Hawai‘i Common Core Standards for English Language Arts (2024)

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 5 foundational skills offering, *Arts & Letters™: Reading Foundations*.

Reading Foundations provides systematic, explicit instruction in the foundational reading skills students need to become proficient, confident readers. Grounded in the Science of Reading, lessons develop phonological and phonemic awareness, phonics, word recognition, and fluency in the early grades, advancing to morphology, advanced spelling, and reading multisyllabic words in grades 3–5. The program builds the decoding and word-analysis skills students rely on to read increasingly complex texts. The curriculum provides guidance for supporting all learners at key moments in the lessons.

Each grade in *Reading Foundations* contains 160 lessons, comprising a full year of instruction. *Reading Foundations* was intentionally designed to be implemented alongside *Arts & Letters: Language Arts*, the knowledge-building English language arts core. Together, the two programs form a comprehensive literacy block in which students learn foundational skills and immediately apply them to rich, knowledge-building texts—building both strong reading skills and deep knowledge. Through this strategic integration, students can successfully achieve the proficiencies of Hawaii standards while benefiting from the coherent, research-based design of *Arts & Letters*. A detailed alignment analysis between Hawaii standards and *Reading Foundations* follows.

Reading Foundations

Hawaii Standards	Aligned Components of *Reading Foundations*
2.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes):	Grade 2, Lessons 3, 6, 9, 12, 16, 19, 22, 26, 29, 39, 42, 46, 49, 52, 56, 59, 62, 66, 69, 72, 76, 79, 86, 89, 92, 96, 116, 119, 122, 126, 129, 132, 136, 139, 142, 145
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.	Grade 2, Lessons 3, 6, 9, 12, 16, 19, 22, 26, 29, 39, 42, 46, 49, 52, 56, 59, 62, 66, 69, 72, 76, 79, 86, 89, 92, 96, 116, 119, 122, 126, 129, 132, 136, 139, 142, 145
2.RF.3 Know and apply grade-level phonics and word analysis skills to read:	Grade 2, Lessons 1–159
2.RF.3.a Read one- and 2-syllable words in isolation and in text, including:	Grade 2, Lessons 2–4, 6–13, 15–18, 20–23, 25–43, 45–50, 52, 53, 55–103, 105–123, 125–159
2.RF.3.a.1 3-Consonant Blends	Grade 2, Lessons 6–8
2.RF.3.a.2 Digraphs ph (/f/), gh (/f/), and ch (/k/ and /sh/)	*Reading Foundations* partially addresses this standard; the program does not explicitly address the ph, gh (as /f/), and ch (as /k/) digraphs. Grade 2, Lessons 16–18, 19–21
2.RF.3.a.3 Trigraphs	Grade 2, Lessons 19–21

© 2027 Great Minds PBC | greatminds.org

2.RF.3.a.4 Complex Vowel-r Combinations (e.g., are, air, our, ore, ear, eer, ure, etc.)	*Reading Foundations* partially addresses this standard; the program does not explicitly address complex vowel–r combinations –eer and –ure Grade 2, Lessons 76–79, 119–124, 155–157
2.RF.3.a.5 Diphthongs	Grade 2, Lessons 92–94
2.RF.3.a.6 Schwa	Grade 2, Lessons 145–147
2.RF.3.a.7 Possessives	*Reading Foundations* addresses this standard in grade 3. Grade 3, Lessons 56, 85
2.RF.3.a.8 Plurals	Grade 2, Lessons 26–28
2.RF.3.a.9 Silent Letter Combinations (kn-, -lm, -mb, gh-, wr-)	Grade 2, Lessons 2–4, 6, 7, 9–13, 15–17, 20, 21, 23, 25, 27–33, 35, 37, 38, 40–43, 45–50, 52, 53, 55–75, 77–97, 99–103, 105–123, 125–127, 129–159
2.RF.3.a.10 Inflectional Suffixes with spelling change (e.g., carry, carries)	Grade 2, Lessons 42–44
2.RF.3.a.11 Common Derivational Suffixes	Grade 2, Lessons 2, 3, 6–13, 16–18, 20–23, 26–34, 36–43, 46–49, 52, 53, 55–63, 66–73, 76–83, 86–93, 97–103, 106–113, 116–123, 126–133, 136–141, 143–146, 149–156

