36, 37</p>
<p>2.L.1.b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p>	<p>Level 2, Module 2, Lessons 16, 19, 20, 26, 30, 31, 36, 37</p>
<p>2.L.1.c Use reflexive pronouns (e.g., myself, ourselves).</p>	<p>Level 2, Module 3, Lessons 8, 11, 25</p>
<p>2.L.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p>	<p>Level 2, Module 2, Lessons 20, 22, 26, 36, 37</p>
<p>2.L.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>Level 2, Module 3, Lessons 14, 17, 23, 25, 34, 35, 36</p> <p>Level 2, Module 4, Lessons 8, 9, 14, 18, 19, 25, 26, 32, 33</p>

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.L.1.f Produce, expand, and rearrange complete simple and compound sentences.</p>	<p>Level 2, Module 1, Lessons 11, 12, 13, 14, 16, 19, 20, 21, 26, 27, 28, 31, 32, 33, 36, 37, 38</p> <p>Level 2, Module 2, Lessons 7, 12, 15, 17, 19, 21, 22, 26, 31</p> <p>Level 2, Module 3, Lessons 6, 7, 8, 11, 13, 18, 25, 30, 35</p> <p>Level 2, Module 4, Lessons 6, 9, 11, 16, 19, 27, 28, 32</p>
<p>2.L.2 (Addressed in Writing Foundations)</p>	

Language

Vocabulary Acquisition and Use

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.L.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies:</p>	<p>Level 2, Module 1, Lessons 3, 4, 9, 15, 29, 31</p> <p>Level 2, Module 2, Lessons 2, 3, 10, 11, 16, 18, 21, 24, 29</p> <p>Level 2, Module 3, Lessons 3, 9, 10, 11, 13, 16, 18, 22, 23</p> <p>Level 2, Module 4, Lessons 4, 7, 8, 13, 16, 17, 22, 23, 25, 26, 32</p>
<p>2.L.3.a Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>Level 2, Module 1, Lessons 3, 4, 15, 29, 31</p> <p>Level 2, Module 2, Lessons 2, 10, 11, 16, 18</p> <p>Level 2, Module 3, Lessons 3, 9, 10, 11, 13, 16, 22, 23</p> <p>Level 2, Module 4, Lessons 7, 8, 13, 23, 26</p>
<p>2.L.3.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).</p>	<p>Level 2, Module 2, Lessons 3, 21, 24</p> <p>Level 2, Module 3, Lessons 3, 18, 22</p> <p>Level 2, Module 4, Lessons 17, 22, 25</p>

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.L.3.c</p> <p>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>	<p>Level 2, Module 1, Lesson 9</p> <p>Level 2, Module 2, Lesson 21</p> <p>Level 2, Module 3, Lessons 13, 18, 22</p> <p>Level 2, Module 4, Lessons 23, 32</p>
<p>2.L.3.d</p> <p>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p>	<p>Level 2, Module 2, Lesson 29</p> <p>Level 2, Module 4, Lessons 4, 16, 26</p>
<p>2.L.3.e</p> <p>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>Level 2, Module 2, Lesson 10</p> <p>Level 2, Module 4, Lesson 26</p>
<p>2.L.4</p> <p>Demonstrate understanding of word relationships and nuances in word meanings:</p>	<p>Level 2, Module 1, Lesson 10</p> <p>Level 2, Module 2, Lessons 23, 29</p> <p>Level 2, Module 3, Lessons 10, 11</p> <p>Level 2, Module 4, Lessons 7, 9, 16, 32</p>
<p>2.L.4.a</p> <p>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>	<p>Level 2, Module 1, Lesson 10</p> <p>Level 2, Module 2, Lesson 29</p> <p>Level 2, Module 3, Lessons 10, 11</p> <p>Level 2, Module 4, Lessons 7, 32</p>
<p>2.L.4.b</p> <p>Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<p>Level 2, Module 2, Lesson 23</p> <p>Level 2, Module 4, Lessons 7, 9, 16</p>

