

## Grade Two Standards for English Language Arts

Power Standards include key recommendations from the National Reading Panel and skills required for norm referenced assessments “backward mapped” to grade kindergarten. For pacing and instruction of the CCSD Power Standards, please refer to the Guide for Benchmarks and the Curriculum Essentials Framework. At a minimum, students will maintain previously learned skills and attain the following:

| Strand             | NV                | CCSD Power Standard   |
|--------------------|-------------------|---|
| Word Analysis      | 1.2.3             | Decode words in text: short/long vowels, r-controlled vowels, digraphs, blends, diphthongs, word families, and spelling patterns (V/CV=su/per, VC/CV=sup/per); decode words through structural analysis: base words, suffixes, prefixes, syllables, and compound words. [1.3]   |
|                    | 1.2.4             | Comprehend vocabulary using homographs, homophones, abbreviations, synonyms, antonyms, context clues, and structural analysis. [1.4]  |
|                    | 1.2.5             | Apply knowledge of high frequency words to build fluency and comprehension; read aloud using prosody, accuracy, automaticity, and reading rate. [1.5]   |
|                    | 1.2.A1            | Develop and expand vocabulary (reading, writing, listening, and speaking). [1.4]  |
| Reading Strategies | 2.2.1             | Use before-reading strategies based on text and purpose: preview text, access prior knowledge, build background knowledge, set purpose for reading, make predictions, and determine text type with assistance. [2.1]  |
|                    | 2.2.2             | Use during-reading strategies based on text and purpose: use self-correcting strategies; make, confirm, and revise predictions; understand and use key vocabulary; identify main idea and supporting details; make inferences; adjust reading rate; apply knowledge of text type with assistance. [2.2]                                       |
|                    | 2.2.3             | Use after-reading strategies based on text and purpose: recall details/facts, restate main ideas, organize information, record information, synthesize text, evaluate text, and evaluate the effectiveness of reading strategies with assistance. [2.3]   |
| Literary Text      | 3.2.1             | Identify setting and sequence of events; identify conflict, resolution, and how one event may cause another event with assistance; make inferences and draw conclusions about setting and plot based on evidence with assistance. [3.1]   |
|                    | 3.2.2             | Describe physical and personality traits of characters; make inferences and draw conclusions about a character(s) based on evidence with assistance. [3.2]  |
|                    | 3.2.3             | Explain the main idea. [3.3]  |
|                    | 3.2.7             | Read and discuss text from different cultures and time periods. [3.7]   |
|                    | 3.2.8             | Make predictions based on evidence. [3.8]   |
|                    | 3.2.9             | Make connections to self, other text, and/or the world; use information to answer specific questions. [3.9]   |
|                    | 3.2.A1            | Compare and contrast different versions of the same stories. [3.1]  |
| Expository Text    | 4.2.1             | Identify the purpose of and gain information from text features: titles, text boxes, headings, graphs, charts, illustrations, diagrams, tables of contents, bold-faced words, underlined words, highlighted words, italicized words, and abbreviations. [4.1]   |
|                    | 4.2.3             | Explain the topic; identify a main idea based on evidence; describe sequential and/or chronological order; identify cause and effect. [4.3]   |
|                    | 4.2.4             | Read and discuss text from different cultures and time periods. [4.4]   |
|                    | 4.2.5             | Use information to answer specific questions. [4.5]   |
|                    | 4.2.6             | Make predictions based on evidence; make inferences and draw conclusions based on evidence; identify fact and opinion. [4.6]  |
|                    | 4.2.7             | Read and follow directions to complete tasks. [4.7]   |
|                    | Effective Writing | 5.2.1   |
| 5.2.2              |                   | Draft sentences about a single topic that address audience and purpose with supporting details. [5.2]   |
| 5.2.3              |                   | Revise drafts for audience, purpose, focused ideas, organization, relevant details, and voice. [5.3]  |
| 5.2.4              |                   | Edit for correct use of mechanics: punctuation (greetings, closings, dates, items in series, contractions, singular possessives, and end punctuation), capitalization (first and last names, initials, months, days of the week, and beginnings of sentences), and spelling (high frequency words, content words, and patterned words). [5.4] |
| 5.2.5              |                   | Edit for correct word usage: nouns, pronouns, verbs, adjectives, verb tenses, and subject/verb agreement. [5.5]   |
| 5.2.6              |                   | Edit for use of complete sentences. [5.6]   |
| 5.2.7              |                   | Prepare a legible final draft to display or share. [5.7]  |
| Types of Writing   | 6.2.1             | Write expository sentences using a topic sentence generated by the teacher and/or the student; write expository paragraphs with a topic sentence, supporting details, and a concluding statement with assistance. [6.1]   |
|                    | 6.2.2             | Write narrative/descriptive sentences appropriate to audience and purpose; write narrative/descriptive paragraphs that include logical sequence, character, and setting with assistance. [6.2]  |
|                    | 6.2.4             | Write responses to literary text. [6.4]   |
|                    | 6.2.5             | Write responses to expository text. [6.5]   |
|                    | 6.2.7             | Write friendly letters following an established format. [6.7]   |
|                    | 6.2.9             | Write sentences that formulate and answer a research question; record information from at least two sources. [6.9]  |
|                    | 6.2.A1            | Write simple stories or other compositions. [6.2]   |
| Listening          | 7.2.1             | Listen for a variety of purposes: gaining information, being entertained, and understanding directions. [7.1]   |
|                    | 7.2.2             | Listen and respond to oral communication. [7.2]   |
|                    | 7.2.3             | Expand vocabulary through listening. [7.3]  |
| Speaking           | 8.2.1             | Give directions to complete simple tasks. [8.1]   |
|                    | 8.2.2             | Use precise language to describe feelings, experiences, observations, and ideas. [8.2]  |
|                    | 8.2.3             | Communicate information by maintaining a clear focus; speak clearly with prosody. [8.3]   |
|                    | 8.2.4             | Ask relevant questions to clarify and gather information. [8.4]   |