

**Main Criteria:** Classroom Supplement Units Grade 2  
**Secondary Criteria:** Ohio Academic Content Standards  
**Subject:** Language Arts  
**Grade:** 2

## Classroom Supplement Units Grade 2

Pre-writing

### Ohio Academic Content Standards

#### Language Arts

Grade 2 - Adopted: 2010

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| DOMAIN /<br>ACADEMIC<br>CONTENT<br>STANDARD | OH.RL.2. | Reading Standards for Literature  |
| STANDARD /<br>BENCHMARK                     |          | Key Ideas and Details   |
| BENCHMARK /<br>GRADE LEVEL<br>INDICATOR     | RL.2.1.  | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  |
| BENCHMARK /<br>GRADE LEVEL<br>INDICATOR     | RL.2.2.  | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.   |
| BENCHMARK /<br>GRADE LEVEL<br>INDICATOR     | RL.2.3.  | Describe how characters in a story respond to major events and challenges.  |
| DOMAIN /<br>ACADEMIC<br>CONTENT<br>STANDARD | OH.RL.2. | Reading Standards for Literature  |
| STANDARD /<br>BENCHMARK                     |          | Craft and Structure   |
| BENCHMARK /<br>GRADE LEVEL<br>INDICATOR     | RL.2.4.  | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.   |
| BENCHMARK /<br>GRADE LEVEL<br>INDICATOR     | RL.2.5.  | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.   |
| DOMAIN /<br>ACADEMIC<br>CONTENT<br>STANDARD | OH.RL.2. | Reading Standards for Literature  |
| STANDARD /<br>BENCHMARK                     |          | Integration of Knowledge and Ideas  |
| BENCHMARK /<br>GRADE LEVEL<br>INDICATOR     | RL.2.7.  | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  |
| DOMAIN /<br>ACADEMIC<br>CONTENT<br>STANDARD | OH.RL.2. | Reading Standards for Literature  |
| STANDARD /<br>BENCHMARK                     |          | Range of Reading and Level of Text Complexity   |
| BENCHMARK /<br>GRADE LEVEL<br>INDICATOR     | RL.2.10. | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| DOMAIN /<br>ACADEMIC<br>CONTENT<br>STANDARD | OH.RI.2. | Reading Standards for Informational Text  |
| STANDARD /<br>BENCHMARK                     |          | Key Ideas and Details   |
| BENCHMARK /                                 | RI.2.1.  | Ask and answer such questions as who, what, where, when, why, and how to  |

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| GRADE LEVEL INDICATOR              |           | demonstrate understanding of key details in a text.  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RI.2.  | Reading Standards for Informational Text   |
| STANDARD / BENCHMARK               |           | Craft and Structure  |
| BENCHMARK / GRADE LEVEL INDICATOR  | RI.2.4.   | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.  |
| BENCHMARK / GRADE LEVEL INDICATOR  | RI.2.6.   | Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RI.2.  | Reading Standards for Informational Text   |
| STANDARD / BENCHMARK               |           | Range of Reading and Level of Text Complexity  |
| BENCHMARK / GRADE LEVEL INDICATOR  | RI.2.10.  | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RF.2.  | Reading Standards: Foundational Skills   |
| STANDARD / BENCHMARK               |           | Phonics and Word Recognition   |
| BENCHMARK / GRADE LEVEL INDICATOR  | RF.2.3.   | Know and apply grade-level phonics and word analysis skills in decoding words.   |
| PROFICIENCY LEVEL                  | RF.2.3(a) | Distinguish long and short vowels when reading regularly spelled one-syllable words.   |
| PROFICIENCY LEVEL                  | RF.2.3(b) | Know spelling-sound correspondences for additional common vowel teams.   |
| PROFICIENCY LEVEL                  | RF.2.3(c) | Decode regularly spelled two-syllable words with long vowels.  |
| PROFICIENCY LEVEL                  | RF.2.3(d) | Decode words with common prefixes and suffixes.  |
| PROFICIENCY LEVEL                  | RF.2.3(e) | Identify words with inconsistent but common spelling-sound correspondences.  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RF.2.  | Reading Standards: Foundational Skills   |
| STANDARD / BENCHMARK               |           | Fluency  |
| BENCHMARK / GRADE LEVEL INDICATOR  | RF.2.4.   | Read with sufficient accuracy and fluency to support comprehension.  |
| PROFICIENCY LEVEL                  | RF.2.4(a) | Read on-level text with purpose and understanding.   |
| PROFICIENCY LEVEL                  | RF.2.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.SL.2.  | Speaking and Listening Standards   |
| STANDARD / BENCHMARK               |           | Comprehension and Collaboration  |
| BENCHMARK / GRADE LEVEL INDICATOR  | SL.2.1.   | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  |
| PROFICIENCY LEVEL                  | SL.2.1(a) | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under   |

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|                                    |           | discussion).   |
| PROFICIENCY LEVEL                  | SL.2.1(b) | Build on others' talk in conversations by linking their comments to the remarks of others.   |
| PROFICIENCY LEVEL                  | SL.2.1(c) | Ask for clarification and further explanation as needed about the topics and texts under discussion.   |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.SL.2.  | Speaking and Listening Standards   |
| STANDARD / BENCHMARK               |           | Comprehension and Collaboration  |
| BENCHMARK / GRADE LEVEL INDICATOR  | SL.2.2.   | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  |
| BENCHMARK / GRADE LEVEL INDICATOR  | SL.2.3.   | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.                          |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.SL.2.  | Speaking and Listening Standards   |
| STANDARD / BENCHMARK               |           | Presentation of Knowledge and Ideas  |
| BENCHMARK / GRADE LEVEL INDICATOR  | SL.2.4.   | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  |
| BENCHMARK / GRADE LEVEL INDICATOR  | SL.2.6.   | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.   |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.L.2.   | Language Standards   |
| STANDARD / BENCHMARK               |           | Conventions of Standard English  |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.1.    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| PROFICIENCY LEVEL                  | L.2.1(a)  | Use collective nouns (e.g., group).  |
| PROFICIENCY LEVEL                  | L.2.1(b)  | Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).  |
| PROFICIENCY LEVEL                  | L.2.1(c)  | Use reflexive pronouns (e.g., myself, ourselves).  |
| PROFICIENCY LEVEL                  | L.2.1(f)  | Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.L.2.   | Language Standards   |
| STANDARD / BENCHMARK               |           | Conventions of Standard English  |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.2.    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| PROFICIENCY LEVEL                  | L.2.2(d)  | Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.L.2.   | Language Standards   |
| STANDARD / BENCHMARK               |           | Knowledge of Language  |
| BENCHMARK / GRADE LEVEL            | L.2.3.    | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |