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.L.5 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<p>Level 2, Module 1, Lessons 3, 4, 5, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 2, Module 2, Lessons 2, 3, 6, 7, 8, 10, 11, 12, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36, 37</p> <p>Level 2, Module 3, Lessons 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 16, 17, 18, 22, 23, 24, 25, 27, 28, 29, 30, 31, 34, 35, 36</p> <p>Level 2, Module 4, Lessons 3, 4, 5, 6, 7, 8, 10, 11, 13, 14, 16, 17, 18, 19, 22, 23, 24, 25, 26, 27, 29, 30, 31, 32, 33, 36, 38</p>

Reading Foundations

Print Concepts

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.RF.1 (Not addressed in 2nd grade)</p>	

Reading Foundations

Phonological Awareness

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes):</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program. <i>Arts & Letters</i> intentionally does not address most foundational skills within core materials for grade levels K–2. Some exceptions include morphology instruction, which occurs throughout K–2, and fluency instruction, which begins in grade level 2. <i>Geodes</i>®, our accessible and information-rich books for emerging and developing readers, provide students with additional opportunities to apply their growing decoding skills while building knowledge on topics that align with <i>Arts & Letters</i> modules.</p>

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.RF.2.a Add, delete, or substitute individual sounds in initial, medial, or final position in single-syllable words to make new words, including substitution within consonant blends.</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

Reading Foundations

Phonics and Word Recognition

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.RF.3 Know and apply grade-level phonics and word analysis skills to read:</p>	<p>Level 2, Module 2, Lessons 16, 19, 20, 26, 31, 37 Level 2, Module 3, Lesson 21</p>
<p>2.RF.3.a Read one- and 2-syllable words in isolation and in text, including:</p>	<p>Level 2, Module 2, Lessons 16, 19, 20, 26, 31, 37 Level 2, Module 3, Lesson 21</p>
<p>2.RF.3.a.1 3-Consonant Blends</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>2.RF.3.a.10 Inflectional Suffixes with spelling change (e.g., carry, carries)</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>2.RF.3.a.11 Common Derivational Suffixes</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>2.RF.3.a.12 Less Common Prefixes (e.g., fore-, pro-, intra-, inter-, trans-, non-, over-, sub-, etc.)</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.RF.3.a.2 Digraphs ph (/f/), gh (/f/), and ch (/k/ and /sh/)</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>2.RF.3.a.3 Trigraphs</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>2.RF.3.a.4 Complex Vowel-r Combinations (e.g., are, air, our, ore, ear, eer, ure, etc.)</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>2.RF.3.a.5 Diphthongs</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>2.RF.3.a.6 Schwa</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>2.RF.3.a.7 Possessives</p>	<p>Level 2, Module 3, Lesson 21</p>
<p>2.RF.3.a.8 Plurals</p>	<p>Level 2, Module 2, Lessons 16, 19, 20, 26, 31, 37</p>
<p>2.RF.3.a.9 Silent Letter Combinations (kn-, -lm, -mb, gh-, wr-)</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>2.RF.3.b Apply knowledge of the 6 syllable types when reading one- and 2-syllable words (open, closed, VCE, r-controlled, consonant + le, and vowel teams).</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.RF.3.c Read common, grade-appropriate decodable and irregularly-spelled high-frequency words by sight (e.g., eat, can, the, of, to, you, she, my, is, are, do, does).</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

Reading Foundations

Fluency

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.RF.4 Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension, in accordance with grade-level fluency norms.</p>	<p>Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 37, 38 Level 2, Module 2, Lessons 8, 9, 10, 11, 15, 35, 36, 37 Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 8, 11, 35, 36 Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 26, 37</p>

Reading Informational

Key Ideas and Details

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.RI.1 Ask and answer who, what, where, when, why, and how questions to demonstrate understanding of key details in a text.</p>	<p>Level 2, Module 1, Lessons 6, 11, 12, 13, 14, 15, 16, 24, 25, 26, 27, 33, 35, 36 Level 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 31, 34 Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 16, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 34 Level 2, Module 4, Lessons 6, 11, 19, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p>

