

**California State Language Arts Standards for Grade 2
Compared to K12 Language Arts Program for Grade 2**

Strand/Topic	CA State Language Arts Standards	2nd grade CST (# of items)	Coverage	K12 grade, unit, lesson
CALIFORNIA CONTENT STANDARDS: READING				
1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT 22 items/34% of test	Decoding and Word Recognition			
	1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading	3	Full	Language Arts Units 1-12 (Language Skills Strand: Spelling)
	1.2 Apply knowledge of basic syllabication rules when reading (e.g., v/cv = su/per, vc/cv = sup/per)	3	Full	Language Arts Units 1-12 (Literature Strand: Guided Reading, Read Aloud, Independent Reading)
	1.3 Decode two-syllable nonsense words and regular multi-syllable words	3	Full	Language Arts Units 1-12 (Literature Strand: Guided Reading, Read Aloud, Independent Reading)
	1.4 Decoding and Word Recognition: recognize common abbreviations (e.g., Jan., Sun., Mr., St.)	1	Full	Language Arts Units 10, 11, 12
	1.5 Decoding and Word Recognition: identify and correctly use regular plurals (e.g., s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives)	2	Full	Language Arts Units 1, 2, 3, 6, 12
	1.6 Read aloud fluently and accurately, and with appropriate intonation and expression	NA*	Full	Language Arts Units 1-12 (Literature Strand: Guided Reading, Read Aloud)
	Vocabulary and Concept Development			
	1.7 Understand and explain common antonyms and synonyms	3	Full	Language Arts Units 6, 12
	1.8 Use knowledge of individual words in unknown compound words to predict their meaning	2	Full	Language Arts Unit 12
1.9 Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly)	2	Full	Language Arts Unit 9	
1.10 Identify simple multiple-meaning words	3	Full	Language Arts Unit 5	
Structural Features of Informational Materials				
2.1 Use titles, tables of contents, and chapter headings to locate information in expository text	1	Full	Language Arts Unit 9	
Comprehension and Analysis of Grade-Level-Appropriate Text				
2.2 State the purpose in reading (i.e., tell what information is sought)	NA*	Full	Language Arts Units 1-12 (Literature Strand: Guided Reading, Read Aloud) (Language Skills Strand: Composition)	

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2.0 READING COMPREHENSION 15 items/23% of test	2.3 Use knowledge of the author's purpose(s) to comprehend informational text	2	Full	Language Arts Units 2, 3, 4, 5, 6, 8, 9, 12
	2.4 Ask clarifying questions about essential textual elements of exposition (e.g., why, what-if, how)	2	Full	Language Arts Units 1-12 (Literature Strand: Guided Reading, Read Aloud, Independent Reading)
	2.5 Restate facts and details in the text to clarify and organize ideas	3	Full	Language Arts Units 1-12 (Literature Strand: Guided Reading, Read Aloud, Independent Reading)
	2.6 Recognize cause-and-effect relationships in a text	3	Full	Language Arts Units 3, 5, 6, 11
	2.7 Interpret information from diagrams, charts, and graphs	2	Partial	Language Arts Units 8, 11 Language Arts Unit 5
	2.8 Follow two-step written instructions	2	Full	Language Arts Units 3, 8
3.0 LITERARY RESPONSE AND ANALYSIS 6 items/9% of test	Narrative Analysis of Grade-Level-Appropriate Text			
	3.1 Compare and contrast plots, settings, and characters presented by different authors	2	Full	Language Arts Units 1-12 (Literature Strand: Guided Reading, Read Aloud, Independent Reading) (Language Skills Strand: <i>Early Reading Comprehension in Varied Subject Matter</i>)
	3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives	1	None	
	3.3 Compare and contrast different versions of the same stories that reflect different cultures	1	None	
	3.4 Identify the use of rhythm, rhyme, and alliteration in poetry	2	Full	Language Arts Units 4, 5, 6, 7, 8, 9, 10, 12
CALIFORNIA CONTENT STANDARDS: WRITING				
1.0 WRITING STRATEGIES 8 items/12% of test	Organization and Focus			
	1.1 Group related ideas and maintain a consistent focus	3	Full	Language Arts Units 1-12 (Language Skills Strand: Composition)
	Penmanship			
	1.2 Create readable documents with legible handwriting	NA*	Full	Embedded throughout Handwriting Without Tears program
	Research			
	1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas)	2	Full	Language Arts Units 10, 11

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	Evaluation and Revision			
	1.4 Revise original drafts to improve sequence and provide more descriptive detail	3	Full	Language Arts Units 1-12 (Language Skills Strand: Composition)
2.0 WRITING APPLICATIONS (Genres and Their Characteristics)	Using the writing strategies of grade two outlined in Writing Standard 1.0, students will:			
	2.1 Write brief narratives based on their experiences: a. Move through a logical sequence of events. b. Describe the setting, characters, objects, and events in detail.	N/A	Full	Unit 5 2.12.4
	2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.	N/A	Full	2.6.11-14
CALIFORNIA CONTENT STANDARDS: WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS				
1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS 14 items/22% of test	Sentence Structure			
	1.1 Distinguish between complete and incomplete sentences	2	Full	Language Arts Unit 6
	1.2 Recognize and use the correct word order in written sentences	0	Full	Embedded throughout GUM and Composition activities.
	Grammar			
	1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking	2	Full	Language Arts Units 1-12 (Language Skills Strand: Grammar, Usage, and Mechanics and Composition)
	Punctuation			
	1.4 Use commas in the greeting and closure of a letter and with dates and items in a series	2	Full	Language Arts Units 6 and 10
	1.5 Use quotation marks correctly	2	Full	Language Arts Unit 12
	Capitalization			
	1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people	2	Full	Language Arts Units 1, 3, 6, 10, 11, 12
Spelling				
1.7 Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why)	2	Full	Language Arts Units 1-12 (Language Skills Strand: Spelling)	
1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly	2	Full	Language Arts Units 1-12 (Language Skills Strand: Spelling)	