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| INDICATOR                          |          |   |
| PROFICIENCY LEVEL                  | L.2.3(a) | Compare formal and informal uses of English.  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.L.2.  | Language Standards  |
| STANDARD / BENCHMARK               |          | Vocabulary Acquisition and Use  |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.4.   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.   |
| PROFICIENCY LEVEL                  | L.2.4(a) | Use sentence-level context as a clue to the meaning of a word or phrase.  |
| PROFICIENCY LEVEL                  | L.2.4(b) | Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).   |
| PROFICIENCY LEVEL                  | L.2.4(c) | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.L.2.  | Language Standards  |
| STANDARD / BENCHMARK               |          | Vocabulary Acquisition and Use  |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.5.   | Demonstrate understanding of word relationships and nuances in word meanings.   |
| PROFICIENCY LEVEL                  | L.2.5(b) | Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.L.2.  | Language Standards  |
| STANDARD / BENCHMARK               |          | Vocabulary Acquisition and Use  |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.6.   | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |

Unit 1

Ohio Academic Content Standards

Language Arts

Grade 2 - Adopted: 2010

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| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RL.2. | Reading Standards for Literature  |
| STANDARD / BENCHMARK               |          | Key Ideas and Details   |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.1.  | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.2.  | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.3.  | Describe how characters in a story respond to major events and challenges.  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RL.2. | Reading Standards for Literature  |
| STANDARD / BENCHMARK               |          | Craft and Structure   |

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| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.4.  | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.   |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.5.  | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.   |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.6.  | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.   |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RL.2. | Reading Standards for Literature  |
| STANDARD / BENCHMARK               |          | Integration of Knowledge and Ideas  |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.7.  | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RL.2. | Reading Standards for Literature  |
| STANDARD / BENCHMARK               |          | Range of Reading and Level of Text Complexity   |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.10. | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RI.2. | Reading Standards for Informational Text  |
| STANDARD / BENCHMARK               |          | Key Ideas and Details   |
| BENCHMARK / GRADE LEVEL INDICATOR  | RI.2.1.  | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  |
| BENCHMARK / GRADE LEVEL INDICATOR  | RI.2.3.  | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RI.2. | Reading Standards for Informational Text  |
| STANDARD / BENCHMARK               |          | Craft and Structure   |
| BENCHMARK / GRADE LEVEL INDICATOR  | RI.2.4.  | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.   |
| BENCHMARK / GRADE LEVEL INDICATOR  | RI.2.6.  | Identify the main purpose of a text, including what the author wants to answer, explain, or describe.   |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RI.2. | Reading Standards for Informational Text  |
| STANDARD / BENCHMARK               |          | Integration of Knowledge and Ideas  |
| BENCHMARK / GRADE LEVEL INDICATOR  | RI.2.8.  | Describe how reasons support specific points the author makes in a text.  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RI.2. | Reading Standards for Informational Text  |
| STANDARD / BENCHMARK               |          | Range of Reading and Level of Text Complexity   |
| BENCHMARK /                        | RI.2.10. | By the end of year, read and comprehend informational texts, including history/social   |

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| GRADE LEVEL INDICATOR              |           | studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.                                      |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RF.2.  | Reading Standards: Foundational Skills  |
| STANDARD / BENCHMARK               |           | Phonics and Word Recognition  |
| BENCHMARK / GRADE LEVEL INDICATOR  | RF.2.3.   | Know and apply grade-level phonics and word analysis skills in decoding words.  |
| PROFICIENCY LEVEL                  | RF.2.3(a) | Distinguish long and short vowels when reading regularly spelled one-syllable words.  |
| PROFICIENCY LEVEL                  | RF.2.3(b) | Know spelling-sound correspondences for additional common vowel teams.  |
| PROFICIENCY LEVEL                  | RF.2.3(c) | Decode regularly spelled two-syllable words with long vowels.   |
| PROFICIENCY LEVEL                  | RF.2.3(d) | Decode words with common prefixes and suffixes.   |
| PROFICIENCY LEVEL                  | RF.2.3(e) | Identify words with inconsistent but common spelling-sound correspondences.   |
| PROFICIENCY LEVEL                  | RF.2.3(f) | Recognize and read grade-appropriate irregularly spelled words.   |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RF.2.  | Reading Standards: Foundational Skills  |
| STANDARD / BENCHMARK               |           | Fluency   |
| BENCHMARK / GRADE LEVEL INDICATOR  | RF.2.4.   | Read with sufficient accuracy and fluency to support comprehension.   |
| PROFICIENCY LEVEL                  | RF.2.4(a) | Read on-level text with purpose and understanding.  |
| PROFICIENCY LEVEL                  | RF.2.4(b) | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.   |
| PROFICIENCY LEVEL                  | RF.2.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.W.2.   | Writing Standards   |
| STANDARD / BENCHMARK               |           | Text Types and Purposes   |
| BENCHMARK / GRADE LEVEL INDICATOR  | W.2.2.    | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.                          |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.SL.2.  | Speaking and Listening Standards  |
| STANDARD / BENCHMARK               |           | Comprehension and Collaboration   |
| BENCHMARK / GRADE LEVEL INDICATOR  | SL.2.1.   | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.   |
| PROFICIENCY LEVEL                  | SL.2.1(a) | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
| PROFICIENCY LEVEL                  | SL.2.1(b) | Build on others' talk in conversations by linking their comments to the remarks of others.  |
| PROFICIENCY LEVEL                  | SL.2.1(c) | Ask for clarification and further explanation as needed about the topics and texts under discussion.  |
| DOMAIN / ACADEMIC CONTENT          | OH.SL.2.  | Speaking and Listening Standards  |

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| STANDARD                           |          |  |
| STANDARD / BENCHMARK               |          | Comprehension and Collaboration  |
| BENCHMARK / GRADE LEVEL INDICATOR  | SL.2.2.  | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  |
| BENCHMARK / GRADE LEVEL INDICATOR  | SL.2.3.  | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.                          |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.SL.2. | Speaking and Listening Standards   |
| STANDARD / BENCHMARK               |          | Presentation of Knowledge and Ideas  |
| BENCHMARK / GRADE LEVEL INDICATOR  | SL.2.4.  | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  |
| BENCHMARK / GRADE LEVEL INDICATOR  | SL.2.6.  | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.   |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.L.2.  | Language Standards   |
| STANDARD / BENCHMARK               |          | Conventions of Standard English  |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| PROFICIENCY LEVEL                  | L.2.1(a) | Use collective nouns (e.g., group).  |
| PROFICIENCY LEVEL                  | L.2.1(b) | Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).  |
| PROFICIENCY LEVEL                  | L.2.1(d) | Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).  |
| PROFICIENCY LEVEL                  | L.2.1(e) | Use adjectives and adverbs, and choose between them depending on what is to be modified.   |
| PROFICIENCY LEVEL                  | L.2.1(f) | Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.L.2.  | Language Standards   |
| STANDARD / BENCHMARK               |          | Conventions of Standard English  |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| PROFICIENCY LEVEL                  | L.2.2(c) | Use an apostrophe to form contractions and frequently occurring possessives.   |
| PROFICIENCY LEVEL                  | L.2.2(d) | Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.L.2.  | Language Standards   |
| STANDARD / BENCHMARK               |          | Knowledge of Language  |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |
| PROFICIENCY LEVEL                  | L.2.3(a) | Compare formal and informal uses of English.   |
| DOMAIN /                           | OH.L.2.  | Language Standards   |