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.RI.1.SL Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>Level 2, Module 1, Lessons 6, 11, 12, 13, 14, 15, 16, 21, 24, 25, 26, 27, 28, 33, 35, 36</p> <p>Level 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 31, 34</p> <p>Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 16, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 34</p> <p>Level 2, Module 4, Lessons 6, 11, 19, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p>
<p>2.RI.2 Analyze informational text development:</p>	<p>Level 2, Module 1, Lessons 26, 36</p> <p>Level 2, Module 2, Lessons 6, 9, 16, 17, 18, 20, 25, 28, 34</p> <p>Level 2, Module 3, Lessons 9, 12, 24, 29, 34</p> <p>Level 2, Module 4, Lessons 23, 25, 31, 36</p>
<p>2.RI.2.a Identify the main/central topic of a multiparagraph text.</p>	<p>Level 2, Module 2, Lessons 6, 9, 16, 18, 20, 25, 28, 34</p> <p>Level 2, Module 3, Lessons 9, 12, 24, 29, 34</p> <p>Level 2, Module 4, Lessons 23, 25, 31, 36</p>
<p>2.RI.2.b Identify the focus of specific paragraphs within a multiparagraph text.</p>	<p>Level 2, Module 1, Lesson 26</p> <p>Level 2, Module 2, Lessons 6, 17, 18, 25, 34</p> <p>Level 2, Module 3, Lessons 12, 24, 29, 34</p> <p>Level 2, Module 4, Lessons 23, 31, 36</p>
<p>2.RI.2.SL Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>Level 2, Module 1, Lesson 36</p> <p>Level 2, Module 2, Lessons 6, 17, 25, 34</p> <p>Level 2, Module 3, Lessons 12, 24, 29, 34</p> <p>Level 2, Module 4, Lessons 23, 25, 31, 36</p>

<p>2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>Level 2, Module 1, Lessons 13, 14, 15, 25, 27 Level 2, Module 2, Lessons 3, 4, 7, 11, 12, 17, 21, 24, 25, 26 Level 2, Module 3, Lessons 3, 4, 5, 6, 22, 24, 27, 29, 30 Level 2, Module 4, Lessons 23, 24, 29, 33</p>
<p>2.RI.3.SL Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>Level 2, Module 2, Lesson 25 Level 2, Module 3, Lessons 24, 29</p>

Reading Informational

Craft and Structure

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p>	<p>Level 2, Module 1, Lesson 15 Level 2, Module 2, Lessons 2, 8, 10, 11, 16, 18, 21 Level 2, Module 3, Lessons 3, 9, 13, 22, 23, 27, 28 Level 2, Module 4, Lessons 11, 23, 25, 26, 29</p>
<p>2.RI.4.La 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:</p>	<p>Level 2, Module 1, Lesson 15 Level 2, Module 2, Lessons 2, 10, 11, 16, 18, 21 Level 2, Module 3, Lessons 3, 9, 13, 22, 23 Level 2, Module 4, Lessons 23, 25, 26</p>
<p>2.RI.4.La.a Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>Level 2, Module 1, Lesson 15 Level 2, Module 2, Lessons 2, 10, 11, 16, 18 Level 2, Module 3, Lessons 3, 9, 13, 22, 23 Level 2, Module 4, Lessons 23, 26</p>

Hawai'i Standards	Aligned Components of Arts & Letters
<p>2.RI.4.La.b</p> <p>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p>	<p>Level 2, Module 2, Lesson 21</p> <p>Level 2, Module 3, Lessons 3, 22</p> <p>Level 2, Module 4, Lesson 25</p>
<p>2.RI.4.La.c</p> <p>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>	<p>Level 2, Module 2, Lesson 21</p> <p>Level 2, Module 3, Lessons 13, 22</p> <p>Level 2, Module 4, Lesson 23</p>
<p>2.RI.4.La.d</p> <p>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p>	<p>Level 2, Module 4, Lesson 26</p>
<p>2.RI.4.La.e</p> <p>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>Level 2, Module 2, Lesson 10</p> <p>Level 2, Module 4, Lesson 26</p>
<p>2.RI.4.Lb</p> <p>Demonstrate understanding of word relationships and nuances in word meanings:</p>	<p>Level 2, Module 1, Lesson 10</p> <p>Level 2, Module 2, Lesson 23</p> <p>Level 2, Module 3, Lessons 10, 11</p> <p>Level 2, Module 4, Lesson 32</p>
<p>2.RI.4.Lb.a</p> <p>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>	<p>Level 2, Module 1, Lesson 10</p> <p>Level 2, Module 3, Lessons 10, 11</p> <p>Level 2, Module 4, Lesson 32</p>