© 2027 Great Minds PBC | greatminds.org

2.RF.3.a.12 Less Common Prefixes (e.g., fore-, pro-, intra-, inter-, trans-, non-, over-, sub-, etc.)	*Reading Foundations* addresses the prefixes non– and over– in grade 3. Grade 3, Lessons 61–62, 64, 92–93, 95 *Reading Foundations* addresses the prefixes fore– and pro– in grade 4. Grade 4, Lessons 59–60, 62, 125–126, 128 *Reading Foundations* addresses the prefixes inter–, sub–, and trans– in grade 5. Grade 5, Lessons 23–24, 27–28, 30, 67–68, 70, 86
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).	Grade 2, Lessons 22–24, 56–61, 66–71, 76–81
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).	Grade 2, Lessons 1–159
2.RF.4 Read grade-level text orally with fluency (accuracy, automaticity, and prosody) to support comprehension, in accordance with grade-level fluency norms.	Grade 2, Lessons 1, 2, 4, 5, 7, 8, 10, 11, 13, 17, 18, 20, 21, 23, 27, 28, 30, 31, 33, 37, 38, 40, 41, 43, 47, 48, 50, 51, 53, 57, 58, 60, 61, 63, 67, 68, 70, 71, 73, 77, 78, 80, 81, 83, 87, 88, 90, 91, 93, 97, 98, 100, 101, 103, 107, 108, 110, 111, 113, 117, 118, 120, 121, 123, 127, 128, 130, 131, 133, 137, 138, 140, 141, 143, 144, 146, 150, 151, 153, 154, 156

© 2027 Great Minds PBC | greatminds.org

Writing Foundations

Hawaii Standards	Aligned Components of *Reading Foundations*
2.WF.1 Demonstrate and apply correct handwriting skills:	Grade 2, Lessons 1, 3, 4, 6, 7, 9, 10, 12, 13, 16, 17, 19, 20, 22, 23, 26, 27, 29, 30, 32, 33, 36, 37, 39, 40, 42, 43, 46, 47, 49, 50, 52, 53, 56, 57, 59, 60, 62, 63, 66, 67, 69, 70, 72, 73, 76, 77, 79, 80, 82, 83, 86, 87, 89, 90, 92, 93, 96, 97, 99, 100, 102, 103, 106, 107, 109, 110, 112, 113, 116, 117, 119, 120, 122, 123, 126, 127, 129, 130, 132, 133, 136, 137, 139, 140, 142, 143, 145, 146, 149, 150, 152, 153, 155, 156
2.WF.1.a Write legibly in manuscript using correct letter formation.	Grade 2, Lessons 1, 3, 4, 6, 7, 9, 10, 12, 13, 16, 17, 19, 20, 22, 23, 26, 27, 29, 30, 32, 33, 36, 37, 39, 40, 42, 43, 46, 47, 49, 50, 52, 53, 56, 57, 59, 60, 62, 63, 66, 67, 69, 70, 72, 73, 76, 77, 79, 80, 82, 83, 86, 87, 89, 90, 92, 93, 96, 97, 99, 100, 102, 103, 106, 107, 109, 110, 112, 113, 116, 117, 119, 120, 122, 123, 126, 127, 129, 130, 132, 133, 136, 137, 139, 140, 142, 143, 145, 146, 149, 150, 152, 153, 155, 156
2.WF.1.b Transcribe ideas in manuscript with automaticity and proper spacing.	Grade 2, Lessons 4, 7, 10, 12–13, 17, 19–20, 23, 26–27, 29–30, 33, 37, 39–40, 43, 46–47, 49–50, 52–53, 56–57, 59–60, 62–63, 66–67, 69–70, 72–73, 76–77, 79–80, 82–83, 86–87, 89–90, 92–93, 96–97, 100, 103, 107, 110, 112–113, 116–117, 119–120, 123, 126–127, 129–130, 132–133, 136–137, 139–140, 142–143, 145–146, 150, 152–153, 156
2.WF.2 Know and apply phonics and word analysis skills when encoding words:	Grade 2, Lessons 1–159
2.WF.2.a Spell common, regular, single-syllable words using:	Grade 2, Lessons 2–4, 7, 8, 10, 11, 13, 14, 16, 17, 20, 21, 23, 28, 30–33, 41–43, 46–55, 57–64, 66–75, 77–103, 105–141, 143–159
2.WF.2.a.1 Long vowel patterns spelled correctly, including common vowel teams (e.g., boat, play, wait, see, team, right)	Grade 2, Lessons 2–4, 7, 8, 10, 11, 13, 14, 16, 17, 20, 21, 23, 28, 30–33, 41–43, 46–55, 57–64, 66–75, 77–103, 105–141, 143–159