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| ACADEMIC CONTENT STANDARD          |          |   |
| STANDARD / BENCHMARK               |          | Vocabulary Acquisition and Use  |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.4.   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.   |
| PROFICIENCY LEVEL                  | L.2.4(a) | Use sentence-level context as a clue to the meaning of a word or phrase.  |
| PROFICIENCY LEVEL                  | L.2.4(b) | Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).   |
| PROFICIENCY LEVEL                  | L.2.4(c) | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).  |
| PROFICIENCY LEVEL                  | L.2.4(d) | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).   |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.L.2.  | Language Standards  |
| STANDARD / BENCHMARK               |          | Vocabulary Acquisition and Use  |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.5.   | Demonstrate understanding of word relationships and nuances in word meanings.   |
| PROFICIENCY LEVEL                  | L.2.5(a) | Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).  |
| PROFICIENCY LEVEL                  | L.2.5(b) | Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.L.2.  | Language Standards  |
| STANDARD / BENCHMARK               |          | Vocabulary Acquisition and Use  |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.6.   | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |

Unit 2

Ohio Academic Content Standards

Language Arts

Grade 2 - Adopted: 2010

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| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RL.2. | Reading Standards for Literature  |
| STANDARD / BENCHMARK               |          | Key Ideas and Details   |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.1.  | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.2.  | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.3.  | Describe how characters in a story respond to major events and challenges.  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RL.2. | Reading Standards for Literature  |
| STANDARD / BENCHMARK               |          | Craft and Structure   |

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| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.4.  | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.  |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.5.  | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.6.  | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RL.2. | Reading Standards for Literature   |
| STANDARD / BENCHMARK               |          | Integration of Knowledge and Ideas   |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.7.  | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.   |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RL.2. | Reading Standards for Literature   |
| STANDARD / BENCHMARK               |          | Range of Reading and Level of Text Complexity  |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.10. | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RI.2. | Reading Standards for Informational Text   |
| STANDARD / BENCHMARK               |          | Key Ideas and Details  |
| BENCHMARK / GRADE LEVEL INDICATOR  | RI.2.1.  | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.   |
| BENCHMARK / GRADE LEVEL INDICATOR  | RI.2.3.  | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.   |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RI.2. | Reading Standards for Informational Text   |
| STANDARD / BENCHMARK               |          | Craft and Structure  |
| BENCHMARK / GRADE LEVEL INDICATOR  | RI.2.4.  | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.  |
| BENCHMARK / GRADE LEVEL INDICATOR  | RI.2.6.  | Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RI.2. | Reading Standards for Informational Text   |
| STANDARD / BENCHMARK               |          | Range of Reading and Level of Text Complexity  |
| BENCHMARK / GRADE LEVEL INDICATOR  | RI.2.10. | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RF.2. | Reading Standards: Foundational Skills   |
| STANDARD / BENCHMARK               |          | Phonics and Word Recognition   |
| BENCHMARK /                        | RF.2.3.  | Know and apply grade-level phonics and word analysis skills in decoding words.   |

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| <b>GRADE LEVEL INDICATOR</b>              |           |  |
| <b>PROFICIENCY LEVEL</b>                  | RF.2.3(a) | Distinguish long and short vowels when reading regularly spelled one-syllable words.   |
| <b>PROFICIENCY LEVEL</b>                  | RF.2.3(b) | Know spelling-sound correspondences for additional common vowel teams.   |
| <b>PROFICIENCY LEVEL</b>                  | RF.2.3(c) | Decode regularly spelled two-syllable words with long vowels.  |
| <b>PROFICIENCY LEVEL</b>                  | RF.2.3(d) | Decode words with common prefixes and suffixes.  |
| <b>PROFICIENCY LEVEL</b>                  | RF.2.3(e) | Identify words with inconsistent but common spelling-sound correspondences.  |
| <b>PROFICIENCY LEVEL</b>                  | RF.2.3(f) | Recognize and read grade-appropriate irregularly spelled words.  |
| <b>DOMAIN / ACADEMIC CONTENT STANDARD</b> | OH.RF.2.  | <b>Reading Standards: Foundational Skills</b>  |
| <b>STANDARD / BENCHMARK</b>               |           | <b>Fluency</b>   |
| <b>BENCHMARK / GRADE LEVEL INDICATOR</b>  | RF.2.4.   | Read with sufficient accuracy and fluency to support comprehension.  |
| <b>PROFICIENCY LEVEL</b>                  | RF.2.4(a) | Read on-level text with purpose and understanding.   |
| <b>PROFICIENCY LEVEL</b>                  | RF.2.4(b) | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  |
| <b>PROFICIENCY LEVEL</b>                  | RF.2.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   |
| <b>DOMAIN / ACADEMIC CONTENT STANDARD</b> | OH.W.2.   | <b>Writing Standards</b>   |
| <b>STANDARD / BENCHMARK</b>               |           | <b>Text Types and Purposes</b>   |
| <b>BENCHMARK / GRADE LEVEL INDICATOR</b>  | W.2.2.    | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.   |
| <b>BENCHMARK / GRADE LEVEL INDICATOR</b>  | W.2.3.    | Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. |
| <b>DOMAIN / ACADEMIC CONTENT STANDARD</b> | OH.W.2.   | <b>Writing Standards</b>   |
| <b>STANDARD / BENCHMARK</b>               |           | <b>Production and Distribution of Writing</b>  |
| <b>BENCHMARK / GRADE LEVEL INDICATOR</b>  | W.2.5.    | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  |
| <b>DOMAIN / ACADEMIC CONTENT STANDARD</b> | OH.SL.2.  | <b>Speaking and Listening Standards</b>  |
| <b>STANDARD / BENCHMARK</b>               |           | <b>Comprehension and Collaboration</b>   |
| <b>BENCHMARK / GRADE LEVEL INDICATOR</b>  | SL.2.1.   | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  |
| <b>PROFICIENCY LEVEL</b>                  | SL.2.1(a) | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  |
| <b>PROFICIENCY LEVEL</b>                  | SL.2.1(b) | Build on others' talk in conversations by linking their comments to the remarks of others.   |
| <b>PROFICIENCY LEVEL</b>                  | SL.2.1(c) | Ask for clarification and further explanation as needed about the topics and texts under discussion.   |