<p>2.RI.4.Lb.b</p> <p>Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<p>Level 2, Module 2, Lesson 23</p>
<p>2.RI.4.SL</p> <p>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.</p>	<p><i>Arts & Letters</i> does not address this standard.</p>
<p>2.RI.5</p> <p>Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p>Level 2, Module 1, Lessons 25, 26 Level 2, Module 2, Lessons 4, 5, 7, 9, 10, 27, 31 Level 2, Module 3, Lessons 28, 30 Level 2, Module 4, Lessons 23, 24, 26, 29, 30, 32</p>
<p>2.RI.6</p> <p>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>Level 2, Module 2, Lesson 18 Level 2, Module 3, Lessons 3, 7, 12 Level 2, Module 4, Lessons 29, 31, 33</p>

Reading Informational

Integration of Knowledge and Ideas

<p>Hawai'i Standards</p>	<p>Aligned Components of <i>Arts & Letters</i></p>
<p>2.RI.7</p> <p>Explain how specific visual aids (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>Level 2, Module 1, Lessons 13, 14, 15, 25, 26, 27 Level 2, Module 2, Lessons 3, 4, 5, 11 Level 2, Module 3, Lessons 4, 23, 27 Level 2, Module 4, Lessons 29, 33</p>

<p>2.RI.8 Describe how reasons support specific points the author makes in a text.</p>	<p>Level 2, Module 3, Lesson 28 Level 2, Module 4, Lessons 24, 30</p>
<p>2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>Level 2, Module 2, Lessons 19, 26 Level 2, Module 3, Lessons 4, 7, 31 Level 2, Module 4, Lesson 33</p>

Reading Informational

Range of Reading and Level of Text Complexity

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.RI.10 Read and comprehend informational texts appropriately complex for grade 2.</p>	<p>Level 2, Module 1, Lessons 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 24, 25, 26, 27, 33, 35, 36 Level 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 31, 33, 34 Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 16, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 34 Level 2, Module 4, Lessons 6, 11, 19, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p>

Reading Literature

Key Ideas and Details

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.RL.1 Ask and answer who, what, where, when, why, and how questions to demonstrate understanding of key details in a text.</p>	<p>Level 2, Module 1, Lessons 2, 3, 4, 5, 7, 8, 9, 10, 11, 17, 18, 19, 20, 23, 29, 30, 31, 32, 33, 36 Level 2, Module 2, Lessons 23, 27, 28, 29, 30, 33, 34 Level 2, Module 3, Lessons 10, 11, 14, 15, 16, 17, 18, 34 Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 21, 36</p>

