





*Lake Elsinore Unified School District*  
**District Common Assessment Standards Schedule 2007-2008**  
**GRADE 2 ENGLISH-LANGUAGE ARTS**

(Based on the California State Standards CST Blueprints - adopted by the State Board of Education 10/02)

**Assessment Schedule:**

-  = Before October 31, 2007     
  = Before February 14, 2008  
 = Before December 7, 2007     
  = Before April 3, 2008

CALIFORNIA CONTENT STANDARDS	# of Items on CST	% of CST test
<b>1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT:</b> Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.	22	34%
<b>1.1 Decoding and Word Recognition:</b> recognize and use knowledge of spelling patterns when reading - <i>long/short vowels</i>	3	
<b>1.1 Decoding and Word Recognition:</b> recognize and use knowledge of spelling patterns when reading - <i>digraphs</i>	3	
<b>1.1 Decoding and Word Recognition:</b> recognize and use knowledge of spelling patterns when reading – <i>vowel pairs, r-controlled</i>	3	
<b>1.1 Decoding and Word Recognition:</b> recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading	3	
<b>1.2 Decoding and Word Recognition:</b> apply knowledge of basic syllabication rules when reading (e.g., v/cv = su/per, vc/cv = sup/per)	3	
<b>1.2 Decoding and Word Recognition:</b> apply knowledge of basic syllabication rules when reading (e.g., v/cv = su/per, vc/cv = sup/per)	3	
<b>1.3 Decoding and Word Recognition:</b> decode two-syllable nonsense words and regular multi-syllable words	3	
<b>1.4 Decoding and Word Recognition:</b> recognize common abbreviations (e.g., Jan., Sun., Mr., St.)	1	
<b>1.5 Decoding and Word Recognition:</b> identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives)	2	
<b>1.6 Decoding and Word Recognition:</b> read aloud fluently and accurately, and with appropriate intonation and expression	NA*	
<b>1.7 Vocabulary and Concept Development:</b> understand and explain common antonyms and synonyms	3	
<b>1.8 Vocabulary and Concept Development:</b> use knowledge of individual words in unknown compound words to predict their meaning	2	
<b>1.9 Vocabulary and Concept Development:</b> know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly)	2	
<b>1.10 Vocabulary and Concept Development:</b> identify simple multiple-meaning words	3	

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<b>2.0 READING COMPREHENSION:</b> Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make progress toward this goal.	15	23%
2.1 <b>Structural Features of Informational Materials:</b> use titles, tables of contents, and chapter headings to locate information in expository text	1	
2.2 <b>Comprehension and Analysis of Grade-Level-Appropriate Text:</b> state the purpose in reading (i.e., tell what information is sought)	NA*	
2.3 <b>Comprehension and Analysis of Grade-Level-Appropriate Text:</b> use knowledge of the author's purpose(s) to comprehend informational text	2	
2.4 <b>Comprehension and Analysis of Grade-Level-Appropriate Text:</b> ask clarifying questions about essential textual elements of exposition (e.g., why, what-if, how)	2	
2.5 <b>Comprehension and Analysis of Grade-Level-Appropriate Text:</b> restate facts and details in the text to clarify and organize ideas	3	
2.6 <b>Comprehension and Analysis of Grade-Level-Appropriate Text:</b> recognize cause-and-effect relationships in a text	3	
2.7 <b>Comprehension and Analysis of Grade-Level-Appropriate Text:</b> interpret information from diagrams, charts, and graphs	2	
2.8 <b>Comprehension and Analysis of Grade-Level-Appropriate Text:</b> follow two-step written instructions	2	
2.8 <b>Comprehension and Analysis of Grade-Level-Appropriate Text:</b> follow two-step written instructions	2	

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<b>3.0 LITERARY RESPONSE AND ANALYSIS: Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.</b>	6	9%
<b>3.1 Narrative Analysis of Grade-Level-Appropriate Text:</b> compare and contrast plots, settings, and characters presented by different authors	2	
<b>3.2 Narrative Analysis of Grade-Level-Appropriate Text:</b> generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives	1	
<b>3.3 Narrative Analysis of Grade-Level-Appropriate Text:</b> compare and contrast different versions of the same stories that reflect different cultures	1	
<b>3.4 Narrative Analysis of Grade-Level-Appropriate Text:</b> identify the use of rhythm, rhyme, and alliteration in poetry	2	
<b>1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.</b>	14	22%
<b>1.1 Sentence Structure:</b> distinguish between complete and incomplete sentences	2	
<b>1.1 Sentence Structure:</b> distinguish between complete and incomplete sentences	2	
<b>1.2 Sentence Structure:</b> recognize and use the correct word order in written sentences	0	
<b>1.3 1.3 Grammar:</b> identify and correctly use various parts of speech, including <b>nouns</b> and verbs, in writing and speaking	2	
<b>1.3 Grammar:</b> identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking	2	
<b>1.4 Punctuation:</b> use commas in the greeting and closure of a letter and with dates and items in a series	2	
<b>1.5 Punctuation:</b> use quotation marks correctly	2	

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1.6 Capitalization: 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	
1.6 Capitalization: capitalize all proper nouns, words at the beginning of sentences and <b><i>greetings</i></b> , months and days of the week, and <b><i>titles and initials of people</i></b>	2	
1.7 Spelling: spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why)	2	
1.8 Spelling: spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly	2	
1.8 Spelling: spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly - digraphs	2	
1.8 Spelling: spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly	2	
1.8 Spelling: spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly	2	
<b>1.0 WRITING STRATEGIES: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (i.e., pre-writing, drafting, revising, editing successive versions).</b>	8	12%
1.1 Organization and Focus: group related ideas and maintain a consistent focus	3	
1.2 Penmanship: create readable documents with legible handwriting	NA*	
1.3 Research: understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas)	2	
1.4 Evaluation and Revision: revise original drafts to improve sequence and provide more descriptive detail	3	
<b>TOTALS</b>	<b>65</b>	<b>100%</b>

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