© 2027 Great Minds PBC | greatminds.org

Hawaii Standards	Aligned Components of *Reading Foundations*
2.WF.2.a.2 Vowel-r combinations, including er, ar, or (e.g., car, her, stir, for, burn)	Grade 2, Lessons 76–81
2.WF.2.a.3 All jobs of y (as consonant /y/; as /ƒ ´ / on ends of single-syllable words like fly; as /ƒi/ on ends of multisyllabic words like baby; as /ƒ≠/ in a few words like gym and myth)	*Reading Foundations* partially addresses this standard; the program does not explicitly address the medial /i/ job of y (e.g., gym, myth). Grade 2, Lessons 39–41
2.WF.2.a.4 Three consonant blends (str, scr, spr) and blends with digraphs (thr, shr)	Grade 2, Lessons 6–8
2.WF.2.a.5 Digraphs ph (/f/), gh (/f/), ch (/k/ and /sh/)	*Reading Foundations* partially addresses this standard; the program does not explicitly address the ph, gh (as /f/), and ch (as /k/) digraphs. Grade 2, Lessons 16–18, 19–21
2.WF.2.b With prompting and support, spell two- and three-syllable words that:	Grade 2, Lessons 2, 3, 6–13, 16–18, 20–23, 26–34, 36–43, 46–49, 52, 53, 55–63, 66–73, 76–83, 86–93, 97–103, 106–113, 116–123, 126–133, 136–141, 143–146, 149–156
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)	Grade 2, Lessons 22–24, 56–61, 66–71, 76–81
2.WF.2.b.2 Include familiar compound words (e.g., houseboat, yellowtail)	Grade 2, Lessons 52–54
2.WF.2.b.3 Include the most common prefixes and derivational suffixes (e.g., un-, re-, en-, -ful, -ment, -less)	Grade 2, Lessons 2, 3, 6–13, 16–18, 20–23, 26–34, 36–43, 46–49, 52, 53, 55–63, 66–73, 76–83, 86–93, 97–103, 106–113, 116–123, 126–133, 136–141, 143–146, 149–156

© 2027 Great Minds PBC | greatminds.org

Hawaii Standards	Aligned Components of *Reading Foundations*
2.WF.2.c With prompting and support, spell words with suffixes that require:	Grade 2, Lessons 32–34, 36–38, 42–44
2.WF.2.c.1 Consonant doubling (e.g., running, slipped)	Grade 2, Lessons 32–34
2.WF.2.c.2 Dropping silent e (e.g., smiled, paving)	Grade 2, Lessons 36–38
2.WF.2.c.3 Changing y to i (e.g., cried, babies)	Grade 2, Lessons 42–44
2.WF.2.d Spell common, grade-appropriate decodable and irregularly-spelled high-frequency words.	Grade 2, Lessons 1–159
2.WF.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	This standard is addressed *in Language Arts*.
2.WF.3 Demonstrate command of the conventions of English when writing sentences and paragraphs:	Grade 2, Lessons 67, 100, 117
2.WF.3.a Produce, expand, and rearrange complete simple and compound sentences.	This standard is addressed *in Language Arts*.

© 2027 Great Minds PBC | greatminds.org

2.WF.3.b Capitalize holidays, product names, and geographic names.	Grade 2, Lessons 67, 117
2.WF.3.c Use commas in greetings and closings of letters.	This standard is addressed *in Language Arts*.
2.WF.3.d Use an apostrophe to form contractions and frequently occurring possessives.	Grade 2, Lesson 100

© 2027 Great Minds PBC | greatminds.org