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.RL.1.SL Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>Level 2, Module 1, Lessons 2, 3, 4, 5, 7, 8, 9, 10, 11, 17, 18, 19, 20, 23, 29, 30, 31, 32, 33, 36 Level 2, Module 2, Lessons 23, 27, 28, 29, 30, 33, 34 Level 2, Module 3, Lessons 10, 11, 14, 15, 16, 17, 18, 34 Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 21, 36</p>
<p>2.RL.2 Analyze literary text development:</p>	<p>Level 2, Module 1, Lessons 5, 8, 10, 18, 20, 30, 32, 36 Level 2, Module 2, Lessons 23, 28, 30, 34 Level 2, Module 3, Lessons 17, 34 Level 2, Module 4, Lessons 3, 5, 8, 10, 13, 16, 18, 36</p>
<p>2.RL.2.a Determine the lesson or moral.</p>	<p>Level 2, Module 1, Lessons 5, 10, 20, 32, 36 Level 2, Module 2, Lessons 30, 34 Level 2, Module 3, Lessons 17, 34 Level 2, Module 4, Lessons 5, 10, 18, 36</p>
<p>2.RL.2.b Retell stories, including fables and folktales from diverse cultures.</p>	<p>Level 2, Module 1, Lessons 8, 18, 30 Level 2, Module 2, Lessons 23, 28 Level 2, Module 4, Lessons 3, 8, 13, 16</p>
<p>2.RL.2.SL Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>Level 2, Module 1, Lessons 5, 10, 20, 32, 36 Level 2, Module 2, Lessons 30, 34 Level 2, Module 3, Lessons 17, 34 Level 2, Module 4, Lessons 5, 10, 18, 36</p>

<p>2.RL.3 Describe story elements:</p>	<p>Level 2, Module 1, Lessons 9, 18, 19, 20, 30, 31, 32 Level 2, Module 2, Lessons 23, 29, 30 Level 2, Module 3, Lessons 15, 16, 17 Level 2, Module 4, Lessons 3, 4, 5, 8, 10, 13, 16, 17</p>
<p>2.RL.3.a Using key details, describe characters and their traits in a story, and how they respond to major events (plot) and challenges.</p>	<p>Level 2, Module 1, Lessons 9, 18, 19, 20, 30, 31, 32 Level 2, Module 2, Lessons 23, 29, 30 Level 2, Module 3, Lessons 15, 16, 17 Level 2, Module 4, Lessons 3, 4, 5, 8, 10, 13, 16, 17</p>
<p>2.RL.3.SL Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p>Level 2, Module 1, Lessons 20, 32 Level 2, Module 2, Lesson 30 Level 2, Module 3, Lesson 17 Level 2, Module 4, Lessons 5, 10</p>

Reading Literature

Craft and Structure

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>Level 2, Module 1, Lessons 4, 19, 31 Level 2, Module 3, Lessons 10, 11 Level 2, Module 4, Lessons 9, 17</p>
<p>2.RL.4.SL 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.</p>	<p><i>Arts & Letters</i> does not address this standard.</p>

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.RL.4.La</p> <p>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:</p>	<p>Level 2, Module 1, Lessons 3, 4, 29, 31</p> <p>Level 2, Module 2, Lesson 29</p> <p>Level 2, Module 3, Lessons 16, 18</p> <p>Level 2, Module 4, Lessons 4, 7, 8, 13, 16, 17</p>
<p>2.RL.4.La.a</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>Level 2, Module 1, Lessons 3, 4, 29, 31</p> <p>Level 2, Module 3, Lesson 16</p> <p>Level 2, Module 4, Lessons 7, 8, 13</p>
<p>2.RL.4.La.b</p> <p>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p>	<p>Level 2, Module 3, Lesson 18</p> <p>Level 2, Module 4, Lesson 17</p>
<p>2.RL.4.La.c</p> <p>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p>	<p>Level 2, Module 3, Lesson 18</p>
<p>2.RL.4.La.d</p> <p>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p>	<p>Level 2, Module 2, Lesson 29</p> <p>Level 2, Module 4, Lessons 4, 16</p>
<p>2.RL.4.La.e</p> <p>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p><i>Arts & Letters</i> partially addresses this standard; the program does not explicitly address digital beginning dictionaries.</p> <p>Level 2, Module 3, Lessons 13, 25, 36</p>
<p>2.RL.4.Lb</p> <p>Demonstrate understanding of word relationships and nuances in word meanings:</p>	<p>Level 2, Module 2, Lesson 29</p> <p>Level 2, Module 4, Lessons 7, 9, 16</p>