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| DOMAIN /<br>ACADEMIC<br>CONTENT<br>STANDARD | OH.SL.2. | Speaking and Listening Standards   |
| STANDARD /<br>BENCHMARK                     |          | Comprehension and Collaboration  |
| BENCHMARK /<br>GRADE LEVEL<br>INDICATOR     | SL.2.2.  | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  |
| BENCHMARK /<br>GRADE LEVEL<br>INDICATOR     | SL.2.3.  | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.                          |
| DOMAIN /<br>ACADEMIC<br>CONTENT<br>STANDARD | OH.SL.2. | Speaking and Listening Standards   |
| STANDARD /<br>BENCHMARK                     |          | Presentation of Knowledge and Ideas  |
| BENCHMARK /<br>GRADE LEVEL<br>INDICATOR     | SL.2.4.  | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  |
| BENCHMARK /<br>GRADE LEVEL<br>INDICATOR     | SL.2.5.  | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.        |
| BENCHMARK /<br>GRADE LEVEL<br>INDICATOR     | SL.2.6.  | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.   |
| DOMAIN /<br>ACADEMIC<br>CONTENT<br>STANDARD | OH.L.2.  | Language Standards   |
| STANDARD /<br>BENCHMARK                     |          | Conventions of Standard English  |
| BENCHMARK /<br>GRADE LEVEL<br>INDICATOR     | L.2.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| PROFICIENCY<br>LEVEL                        | L.2.1(a) | Use collective nouns (e.g., group).  |
| PROFICIENCY<br>LEVEL                        | L.2.1(b) | Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).  |
| PROFICIENCY<br>LEVEL                        | L.2.1(c) | Use reflexive pronouns (e.g., myself, ourselves).  |
| PROFICIENCY<br>LEVEL                        | L.2.1(d) | Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).  |
| PROFICIENCY<br>LEVEL                        | L.2.1(e) | Use adjectives and adverbs, and choose between them depending on what is to be modified.   |
| PROFICIENCY<br>LEVEL                        | L.2.1(f) | Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). |
| DOMAIN /<br>ACADEMIC<br>CONTENT<br>STANDARD | OH.L.2.  | Language Standards   |
| STANDARD /<br>BENCHMARK                     |          | Conventions of Standard English  |
| BENCHMARK /<br>GRADE LEVEL<br>INDICATOR     | L.2.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| PROFICIENCY<br>LEVEL                        | L.2.2(a) | Capitalize holidays, product names, and geographic names.  |
| PROFICIENCY<br>LEVEL                        | L.2.2(c) | Use an apostrophe to form contractions and frequently occurring possessives.   |
| PROFICIENCY<br>LEVEL                        | L.2.2(d) | Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).  |
| DOMAIN /<br>ACADEMIC                        | OH.L.2.  | Language Standards   |

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| CONTENT STANDARD                   |          |   |
| STANDARD / BENCHMARK               |          | Knowledge of Language   |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| PROFICIENCY LEVEL                  | L.2.3(a) | Compare formal and informal uses of English.  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.L.2.  | Language Standards  |
| STANDARD / BENCHMARK               |          | Vocabulary Acquisition and Use  |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.4.   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.   |
| PROFICIENCY LEVEL                  | L.2.4(a) | Use sentence-level context as a clue to the meaning of a word or phrase.  |
| PROFICIENCY LEVEL                  | L.2.4(b) | Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).   |
| PROFICIENCY LEVEL                  | L.2.4(c) | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).  |
| PROFICIENCY LEVEL                  | L.2.4(d) | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).   |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.L.2.  | Language Standards  |
| STANDARD / BENCHMARK               |          | Vocabulary Acquisition and Use  |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.5.   | Demonstrate understanding of word relationships and nuances in word meanings.   |
| PROFICIENCY LEVEL                  | L.2.5(a) | Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).  |
| PROFICIENCY LEVEL                  | L.2.5(b) | Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.L.2.  | Language Standards  |
| STANDARD / BENCHMARK               |          | Vocabulary Acquisition and Use  |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.6.   | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |

Unit 3

Ohio Academic Content Standards  
Language Arts  
Grade 2 - Adopted: 2010

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| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RL.2. | Reading Standards for Literature   |
| STANDARD / BENCHMARK               |          | Key Ideas and Details  |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.1.  | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| BENCHMARK /                        | RL.2.2.  | Recount stories, including fables and folktales from diverse cultures, and determine   |

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| GRADE LEVEL INDICATOR              |           | their central message, lesson, or moral.  |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.3.   | Describe how characters in a story respond to major events and challenges.  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RL.2.  | Reading Standards for Literature  |
| STANDARD / BENCHMARK               |           | Craft and Structure   |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.4.   | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.   |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.5.   | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.   |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.6.   | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.   |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RL.2.  | Reading Standards for Literature  |
| STANDARD / BENCHMARK               |           | Integration of Knowledge and Ideas  |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.7.   | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RL.2.  | Reading Standards for Literature  |
| STANDARD / BENCHMARK               |           | Range of Reading and Level of Text Complexity   |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.10.  | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RF.2.  | Reading Standards: Foundational Skills  |
| STANDARD / BENCHMARK               |           | Phonics and Word Recognition  |
| BENCHMARK / GRADE LEVEL INDICATOR  | RF.2.3.   | Know and apply grade-level phonics and word analysis skills in decoding words.  |
| PROFICIENCY LEVEL                  | RF.2.3(a) | Distinguish long and short vowels when reading regularly spelled one-syllable words.  |
| PROFICIENCY LEVEL                  | RF.2.3(b) | Know spelling-sound correspondences for additional common vowel teams.  |
| PROFICIENCY LEVEL                  | RF.2.3(c) | Decode regularly spelled two-syllable words with long vowels.   |
| PROFICIENCY LEVEL                  | RF.2.3(d) | Decode words with common prefixes and suffixes.   |
| PROFICIENCY LEVEL                  | RF.2.3(e) | Identify words with inconsistent but common spelling-sound correspondences.   |
| PROFICIENCY LEVEL                  | RF.2.3(f) | Recognize and read grade-appropriate irregularly spelled words.   |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RF.2.  | Reading Standards: Foundational Skills  |
| STANDARD / BENCHMARK               |           | Fluency   |
| BENCHMARK /                        | RF.2.4.   | Read with sufficient accuracy and fluency to support comprehension.   |

