

**Power Standards  
Language Arts – Second Grade**

**STRAND A: READING**

**Standard 1: The student uses the reading process effectively.**

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*LA.A.1.1.2: The student identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.*

3. uses a variety of structural cues (for example, word order, prefixes, suffixes, verb endings) to decode unfamiliar words.
4. uses a variety of context cues (for example, illustrations, diagrams, information in the story, titles and heading, sequence) to construct meaning (meaning cues).

**Standard 2: The student constructs meaning from a wide range of texts.**

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*LA.A.2.1.1: The student determines the main idea or essential message from text and identifies supporting information.*

1. summarizes information in texts (including but not limited to central idea, supporting details, connections between texts).
3. makes connections and inferences based on text and prior knowledge (for example, order of events, possible outcomes).

*LA.A.2.1.3: The student reads for information to use in performing a task and learning a new task.*

1. reads informational texts for specific purposes (including but not limited to performing a task, learning a new task, sequentially carrying out the steps of a procedure, location information to answer a question).

**STRAND B: WRITING**

**Standard 1: The student uses writing processes effectively.**

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*LA.B.1.1.1: The student makes a plan for writing that includes a central idea and related ideas.*

3. focuses on a central idea and groups related ideas.

*LA.B.1.1.2: The student drafts and revises simple sentences and passages, stories, letters, and simple explanations that*

- *express ideas clearly;*
- *show an awareness of topic and audience;*
- *have a beginning, middle, and ending;*

- *effectively use common words;*
- *have supporting detail; and*
- *are in legible printing*

3. uses one or more paragraphs to focus on separate ideas in writing and uses transition words where appropriate.

*LA.B.1.1.3: The student produces final simple documents that have been edited for*

- *correct spelling;*
- *appropriate end punctuation;*
- *correct capitalization of initial words, “I,” and names of people;*
- *correct sentence structure; and*
- *correct usage of age-appropriate verb-subject and noun/pronoun agreement.*

3. uses conventions of punctuation (including but not limited to periods, question marks, exclamation points; commas in dates, series of words, and in greetings and closings in letters).

## **STRAND C: LISTENING, VIEWING, AND SPEAKING**

### **Standard 3: The student uses speaking strategies effectively.**

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*LA.C.3.1.2: The student asks questions to seek answers and further explanation of other people’s ideas.*

1. uses oral communication to clarify understanding of a topic or ideas (for example, making comments, asking questions to gain information, asking for clarification of unfamiliar words and ideas)

*LA.C.3.1.3: The student speaks effectively in conversations with others.*

1. uses speaking vocabulary to convey a message in conversation (for example, synonyms, antonyms, complex sentence structures).

## **STRAND D: LANGUAGE**

### **Standard 1: The student understands the nature of language.**

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*LA.D.1.1.1: The student recognizes basic patterns in and functions of language (patterns such as characteristics sounds and rhythms and those found in written forms; functions such as asking questions, expressing oneself, describing objects or experience or explaining).*

1. knows the different functions of language (for example, asking questions, describing, explaining).

*LA.D.1.1.2: The student recognizes the differences between language that is used at home and language that is used at school.*

1. understands the differences between less formal language that is used at home and more formal language that is used at school and other public settings.

**Standard 2: The student understands the power of language.**

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*LA.D.2.1.1: The student understands that word choice can shape ideas, feelings, and actions.*

1. understands that word choice can shape ideas, feelings, and actions (for example, language appropriate to the subject, synonyms, antonyms).