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.RL.4.Lb.a</p> <p>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p>	<p>Level 2, Module 2, Lesson 29</p> <p>Level 2, Module 4, Lesson 7</p>
<p>2.RL.4.Lb.b</p> <p>Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>	<p>Level 2, Module 4, Lessons 7, 9, 16</p>
<p>2.RL.5</p> <p>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>Level 2, Module 2, Lesson 28</p> <p>Level 2, Module 3, Lesson 15</p> <p>Level 2, Module 4, Lessons 3, 13, 17</p>
<p>2.RL.6</p> <p>Acknowledge differences in the perspectives of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>Level 2, Module 3, Lesson 16</p> <p>Level 2, Module 4, Lessons 4, 8, 17</p>

Reading Literature

Integration of Knowledge and Ideas

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.RL.7</p> <p>Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>Level 2, Module 1, Lessons 8, 9, 11, 18, 30, 33</p> <p>Level 2, Module 2, Lessons 23, 29</p> <p>Level 2, Module 4, Lessons 3, 4, 9, 17</p>
<p>2.RL.9</p> <p>Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>Level 2, Module 4, Lessons 11, 18, 19</p>

Reading Literature

Range of Reading and Level of Text Complexity

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.RL.10 Read and comprehend literary texts appropriately complex for grade 2.</p>	<p>Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 17, 18, 19, 20, 23, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 2, Module 2, Lessons 27, 28, 29, 30, 34</p> <p>Level 2, Module 3, Lessons 14, 15, 16, 17, 18, 34</p> <p>Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 21, 36</p>

Speaking and Listening

Comprehension and Collaboration

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups:</p>	<p>Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30, 31, 34, 35</p> <p>Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 16, 17, 18, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34</p> <p>Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 16, 17, 18, 19, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36</p>
<p>2.SL.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 15, 16, 19, 20, 21, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38</p> <p>Level 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30, 31, 34, 35</p> <p>Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 14, 16, 17, 18, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34</p>

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
	Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 13, 16, 17, 18, 19, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36
<p>2.SL.1.b Build on others' talk in conversations by linking their comments to the remarks of others.</p>	<p>Level 2, Module 3, Lessons 14, 17, 21, 24, 29, 34 Level 2, Module 4, Lessons 18, 31, 36</p>
<p>2.SL.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>Level 2, Module 4, Lessons 5, 31, 36</p>
<p>2.SL.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>Level 2, Module 1, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36 Level 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 27, 28, 29, 30, 31, 33, 34 Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 22, 24, 25, 26, 27, 28, 29, 30, 33, 34 Level 2, Module 4, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 35, 36</p>
<p>2.SL.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.</p>	<p>Level 2, Module 4, Lessons 10, 31, 36</p>

Speaking and Listening

Presentation of Knowledge and Ideas

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.SL.4</p>	<p>Level 2, Module 1, Lessons 5, 10, 20, 32, 36, 37, 38</p>

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Level 2, Module 2, Lessons 6, 12, 17, 19, 23, 25, 26, 30, 34, 36, 37 Level 2, Module 3, Lessons 11, 12, 17, 18, 24, 29, 30, 31, 34, 35 Level 2, Module 4, Lessons 5, 10, 14, 18, 24, 25, 27, 30, 31, 32, 36, 38
2.SL.5 Adapt speech to a variety of contexts, demonstrating understanding of audience, task, and purpose, drawing on a full range of linguistic skills.	Level 2, Module 1, Lessons 5, 10, 20, 32, 36, 38 Level 2, Module 2, Lessons 6, 25, 30, 34 Level 2, Module 3, Lessons 12, 17, 24, 29, 30, 31, 34, 35 Level 2, Module 4, Lessons 5, 10, 18, 31, 36, 38

Writing

Text Types and Purposes

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion that follows from the argument presented, as appropriate to the task.	Level 2, Module 4, Lessons 11, 12, 13, 14, 16, 17, 18, 19, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33
2.W.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.	Level 2, Module 2, Lessons 11, 12, 17, 18, 19, 20, 23, 24, 25, 26, 27, 28, 29, 30, 31, 35, 36, 37 Level 2, Module 3, Lessons 9, 10, 11, 12, 13, 16, 17, 18, 22, 23, 24, 25, 26, 27, 28, 34, 35, 36
2.W.3 Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and	Level 2, Module 1, Lessons 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 38

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
feelings, use temporal words to signal event order, and provide a sense of closure.	