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| GRADE LEVEL INDICATOR              |           |  |
| PROFICIENCY LEVEL                  | RF.2.4(a) | Read on-level text with purpose and understanding.   |
| PROFICIENCY LEVEL                  | RF.2.4(b) | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  |
| PROFICIENCY LEVEL                  | RF.2.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.W.2.   | Writing Standards  |
| STANDARD / BENCHMARK               |           | Text Types and Purposes  |
| BENCHMARK / GRADE LEVEL INDICATOR  | W.2.3.    | Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.W.2.   | Writing Standards  |
| STANDARD / BENCHMARK               |           | Production and Distribution of Writing   |
| BENCHMARK / GRADE LEVEL INDICATOR  | W.2.5.    | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.SL.2.  | Speaking and Listening Standards   |
| STANDARD / BENCHMARK               |           | Comprehension and Collaboration  |
| BENCHMARK / GRADE LEVEL INDICATOR  | SL.2.1.   | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  |
| PROFICIENCY LEVEL                  | SL.2.1(a) | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  |
| PROFICIENCY LEVEL                  | SL.2.1(b) | Build on others' talk in conversations by linking their comments to the remarks of others.   |
| PROFICIENCY LEVEL                  | SL.2.1(c) | Ask for clarification and further explanation as needed about the topics and texts under discussion.   |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.SL.2.  | Speaking and Listening Standards   |
| STANDARD / BENCHMARK               |           | Comprehension and Collaboration  |
| BENCHMARK / GRADE LEVEL INDICATOR  | SL.2.2.   | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  |
| BENCHMARK / GRADE LEVEL INDICATOR  | SL.2.3.   | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.SL.2.  | Speaking and Listening Standards   |
| STANDARD / BENCHMARK               |           | Presentation of Knowledge and Ideas  |
| BENCHMARK / GRADE LEVEL INDICATOR  | SL.2.4.   | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  |
| BENCHMARK / GRADE LEVEL INDICATOR  | SL.2.5.   | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.  |

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| BENCHMARK / GRADE LEVEL INDICATOR  | SL.2.6.  | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.   |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.L.2.  | Language Standards   |
| STANDARD / BENCHMARK               |          | Conventions of Standard English  |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| PROFICIENCY LEVEL                  | L.2.1(a) | Use collective nouns (e.g., group).  |
| PROFICIENCY LEVEL                  | L.2.1(d) | Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).  |
| PROFICIENCY LEVEL                  | L.2.1(e) | Use adjectives and adverbs, and choose between them depending on what is to be modified.   |
| PROFICIENCY LEVEL                  | L.2.1(f) | Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.L.2.  | Language Standards   |
| STANDARD / BENCHMARK               |          | Conventions of Standard English  |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| PROFICIENCY LEVEL                  | L.2.2(c) | Use an apostrophe to form contractions and frequently occurring possessives.   |
| PROFICIENCY LEVEL                  | L.2.2(d) | Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).  |
| PROFICIENCY LEVEL                  | L.2.2(e) | Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.   |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.L.2.  | Language Standards   |
| STANDARD / BENCHMARK               |          | Knowledge of Language  |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |
| PROFICIENCY LEVEL                  | L.2.3(a) | Compare formal and informal uses of English.   |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.L.2.  | Language Standards   |
| STANDARD / BENCHMARK               |          | Vocabulary Acquisition and Use   |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.4.   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.                    |
| PROFICIENCY LEVEL                  | L.2.4(a) | Use sentence-level context as a clue to the meaning of a word or phrase.   |
| PROFICIENCY LEVEL                  | L.2.4(b) | Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).  |
| PROFICIENCY LEVEL                  | L.2.4(c) | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).   |
| PROFICIENCY LEVEL                  | L.2.4(d) | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).                          |
| DOMAIN /                           | OH.L.2.  | Language Standards   |

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| ACADEMIC CONTENT STANDARD          |          |   |
| STANDARD / BENCHMARK               |          | Vocabulary Acquisition and Use  |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.5.   | Demonstrate understanding of word relationships and nuances in word meanings.   |
| PROFICIENCY LEVEL                  | L.2.5(a) | Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).  |
| PROFICIENCY LEVEL                  | L.2.5(b) | Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.L.2.  | Language Standards  |
| STANDARD / BENCHMARK               |          | Vocabulary Acquisition and Use  |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.6.   | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |

Unit 4

Ohio Academic Content Standards  
Language Arts  
Grade 2 - Adopted: 2010

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| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RL.2. | Reading Standards for Literature  |
| STANDARD / BENCHMARK               |          | Key Ideas and Details   |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.1.  | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.                            |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.2.  | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.                           |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.3.  | Describe how characters in a story respond to major events and challenges.  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RL.2. | Reading Standards for Literature  |
| STANDARD / BENCHMARK               |          | Craft and Structure   |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.4.  | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.         |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.5.  | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.             |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.6.  | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RL.2. | Reading Standards for Literature  |
| STANDARD / BENCHMARK               |          | Integration of Knowledge and Ideas  |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.7.  | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.    |

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| DOMAIN /<br>ACADEMIC<br>CONTENT<br>STANDARD | OH.RL.2.  | Reading Standards for Literature   |
| STANDARD /<br>BENCHMARK                     |           | Range of Reading and Level of Text Complexity  |
| BENCHMARK /<br>GRADE LEVEL<br>INDICATOR     | RL.2.10.  | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.  |
| DOMAIN /<br>ACADEMIC<br>CONTENT<br>STANDARD | OH.RI.2.  | Reading Standards for Informational Text   |
| STANDARD /<br>BENCHMARK                     |           | Key Ideas and Details  |
| BENCHMARK /<br>GRADE LEVEL<br>INDICATOR     | RI.2.1.   | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.   |
| BENCHMARK /<br>GRADE LEVEL<br>INDICATOR     | RI.2.2.   | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.  |
| BENCHMARK /<br>GRADE LEVEL<br>INDICATOR     | RI.2.3.   | Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.   |
| DOMAIN /<br>ACADEMIC<br>CONTENT<br>STANDARD | OH.RI.2.  | Reading Standards for Informational Text   |
| STANDARD /<br>BENCHMARK                     |           | Craft and Structure  |
| BENCHMARK /<br>GRADE LEVEL<br>INDICATOR     | RI.2.4.   | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.  |
| BENCHMARK /<br>GRADE LEVEL<br>INDICATOR     | RI.2.6.   | Identify the main purpose of a text, including what the author wants to answer, explain, or describe.  |
| DOMAIN /<br>ACADEMIC<br>CONTENT<br>STANDARD | OH.RI.2.  | Reading Standards for Informational Text   |
| STANDARD /<br>BENCHMARK                     |           | Integration of Knowledge and Ideas   |
| BENCHMARK /<br>GRADE LEVEL<br>INDICATOR     | RI.2.8.   | Describe how reasons support specific points the author makes in a text.   |
| DOMAIN /<br>ACADEMIC<br>CONTENT<br>STANDARD | OH.RI.2.  | Reading Standards for Informational Text   |
| STANDARD /<br>BENCHMARK                     |           | Range of Reading and Level of Text Complexity  |
| BENCHMARK /<br>GRADE LEVEL<br>INDICATOR     | RI.2.10.  | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| DOMAIN /<br>ACADEMIC<br>CONTENT<br>STANDARD | OH.RF.2.  | Reading Standards: Foundational Skills   |
| STANDARD /<br>BENCHMARK                     |           | Phonics and Word Recognition   |
| BENCHMARK /<br>GRADE LEVEL<br>INDICATOR     | RF.2.3.   | Know and apply grade-level phonics and word analysis skills in decoding words.   |
| PROFICIENCY<br>LEVEL                        | RF.2.3(a) | Distinguish long and short vowels when reading regularly spelled one-syllable words.   |
| PROFICIENCY<br>LEVEL                        | RF.2.3(b) | Know spelling-sound correspondences for additional common vowel teams.   |

