

Power Standards and Benchmarks

Grade 2

Language Arts Standard: Students will be able to apply reading, writing, speaking and listening skills to communicate effectively.

Reading Power Standard: Students will be able to read, analyze, and understand a variety of literary and informational texts for varied purposes.

Reading Power Benchmark 1: Demonstrates accuracy and fluency when reading grade appropriate text

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Reads by sight a minimum of 205 high frequency words	<ul style="list-style-type: none"> • Sight words • Accuracy • Word Wall • Automatic 	<ul style="list-style-type: none"> • Reads instantly and accurately a minimum of 205 high frequency words 	<ul style="list-style-type: none"> • Word Walls • <i>Fluency</i> by Jerry Johns • Guided Reading books • Words to Fluency lists • Whiteboards/ chalkboards • Plastic letters • Assessment: Running Records • Assessment: LAPBA • Assessment: Fluency (Accuracy)
b. Uses self-monitoring and self-correcting strategies	<ul style="list-style-type: none"> • Meaning • Structure • Visual • Self checking • Monitoring • Correcting • Reread 	<ul style="list-style-type: none"> • Monitors known words • Notices whether pronounced sounds match with printed letters (visual) • Notices whether the words sound right (structure) • Notices whether the words make sense in the sentence (meaning) 	<ul style="list-style-type: none"> • Guided Reading books • Reading Curriculum Guides • Think-Alouds • <i>Guided Reading</i> by Fountas and Pinnell • Assessment: Running

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		<ul style="list-style-type: none"> • Cross checks using multiple sources of information (visual, structure, meaning) • Uses context clues from surrounding sentences or pictures • Reads new words through analogy to known words and word parts • Self-corrects when experiencing difficulty in reading words • Re-reads to confirm reading • Uses knowledge of prefixes, suffixes, and base words to decode unknown words and foster meaning 	Records
c. Reads grade level materials accurately	<ul style="list-style-type: none"> • Prior knowledge • Accuracy • Self-monitor • Self-correction • Running records • Independent • Instructional • Frustration 	<ul style="list-style-type: none"> • Reads with at least 95% accuracy 	<ul style="list-style-type: none"> • Guided Reading books • <i>Matching Texts to Readers</i> by Fountas and Pinnell • Assessment: Running Records • Assessment: Fluency (Accuracy)
d. Reads with fluency	<ul style="list-style-type: none"> • Fluency • Prosody (expression, phrasing, intonation) • Punctuation • WCPM 	<ul style="list-style-type: none"> • Reads independently a wide variety of text and printed materials with prosody • Uses the cues of punctuation including commas, periods, question marks and quotation marks to convey meaning • Reads a minimum of 94 words per minute on grade level appropriate text 	<ul style="list-style-type: none"> • Guided Reading books • <i>Fluency</i> by Jerry Johns • Fluency Practice Sheets • Assessment: Running Records • Assessment: Fluency

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Reading Power Benchmark 2: Uses a variety of comprehension processes

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Makes and supports predictions	<ul style="list-style-type: none"> • Predict • Title • Illustration • Prior knowledge • Prior experience • Story clues 	<ul style="list-style-type: none"> • Uses title of book, pictures, and text to make predictions about what will happen in the story • Supports predictions using evidence from text and/or prior knowledge and experience 	<ul style="list-style-type: none"> • Guided Reading books • Reading Curriculum Guides • Read-Alouds • Think-Alouds • Talk-Alouds • Graphic Organizers • Current events magazines • Assessment: LAPBA
b. Retells stories or parts of stories or books through oral or written tasks	<ul style="list-style-type: none"> • Setting • Sequence • Retell • Evidence • Events • Main idea • Supporting details • Order • Beginning • Middle • End • Conclusion • Problem • Solution 	<ul style="list-style-type: none"> • Demonstrates that stories have a particular order or sequence to be meaningful • Demonstrates that the beginning of a story introduces characters and events • Demonstrates the middle of a story develops characters and events • Demonstrates the ending of a story brings the events of a story to some sort of conclusion • Demonstrates understanding of story sequence through retellings • Completes a story map or other graphic organizer • Retells information gained from text • Summarizes text information using main idea and supporting details 	<ul style="list-style-type: none"> • Guided Reading books • Reading Curriculum Guide • Read-Alouds • Think-Alouds • Graphic Organizers (Story Map) • Current events magazines • Assessment Running Record (Comprehension) • Assessment LAPBA (Sequencing, Noting Details, Main Idea)