Writing

Production and Distribution of Writing

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.W.4</p> <p>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (Editing for conventions should demonstrate command of Writing Foundations and Language standards.)</p>	<p>Level 2, Module 1, Lessons 21, 28, 33, 38</p> <p>Level 2, Module 2, Lessons 20, 26, 31, 37</p> <p>Level 2, Module 3, Lessons 12, 13, 17, 23, 25, 34, 35, 36</p> <p>Level 2, Module 4, Lessons 14, 19, 26, 33, 37</p>
<p>2.W.5</p> <p>With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Level 2, Module 3, Lesson 28</p> <p>Level 2, Module 4, Lessons 27, 36, 37</p>
<p>2.W.5.SL</p> <p>Leverage available technology to clarify ideas, thoughts, and feelings.</p>	<p>Level 2, Module 3, Lessons 28, 29, 30, 31</p>

Writing

Research to Build and Present Knowledge

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.W.6</p> <p>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):</p>	<p>Level 2, Module 1, Lessons 3, 6, 9, 12, 13, 14, 15, 16, 17, 18, 19, 20, 24, 25, 26, 27, 29, 30, 31, 32, 36, 37</p> <p>Level 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36</p>

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
	Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 21, 22, 23, 24, 26, 27, 28, 29, 31, 34, 35 Level 2, Module 4, Lessons 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37
<p>2.W.6.a Recall information from experiences or gather information from provided sources to answer a question.</p>	Level 2, Module 1, Lessons 3, 6, 9, 12, 13, 14, 15, 16, 17, 18, 19, 20, 24, 25, 26, 27, 29, 30, 31, 32, 36, 37 Level 2, Module 2, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 34, 35, 36 Level 2, Module 3, Lessons 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 21, 22, 23, 24, 26, 27, 28, 29, 31, 34, 35 Level 2, Module 4, Lessons 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37

Writing

Handwriting, Spelling, and Sentence Formation

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.WF.1 Demonstrate and apply correct handwriting skills:</p>	Level 2, Module 1, Lessons 12, 13, 14, 19, 20, 21, 26, 27, 28, 31, 32, 33, 37, 38 Level 2, Module 2, Lessons 18, 19, 20, 25, 26, 30, 31, 36, 37 Level 2, Module 3, Lessons 11, 12, 13, 18, 24, 25, 35, 36 Level 2, Module 4, Lessons 14, 18, 19, 25, 26, 32, 33