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| PROFICIENCY LEVEL                  | RF.2.3(c) | Decode regularly spelled two-syllable words with long vowels.  |
| PROFICIENCY LEVEL                  | RF.2.3(d) | Decode words with common prefixes and suffixes.  |
| PROFICIENCY LEVEL                  | RF.2.3(e) | Identify words with inconsistent but common spelling-sound correspondences.  |
| PROFICIENCY LEVEL                  | RF.2.3(f) | Recognize and read grade-appropriate irregularly spelled words.  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RF.2.  | Reading Standards: Foundational Skills   |
| STANDARD / BENCHMARK               |           | Fluency  |
| BENCHMARK / GRADE LEVEL INDICATOR  | RF.2.4.   | Read with sufficient accuracy and fluency to support comprehension.  |
| PROFICIENCY LEVEL                  | RF.2.4(a) | Read on-level text with purpose and understanding.   |
| PROFICIENCY LEVEL                  | RF.2.4(b) | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  |
| PROFICIENCY LEVEL                  | RF.2.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.W.2.   | Writing Standards  |
| STANDARD / BENCHMARK               |           | Text Types and Purposes  |
| BENCHMARK / GRADE LEVEL INDICATOR  | W.2.2.    | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.   |
| BENCHMARK / GRADE LEVEL INDICATOR  | W.2.3.    | Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.W.2.   | Writing Standards  |
| STANDARD / BENCHMARK               |           | Production and Distribution of Writing   |
| BENCHMARK / GRADE LEVEL INDICATOR  | W.2.5.    | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.W.2.   | Writing Standards  |
| STANDARD / BENCHMARK               |           | Research to Build and Present Knowledge  |
| BENCHMARK / GRADE LEVEL INDICATOR  | W.2.8.    | Recall information from experiences or gather information from provided sources to answer a question.  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.SL.2.  | Speaking and Listening Standards   |
| STANDARD / BENCHMARK               |           | Comprehension and Collaboration  |
| BENCHMARK / GRADE LEVEL INDICATOR  | SL.2.1.   | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  |
| PROFICIENCY LEVEL                  | SL.2.1(a) | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  |
| PROFICIENCY LEVEL                  | SL.2.1(b) | Build on others' talk in conversations by linking their comments to the remarks of   |

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| LEVEL                              |           | others.  |
| PROFICIENCY LEVEL                  | SL.2.1(c) | Ask for clarification and further explanation as needed about the topics and texts under discussion.   |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.SL.2.  | Speaking and Listening Standards   |
| STANDARD / BENCHMARK               |           | Comprehension and Collaboration  |
| BENCHMARK / GRADE LEVEL INDICATOR  | SL.2.2.   | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  |
| BENCHMARK / GRADE LEVEL INDICATOR  | SL.2.3.   | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.                          |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.SL.2.  | Speaking and Listening Standards   |
| STANDARD / BENCHMARK               |           | Presentation of Knowledge and Ideas  |
| BENCHMARK / GRADE LEVEL INDICATOR  | SL.2.4.   | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  |
| BENCHMARK / GRADE LEVEL INDICATOR  | SL.2.5.   | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.        |
| BENCHMARK / GRADE LEVEL INDICATOR  | SL.2.6.   | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.   |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.L.2.   | Language Standards   |
| STANDARD / BENCHMARK               |           | Conventions of Standard English  |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.1.    | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| PROFICIENCY LEVEL                  | L.2.1(a)  | Use collective nouns (e.g., group).  |
| PROFICIENCY LEVEL                  | L.2.1(b)  | Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).  |
| PROFICIENCY LEVEL                  | L.2.1(c)  | Use reflexive pronouns (e.g., myself, ourselves).  |
| PROFICIENCY LEVEL                  | L.2.1(d)  | Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).  |
| PROFICIENCY LEVEL                  | L.2.1(e)  | Use adjectives and adverbs, and choose between them depending on what is to be modified.   |
| PROFICIENCY LEVEL                  | L.2.1(f)  | Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.L.2.   | Language Standards   |
| STANDARD / BENCHMARK               |           | Conventions of Standard English  |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.2.    | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| PROFICIENCY LEVEL                  | L.2.2(c)  | Use an apostrophe to form contractions and frequently occurring possessives.   |
| PROFICIENCY LEVEL                  | L.2.2(d)  | Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).  |
| DOMAIN /                           | OH.L.2.   | Language Standards   |

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| ACADEMIC CONTENT STANDARD          |          |   |
| STANDARD / BENCHMARK               |          | Knowledge of Language   |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.  |
| PROFICIENCY LEVEL                  | L.2.3(a) | Compare formal and informal uses of English.  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.L.2.  | Language Standards  |
| STANDARD / BENCHMARK               |          | Vocabulary Acquisition and Use  |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.4.   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.   |
| PROFICIENCY LEVEL                  | L.2.4(a) | Use sentence-level context as a clue to the meaning of a word or phrase.  |
| PROFICIENCY LEVEL                  | L.2.4(b) | Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).   |
| PROFICIENCY LEVEL                  | L.2.4(c) | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).  |
| PROFICIENCY LEVEL                  | L.2.4(d) | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).   |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.L.2.  | Language Standards  |
| STANDARD / BENCHMARK               |          | Vocabulary Acquisition and Use  |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.5.   | Demonstrate understanding of word relationships and nuances in word meanings.   |
| PROFICIENCY LEVEL                  | L.2.5(a) | Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).  |
| PROFICIENCY LEVEL                  | L.2.5(b) | Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.L.2.  | Language Standards  |
| STANDARD / BENCHMARK               |          | Vocabulary Acquisition and Use  |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.6.   | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |

Unit 5

Ohio Academic Content Standards  
Language Arts  
Grade 2 - Adopted: 2010

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| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RL.2. | Reading Standards for Literature   |
| STANDARD / BENCHMARK               |          | Key Ideas and Details  |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.1.  | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |