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	<ul style="list-style-type: none"> • Character • Fiction • Nonfiction 	<ul style="list-style-type: none"> • Responds accurately to questions about text • Makes connections about topic to self (text to self) or other text (text to text) 	
c. Responds to text in a variety of ways (oral, written, artistic, movement) to show comprehension	<ul style="list-style-type: none"> • Understanding • Characters • Story elements • Extend • Cause and effect • Motives • Visualize • Compare/contrast • Main idea • Supporting details 	<ul style="list-style-type: none"> • Creates artwork or a written response to show comprehension • Uses oral or physical means (acting, singing, dancing, etc.) to show comprehension • Answers and supports simple questions about the text using who, what, when, where, why, and how • Makes connections about topic to self (text to self) or other text (text to text) • Uses pictures to aid comprehension • Extends the story • Describes what new information was gained from the text • Identifies the explicit or implied cause and effect relationship of events • Describes motives of characters • Creates visualizations of the text 	<ul style="list-style-type: none"> • Guided Reading books • Reading Curriculum Guide • Read-Alouds • Think-Alouds • Graphic Organizers • Journals • Assessment: Running Record (Comprehension) • Assessment: LAPBA (Cause and Effect)

Reading Power Benchmark 3: Demonstrates the ability to learn new vocabulary to increase comprehension of texts

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Uses a variety of strategies	<ul style="list-style-type: none"> • Vocabulary 	<ul style="list-style-type: none"> • Talks about new words and their meanings as 	<ul style="list-style-type: none"> • Guided Reading books

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to gain meaning of new words in texts	<ul style="list-style-type: none"> • Context • Definition • Meaning • Prediction 	<p>they are encountered in books and conversations</p> <ul style="list-style-type: none"> • Notices unfamiliar words in reading, predicts their meaning from context, illustrations and use of multiple information sources • Notices whether the words sound right, given their spelling • Notices whether the words make sense • Checks difficult words against knowledge of print-sound correspondences and meaning of text • Uses familiar words to decode word and sentence meaning • Rereads or reads on to decode word and sentence meaning • Uses suffixes and prefixes to decode words and determine meaning • Learns new words from books 	<ul style="list-style-type: none"> • Reading Curriculum Guide • Read-Alouds • Think-Alouds • PWIM • Assessment: LAPBA Weekly/Unit Assessments
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Reading Power Benchmark 4: Uses the print-sound code when reading grade appropriate text

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Knows the correspondences between phonemes (sounds) and graphemes (letters) that represent these	<ul style="list-style-type: none"> • Vowel • Consonant • Long vowel • Short vowel • R-controlled 	<ul style="list-style-type: none"> • Matches single letter vowel sound with the individual letter symbols • Distinguishes between short vowels and long vowels using the “rule of silent e” • Recognizes and pronounces combinations of 	<ul style="list-style-type: none"> • Assessment: LAPBA Weekly/Unit Assessments • Assessment: Running

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sounds (phonics)	vowel <ul style="list-style-type: none"> • Blends • Consonant clusters • Digraphs 	vowels and matches them to their letter combinations <ul style="list-style-type: none"> • Matches a combination of speech sounds with letter combinations 	Records <ul style="list-style-type: none"> • Assessment: Fluency (Accuracy)
b. Converts written word to spoken word (reads words)	<ul style="list-style-type: none"> • Chunk • Word families • Blends • Word patterns • Digraph • Onset/rime 	<ul style="list-style-type: none"> • Breaks words into chunks ready to be blended • Uses knowledge of letter-sound correspondences to figure out regularly spelled words • Uses knowledge of vowels to figure out unfamiliar words • Uses familiar word patterns to decode unknown words • Uses onsets and rimes to create new words that include blends, digraphs, and consonant clusters 	<ul style="list-style-type: none"> • Assessment: LAPBA • Assessment: Running Records • Assessment: Fluency (Accuracy)

Writing Power Standard: Students will be able to use the writing process and apply a working knowledge of the English language to write for a variety of purposes.

Writing Power Benchmark 1: Uses the writing process

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Uses the 5-step writing process (pre-write,	<ul style="list-style-type: none"> • Pre-write • Draft 	<ul style="list-style-type: none"> • Generates and gathers information before writing 	<ul style="list-style-type: none"> • Writer's Workshop material (folders,

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<p>draft, revise, edit, publish)</p>	<ul style="list-style-type: none"> • Revise • Edit • Publish • Main idea • Topic • Audience • Purpose • Graphic organizers • Brainstorming • Webs • Venn diagrams • Word choice • Details • Ideas • Content • Complete sentence 	<ul style="list-style-type: none"> • Develops a main idea for writing using supportive and relative details • Uses organizational strategies (brainstorm, lists, webs, Venn diagrams and other graphic organizers) to plan writing pieces • Organizes writing to include a beginning, middle, and end • Rereads own writing for clarity • Adds descriptive words and details • Writes complete sentences that vary in length and style • Proofreads writing to improve conventions (grammar, spelling, punctuation and capitalization) • Applies simplified writing rubric or revising checklist to judge the quality of the writing and revise the piece • Rewrites pieces for display and sharing with others • Uses available technology to compose or publish text 	<p>journals)</p> <ul style="list-style-type: none"> • Word Bank • List of writing topics • Chart paper • Writing checklist • Graphic Organizers • Computers • Dictionary • Word Wall • <i>Guided Reading</i> by Fountas and Pinnell • Assessment: LAPBA (Writing)
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Writing Power Benchmark 2: Varies writing according to purpose