Writing Foundations

Handwriting, Spelling, and Sentence Formation

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.WF.1.a Write legibly in manuscript using correct letter formation.</p>	<p><i>Arts & Letters</i> partially addresses this standard; the program does not explicitly address manuscript or cursive writing. Students have ample opportunities to write fluently for many purposes.</p> <p>Level 2, Module 1, Lessons 12, 13, 14, 19, 20, 21, 26, 27, 28, 31, 32, 33, 37, 38</p> <p>Level 2, Module 2, Lessons 18, 19, 20, 25, 26, 30, 31, 36, 37</p> <p>Level 2, Module 3, Lessons 11, 12, 13, 18, 24, 25, 35, 36</p> <p>Level 2, Module 4, Lessons 14, 18, 19, 25, 26, 32, 33</p>
<p>2.WF.1.b Transcribe ideas in manuscript with automaticity and proper spacing.</p>	<p><i>Arts & Letters</i> does not address this standard.</p>
<p>2.WF.2 Know and apply phonics and word analysis skills when encoding words:</p>	<p>Level 2, Module 2, Lessons 21, 26</p> <p>Level 2, Module 3, Lessons 13, 18, 25, 36</p> <p>Level 2, Module 4, Lessons 16, 17</p>
<p>2.WF.2.a Spell common, regular, single-syllable words using:</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>2.WF.2.a.1 Long vowel patterns spelled correctly, including common vowel teams (e.g., boat, play, wait, see, team, right)</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>2.WF.2.a.2 Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn)</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.WF.2.a.3 All jobs of y (as consonant /y/; as /f' / on ends of single-syllable words like fly; as /fi/ on ends of multisyllabic words like baby; as /f# / in a few words like gym and myth)</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>2.WF.2.a.4 Three consonant blends (str, scr, spr) and blends with digraphs (thr, shr)</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>2.WF.2.a.5 Digraphs ph (/f/), gh (/f/), ch (/k/ and /sh/)</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>2.WF.2.b With prompting and support, spell two- and three-syllable words that:</p>	<p>Level 2, Module 2, Lessons 21, 26 Level 2, Module 3, Lesson 18 Level 2, Module 4, Lessons 16, 17</p>
<p>2.WF.2.b.1 Combine closed, open, vowel teams, vowel-r, and CVe (Consonant-Vowel-silent e) syllables (e.g., compete, robot, violet, understand)</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>2.WF.2.b.2 Include familiar compound words (e.g., houseboat, yellowtail)</p>	<p>Level 2, Module 4, Lesson 16</p>
<p>2.WF.2.b.3 Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less)</p>	<p>Level 2, Module 2, Lessons 21, 26 Level 2, Module 3, Lesson 18 Level 2, Module 4, Lesson 17</p>
<p>2.WF.2.c With prompting and support, spell words with suffixes that require:</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
<p>2.WF.2.c.1 Consonant doubling (e.g., running, slipped)</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>2.WF.2.c.2 Dropping silent e (e.g., smiled, paving)</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>2.WF.2.c.3 Changing y to i (e.g., cried, babies)</p>	<p><i>Arts & Letters</i> was designed to be implemented alongside a high-quality, research-based foundational skills program.</p>
<p>2.WF.2.d Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.</p>	<p>Level 2, Module 1, Lessons 12, 13, 14, 19, 20, 21, 26, 27, 28, 31, 32, 33, 37, 38 Level 2, Module 2, Lessons 18, 19,20, 25, 26, 30,31, 36, 37 Level 2, Module 3, Lessons 11, 12, 13, 18, 24, 25, 35, 36 Level 2, Module 4, Lessons 14, 18, 19, 25, 26, 32, 33</p>
<p>2.WF.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>Level 2, Module 3, Lessons 13, 25, 36</p>
<p>2.WF.3 Demonstrate command of the conventions of English when writing sentences and paragraphs:</p>	<p>Level 2, Module 1, Lessons 11, 12, 13, 14, 16, 19, 20, 21, 26, 27, 28, 31, 32, 33, 36, 37, 38 Level 2, Module 2, Lessons 7, 12, 15, 17, 19, 21, 22, 26, 30, 31, 36, 37 Level 2, Module 3, Lessons 6, 7, 8, 11, 13, 18, 21, 25, 30, 35 Level 2, Module 4, Lessons 6, 9, 11, 12, 14, 15, 16, 19, 27, 28, 32</p>
<p>2.WF.3.a Produce, expand, and rearrange complete simple and compound sentences.</p>	<p>Level 2, Module 1, Lessons 11, 12, 13, 14, 16, 19, 20, 21, 26, 27, 28, 31, 32, 33, 36, 37, 38 Level 2, Module 2, Lessons 7, 12, 15, 17, 19, 21, 22, 26, 31 Level 2, Module 3, Lessons 6, 7, 8, 11, 13, 18, 25, 30, 35</p>

Hawai'i Standards	Aligned Components of <i>Arts & Letters</i>
	Level 2, Module 4, Lessons 6, 9, 11, 16, 19, 27, 28, 32
<p>2.WF.3.b Capitalize holidays, product names, and geographic names.</p>	Level 2, Module 2, Lessons 21, 26, 30, 31, 36, 37
<p>2.WF.3.c Use commas in greetings and closings of letters.</p>	Level 2, Module 4, Lessons 12, 14
<p>2.WF.3.d Use an apostrophe to form contractions and frequently occurring possessives.</p>	Level 2, Module 3, Lesson 21 Level 2, Module 4, Lesson 15