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| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.2.   | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.   |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.3.   | Describe how characters in a story respond to major events and challenges.  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RL.2.  | Reading Standards for Literature  |
| STANDARD / BENCHMARK               |           | Craft and Structure   |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.4.   | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.   |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.5.   | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.   |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.6.   | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.   |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RL.2.  | Reading Standards for Literature  |
| STANDARD / BENCHMARK               |           | Integration of Knowledge and Ideas  |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.7.   | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RL.2.  | Reading Standards for Literature  |
| STANDARD / BENCHMARK               |           | Range of Reading and Level of Text Complexity   |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.10.  | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RF.2.  | Reading Standards: Foundational Skills  |
| STANDARD / BENCHMARK               |           | Phonics and Word Recognition  |
| BENCHMARK / GRADE LEVEL INDICATOR  | RF.2.3.   | Know and apply grade-level phonics and word analysis skills in decoding words.  |
| PROFICIENCY LEVEL                  | RF.2.3(a) | Distinguish long and short vowels when reading regularly spelled one-syllable words.  |
| PROFICIENCY LEVEL                  | RF.2.3(b) | Know spelling-sound correspondences for additional common vowel teams.  |
| PROFICIENCY LEVEL                  | RF.2.3(c) | Decode regularly spelled two-syllable words with long vowels.   |
| PROFICIENCY LEVEL                  | RF.2.3(d) | Decode words with common prefixes and suffixes.   |
| PROFICIENCY LEVEL                  | RF.2.3(e) | Identify words with inconsistent but common spelling-sound correspondences.   |
| PROFICIENCY LEVEL                  | RF.2.3(f) | Recognize and read grade-appropriate irregularly spelled words.   |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RF.2.  | Reading Standards: Foundational Skills  |
| STANDARD / BENCHMARK               |           | Fluency   |

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| BENCHMARK / GRADE LEVEL INDICATOR  | RF.2.4.   | Read with sufficient accuracy and fluency to support comprehension.  |
| PROFICIENCY LEVEL                  | RF.2.4(a) | Read on-level text with purpose and understanding.   |
| PROFICIENCY LEVEL                  | RF.2.4(b) | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.  |
| PROFICIENCY LEVEL                  | RF.2.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.W.2.   | Writing Standards  |
| STANDARD / BENCHMARK               |           | Text Types and Purposes  |
| BENCHMARK / GRADE LEVEL INDICATOR  | W.2.2.    | Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.   |
| BENCHMARK / GRADE LEVEL INDICATOR  | W.2.3.    | Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.W.2.   | Writing Standards  |
| STANDARD / BENCHMARK               |           | Production and Distribution of Writing   |
| BENCHMARK / GRADE LEVEL INDICATOR  | W.2.5.    | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.W.2.   | Writing Standards  |
| STANDARD / BENCHMARK               |           | Research to Build and Present Knowledge  |
| BENCHMARK / GRADE LEVEL INDICATOR  | W.2.8.    | Recall information from experiences or gather information from provided sources to answer a question.  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.SL.2.  | Speaking and Listening Standards   |
| STANDARD / BENCHMARK               |           | Comprehension and Collaboration  |
| BENCHMARK / GRADE LEVEL INDICATOR  | SL.2.1.   | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  |
| PROFICIENCY LEVEL                  | SL.2.1(a) | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  |
| PROFICIENCY LEVEL                  | SL.2.1(b) | Build on others' talk in conversations by linking their comments to the remarks of others.   |
| PROFICIENCY LEVEL                  | SL.2.1(c) | Ask for clarification and further explanation as needed about the topics and texts under discussion.   |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.SL.2.  | Speaking and Listening Standards   |
| STANDARD / BENCHMARK               |           | Comprehension and Collaboration  |
| BENCHMARK / GRADE LEVEL INDICATOR  | SL.2.2.   | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  |
| BENCHMARK / GRADE LEVEL INDICATOR  | SL.2.3.   | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  |

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| DOMAIN / ACADEMIC CONTENT STANDARD | OH.SL.2. | Speaking and Listening Standards   |
| STANDARD / BENCHMARK               |          | Presentation of Knowledge and Ideas  |
| BENCHMARK / GRADE LEVEL INDICATOR  | SL.2.4.  | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  |
| BENCHMARK / GRADE LEVEL INDICATOR  | SL.2.5.  | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.        |
| BENCHMARK / GRADE LEVEL INDICATOR  | SL.2.6.  | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.   |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.L.2.  | Language Standards   |
| STANDARD / BENCHMARK               |          | Conventions of Standard English  |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| PROFICIENCY LEVEL                  | L.2.1(a) | Use collective nouns (e.g., group).  |
| PROFICIENCY LEVEL                  | L.2.1(c) | Use reflexive pronouns (e.g., myself, ourselves).  |
| PROFICIENCY LEVEL                  | L.2.1(e) | Use adjectives and adverbs, and choose between them depending on what is to be modified.   |
| PROFICIENCY LEVEL                  | L.2.1(f) | Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.L.2.  | Language Standards   |
| STANDARD / BENCHMARK               |          | Conventions of Standard English  |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| PROFICIENCY LEVEL                  | L.2.2(c) | Use an apostrophe to form contractions and frequently occurring possessives.   |
| PROFICIENCY LEVEL                  | L.2.2(d) | Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.L.2.  | Language Standards   |
| STANDARD / BENCHMARK               |          | Knowledge of Language  |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |
| PROFICIENCY LEVEL                  | L.2.3(a) | Compare formal and informal uses of English.   |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.L.2.  | Language Standards   |
| STANDARD / BENCHMARK               |          | Vocabulary Acquisition and Use   |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.4.   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.                    |

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| PROFICIENCY LEVEL                  | L.2.4(a) | Use sentence-level context as a clue to the meaning of a word or phrase.  |
| PROFICIENCY LEVEL                  | L.2.4(b) | Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).   |
| PROFICIENCY LEVEL                  | L.2.4(c) | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).  |
| PROFICIENCY LEVEL                  | L.2.4(d) | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).   |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.L.2.  | Language Standards  |
| STANDARD / BENCHMARK               |          | Vocabulary Acquisition and Use  |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.5.   | Demonstrate understanding of word relationships and nuances in word meanings.   |
| PROFICIENCY LEVEL                  | L.2.5(a) | Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).  |
| PROFICIENCY LEVEL                  | L.2.5(b) | Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.L.2.  | Language Standards  |
| STANDARD / BENCHMARK               |          | Vocabulary Acquisition and Use  |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.6.   | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |

Unit 7

Ohio Academic Content Standards

Language Arts

Grade 2 - Adopted: 2010

|                                    |          |   |
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| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RL.2. | Reading Standards for Literature  |
| STANDARD / BENCHMARK               |          | Key Ideas and Details   |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.1.  | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.                            |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.2.  | Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.                           |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.3.  | Describe how characters in a story respond to major events and challenges.  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RL.2. | Reading Standards for Literature  |
| STANDARD / BENCHMARK               |          | Craft and Structure   |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.4.  | Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.         |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.5.  | Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.             |
| BENCHMARK / GRADE LEVEL            | RL.2.6.  | Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |