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
<p>a. Uses a variety of forms to write for different purposes</p>	<ul style="list-style-type: none"> • Narrative • Descriptive • Expository • Poetry • Letter 	<ul style="list-style-type: none"> • Determines the purpose and audience for writing • Writes a descriptive paragraph about people, objects or events • Writes a story with a beginning, middle and end (includes characters and setting) • Knows and creates a variety of poetry forms 	<ul style="list-style-type: none"> • Writer's Workshop materials • Computer • <i>Guided Reading</i> by Fountas and Pinnell

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	<ul style="list-style-type: none"> • Salutation • Closing • Report • Purpose 	<ul style="list-style-type: none"> • Uses letter writing format (including salutation and closing) • Writes an informational report about a topic they have learned about in class or researched themselves 	<ul style="list-style-type: none"> • <i>Pathways to Knowledge</i> Research Model • Guided Reading books • Library books/materials • Assessment: LAPBA (Writing)
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Writing Power Benchmark 3: Applies language conventions in writing

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Uses conventions of print	<ul style="list-style-type: none"> • Legible • Spacing • Letter Formation 	<ul style="list-style-type: none"> • Prints legibly using Manuscript Handwriting and learns cursive handwriting • Uses appropriate spacing between letters, words, and sentences 	<ul style="list-style-type: none"> • Letter formation cards • Cursive Handwriting booklets • Assessment: LABPA (Writing)
b. Uses grammatical structure in written work	<ul style="list-style-type: none"> • Noun • Verb 	<ul style="list-style-type: none"> • Uses correct noun/verb agreement 	<ul style="list-style-type: none"> • Writing journal • Assessment: LAPBA (Writing)
c. Spells grade-appropriate words correctly	<ul style="list-style-type: none"> • Fluency words • Base word • Consonant • Vowel • Prefix 	<ul style="list-style-type: none"> • Spells unfamiliar words using Starburst strategies • Uses phonics and structural analysis (prefixes, suffixes, and base words) to write text • Spells first and second grade fluency words correctly 	<ul style="list-style-type: none"> • Words to Fluency lists • Word Wall • Journals • Assessment: LAPBA (Writing)

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	<ul style="list-style-type: none"> • Suffix • Syllable 	<ul style="list-style-type: none"> • Uses word patterns 	<ul style="list-style-type: none"> • Assessment: LAPBA (Words to Fluency)
d. Uses capitalization and punctuation	<ul style="list-style-type: none"> • Period • Question mark • Exclamation point • Comma • Contraction • Apostrophe 	<ul style="list-style-type: none"> • Uses capital letter for the pronoun I and at the beginning of sentences and names • Consistently uses correct punctuation at the end of the sentence • Uses commas in a series • Writes contractions correctly 	<ul style="list-style-type: none"> • Assessment: LAPBA (Writing)

Communication Power Standard: Students will be able to use speaking, listening strategies and technological tools to support self-directed learning, and to share/receive information to work with diverse groups in a variety of situations.

Communication Power Benchmark 1: Communicates effectively using speaking, listening and technology skills

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Uses speaking skills to communicate effectively using speaking skills	<ul style="list-style-type: none"> • Clearly • Communicate • Topic • Details • Beginning • Middle 	<ul style="list-style-type: none"> • Speaks clearly • Shares with an audience a prepared informational talk or personal anecdote • Stays on topic • Demonstrates good organization of information • Maintains eye contact with audience 	<ul style="list-style-type: none"> • Speech Pathologist • Speaking Rubric • Video camera • Tape recorder • Assessment: LAPBA

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	<ul style="list-style-type: none"> • End • Eye contact 	<ul style="list-style-type: none"> • Uses appropriate volume and expression 	
b. Uses listening skill to communicate effectively	<ul style="list-style-type: none"> • Active listening • Body Basics • Follow directions • Questions • Eye contact • Speaker 	<ul style="list-style-type: none"> • Sits still, faces the speaker and maintains good eye contact • Asks thoughtful questions or gives responses that are directly related to the topic • Follows oral directions 	<ul style="list-style-type: none"> • Listening Rubric • School Counselor • Community Circle • Assemblies • Assessment: LAPBA
c. Uses technology skills to communicate effectively	<ul style="list-style-type: none"> • Communicate • Oral • Visual • Keyboard 	<ul style="list-style-type: none"> • Communicates by writing words, sentences and short paragraphs on the computer • Communicates orally and visually when video-taped for a group or individual presentation 	<ul style="list-style-type: none"> • Video camera • Tape recorder • Television • Computer • Media Specialist • Speaking Rubric