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| INDICATOR                          |           |   |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RL.2.  | Reading Standards for Literature  |
| STANDARD / BENCHMARK               |           | Integration of Knowledge and Ideas  |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.7.   | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RL.2.  | Reading Standards for Literature  |
| STANDARD / BENCHMARK               |           | Range of Reading and Level of Text Complexity   |
| BENCHMARK / GRADE LEVEL INDICATOR  | RL.2.10.  | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.   |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RF.2.  | Reading Standards: Foundational Skills  |
| STANDARD / BENCHMARK               |           | Phonics and Word Recognition  |
| BENCHMARK / GRADE LEVEL INDICATOR  | RF.2.3.   | Know and apply grade-level phonics and word analysis skills in decoding words.  |
| PROFICIENCY LEVEL                  | RF.2.3(a) | Distinguish long and short vowels when reading regularly spelled one-syllable words.  |
| PROFICIENCY LEVEL                  | RF.2.3(b) | Know spelling-sound correspondences for additional common vowel teams.  |
| PROFICIENCY LEVEL                  | RF.2.3(c) | Decode regularly spelled two-syllable words with long vowels.   |
| PROFICIENCY LEVEL                  | RF.2.3(d) | Decode words with common prefixes and suffixes.   |
| PROFICIENCY LEVEL                  | RF.2.3(e) | Identify words with inconsistent but common spelling-sound correspondences.   |
| PROFICIENCY LEVEL                  | RF.2.3(f) | Recognize and read grade-appropriate irregularly spelled words.   |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.RF.2.  | Reading Standards: Foundational Skills  |
| STANDARD / BENCHMARK               |           | Fluency   |
| BENCHMARK / GRADE LEVEL INDICATOR  | RF.2.4.   | Read with sufficient accuracy and fluency to support comprehension.   |
| PROFICIENCY LEVEL                  | RF.2.4(a) | Read on-level text with purpose and understanding.  |
| PROFICIENCY LEVEL                  | RF.2.4(b) | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.   |
| PROFICIENCY LEVEL                  | RF.2.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.W.2.   | Writing Standards   |
| STANDARD / BENCHMARK               |           | Text Types and Purposes   |
| BENCHMARK / GRADE LEVEL INDICATOR  | W.2.1.    | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. |
| BENCHMARK /                        | W.2.2.    | Write informative/explanatory texts in which they introduce a topic, use facts and  |

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| GRADE LEVEL INDICATOR              |           | definitions to develop points, and provide a concluding statement or section.  |
| BENCHMARK / GRADE LEVEL INDICATOR  | W.2.3.    | Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.W.2.   | Writing Standards  |
| STANDARD / BENCHMARK               |           | Production and Distribution of Writing   |
| BENCHMARK / GRADE LEVEL INDICATOR  | W.2.5.    | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.W.2.   | Writing Standards  |
| STANDARD / BENCHMARK               |           | Research to Build and Present Knowledge  |
| BENCHMARK / GRADE LEVEL INDICATOR  | W.2.8.    | Recall information from experiences or gather information from provided sources to answer a question.  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.SL.2.  | Speaking and Listening Standards   |
| STANDARD / BENCHMARK               |           | Comprehension and Collaboration  |
| BENCHMARK / GRADE LEVEL INDICATOR  | SL.2.1.   | Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  |
| PROFICIENCY LEVEL                  | SL.2.1(a) | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  |
| PROFICIENCY LEVEL                  | SL.2.1(b) | Build on others' talk in conversations by linking their comments to the remarks of others.   |
| PROFICIENCY LEVEL                  | SL.2.1(c) | Ask for clarification and further explanation as needed about the topics and texts under discussion.   |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.SL.2.  | Speaking and Listening Standards   |
| STANDARD / BENCHMARK               |           | Comprehension and Collaboration  |
| BENCHMARK / GRADE LEVEL INDICATOR  | SL.2.2.   | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  |
| BENCHMARK / GRADE LEVEL INDICATOR  | SL.2.3.   | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.SL.2.  | Speaking and Listening Standards   |
| STANDARD / BENCHMARK               |           | Presentation of Knowledge and Ideas  |
| BENCHMARK / GRADE LEVEL INDICATOR  | SL.2.5.   | Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.  |
| BENCHMARK / GRADE LEVEL INDICATOR  | SL.2.6.   | Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.   |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.L.2.   | Language Standards   |

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| STANDARD / BENCHMARK               |          | Conventions of Standard English  |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.1.   | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   |
| PROFICIENCY LEVEL                  | L.2.1(a) | Use collective nouns (e.g., group).  |
| PROFICIENCY LEVEL                  | L.2.1(c) | Use reflexive pronouns (e.g., myself, ourselves).  |
| PROFICIENCY LEVEL                  | L.2.1(d) | Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).  |
| PROFICIENCY LEVEL                  | L.2.1(f) | Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.L.2.  | Language Standards   |
| STANDARD / BENCHMARK               |          | Conventions of Standard English  |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.2.   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   |
| PROFICIENCY LEVEL                  | L.2.2(c) | Use an apostrophe to form contractions and frequently occurring possessives.   |
| PROFICIENCY LEVEL                  | L.2.2(d) | Generalize learned spelling patterns when writing words (e.g., cage-->badge; boy-->boil).  |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.L.2.  | Language Standards   |
| STANDARD / BENCHMARK               |          | Knowledge of Language  |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.3.   | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |
| PROFICIENCY LEVEL                  | L.2.3(a) | Compare formal and informal uses of English.   |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.L.2.  | Language Standards   |
| STANDARD / BENCHMARK               |          | Vocabulary Acquisition and Use   |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.4.   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.                    |
| PROFICIENCY LEVEL                  | L.2.4(a) | Use sentence-level context as a clue to the meaning of a word or phrase.   |
| PROFICIENCY LEVEL                  | L.2.4(b) | Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).  |
| PROFICIENCY LEVEL                  | L.2.4(c) | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).   |
| PROFICIENCY LEVEL                  | L.2.4(d) | Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).                          |
| DOMAIN / ACADEMIC CONTENT STANDARD | OH.L.2.  | Language Standards   |
| STANDARD / BENCHMARK               |          | Vocabulary Acquisition and Use   |
| BENCHMARK / GRADE LEVEL INDICATOR  | L.2.5.   | Demonstrate understanding of word relationships and nuances in word meanings.  |
| PROFICIENCY LEVEL                  | L.2.5(b) | Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl)  |

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| LEVEL                                       |         | and closely related adjectives (e.g., thin, slender, skinny, scrawny).  |
| DOMAIN /<br>ACADEMIC<br>CONTENT<br>STANDARD | OH.L.2. | Language Standards  |
| STANDARD /<br>BENCHMARK                     |         | Vocabulary Acquisition and Use  |
| BENCHMARK /<br>GRADE LEVEL<br>INDICATOR     | L.2.6.  | Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). |

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