

Main Criteria: Classroom Supplement and Lesson Plans, Second Grade

Secondary Criteria: Ohio Learning Standards

Subject: Language Arts

Grade: 2

Classroom Supplement and Lesson Plans, Second Grade

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Ohio Learning Standards

Language Arts

Grade 2 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK

KEY IDEAS AND DETAILS

BENCHMARK /
GRADE LEVEL
INDICATOR

3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK

PRODUCTION AND DISTRIBUTION OF WRITING

BENCHMARK /
GRADE LEVEL
INDICATOR

4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

BENCHMARK /
GRADE LEVEL
INDICATOR

5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK

RANGE OF WRITING

BENCHMARK /
GRADE LEVEL
INDICATOR

10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.2.2.	Analyze literary text development.
PROFICIENCY LEVEL	RL.2.2.a.	Determine the lesson or moral.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
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.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
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	Reading Standards for Literature K–12	
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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
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	Reading Standards for Informational Text K–12	
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	Writing Standards K–12	
STANDARD / BENCHMARK	TEXT TYPES AND PURPOSES	
BENCHMARK / GRADE LEVEL INDICATOR	W.2.2.	Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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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**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK /
GRADE LEVEL
INDICATOR

W.2.7.

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK /
GRADE LEVEL
INDICATOR

SL.2.1.

Participate in collaborative conversations about grade 2 topics and texts with diverse partners 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**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK /
GRADE LEVEL
INDICATOR

SL.2.2.

Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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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.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
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).
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Ohio Learning Standards

Language Arts

Grade 2 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading
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STANDARD / BENCHMARK	KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing
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STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing
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STANDARD / BENCHMARK	RANGE OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION	
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	KNOWLEDGE OF LANGUAGE	
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RL.2.2.	Analyze literary text development.
PROFICIENCY LEVEL	RL.2.2.a.	Determine the lesson or moral.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	

BENCHMARK / GRADE LEVEL INDICATOR	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN / ACADEMIC CONTENT STANDARD		
Reading Standards for Literature K–12		
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.
DOMAIN / ACADEMIC CONTENT STANDARD		
Reading Standards for Literature K–12		
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		
Reading Standards for Literature K–12		
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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
DOMAIN / ACADEMIC CONTENT STANDARD		
Reading Standards for Informational Text K–12		
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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		
Reading Standards for Informational Text K–12		
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	Writing Standards K–12	
STANDARD / BENCHMARK	TEXT TYPES AND PURPOSES	
BENCHMARK / GRADE LEVEL INDICATOR	W.2.2.	Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
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	Writing Standards K–12	
STANDARD / BENCHMARK	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
BENCHMARK / GRADE LEVEL INDICATOR	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION	
BENCHMARK / GRADE LEVEL INDICATOR	SL.2.1.	Participate in collaborative conversations about grade 2 topics and texts with diverse partners 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**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.2.2.	Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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).
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Week 01: Pre-Writing, p. 33-39

Ohio Learning Standards

Language Arts

Grade 2 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
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STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.2.2.	Analyze literary text development.
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PROFICIENCY LEVEL	RL.2.2.a.	Determine the lesson or moral.
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DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
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STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
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STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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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 / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
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STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONICS AND WORD RECOGNITION
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BENCHMARK / GRADE LEVEL INDICATOR	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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PROFICIENCY LEVEL	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.2.1.	Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.
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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).
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PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K-12

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.

Week 02: Pre-Writing, p. 41-47

Ohio Learning Standards

Language Arts

Grade 2 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Language**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Literature K–12**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.2.2.	Analyze literary text development.
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PROFICIENCY LEVEL	RL.2.2.a.	Determine the lesson or moral.
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DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Literature K–12**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Literature K–12**

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.
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DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Literature K–12**

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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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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BENCHMARK / GRADE LEVEL INDICATOR	RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD** **Reading Standards for Literature K–12**

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD** **Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD** **Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD** **Reading Standards for Foundational Skills K–12**

STANDARD / BENCHMARK		PHONICS AND WORD RECOGNITION
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BENCHMARK / GRADE LEVEL INDICATOR	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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PROFICIENCY LEVEL	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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PROFICIENCY LEVEL	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.2.1.	Participate in collaborative conversations about grade 2 topics and texts with diverse partners 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**

Language Standards K–12

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.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**

Language Standards K–12

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.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**

Language Standards K–12

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).

Ohio Learning Standards

Language Arts

Grade 2 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK

KEY IDEAS AND DETAILS

BENCHMARK /
GRADE LEVEL
INDICATOR

3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK

PRODUCTION AND DISTRIBUTION OF WRITING

BENCHMARK /
GRADE LEVEL
INDICATOR

5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK

COMPREHENSION AND COLLABORATION

BENCHMARK /
GRADE LEVEL
INDICATOR

1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK

KNOWLEDGE OF LANGUAGE

BENCHMARK /
GRADE LEVEL
INDICATOR

3.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK

VOCABULARY ACQUISITION AND USE

BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.2.2.	Analyze literary text development.

PROFICIENCY LEVEL	RL.2.2.a.	Determine the lesson or moral.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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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 / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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		
Reading Standards for Informational Text K–12		
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		
Reading Standards for Foundational Skills K–12		
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.b.	Know spelling-sound correspondences for additional common vowel teams.
DOMAIN / ACADEMIC CONTENT STANDARD		
Reading Standards for Foundational Skills K–12		
STANDARD / BENCHMARK		FLUENCY
BENCHMARK / GRADE LEVEL INDICATOR	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
PROFICIENCY LEVEL	RF.2.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
DOMAIN / ACADEMIC CONTENT STANDARD		
Speaking and Listening Standards K–12		
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.2.1.	Participate in collaborative conversations about grade 2 topics and texts with diverse partners 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	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION	
BENCHMARK / GRADE LEVEL INDICATOR	SL.2.2.	Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
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).

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Ohio Learning Standards

Language Arts

Grade 2 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING	
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.2.2.	Analyze literary text development.
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PROFICIENCY LEVEL	RL.2.2.a.	Determine the lesson or moral.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

**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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

**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**

Reading Standards for Literature K–12

**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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

**STANDARD /
BENCHMARK**

KEY IDEAS AND DETAILS

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**

Reading Standards for Informational Text K–12

**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**

Reading Standards for Foundational Skills K–12

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.
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PROFICIENCY LEVEL	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
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DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.2.1.	Participate in collaborative conversations about grade 2 topics and texts with diverse partners 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).
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PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.2.2.	Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

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.d.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
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PROFICIENCY LEVEL	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

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).

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Ohio Learning Standards

Language Arts

Grade 2 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RL.2.2.	Analyze literary text development.
PROFICIENCY LEVEL	RL.2.2.a.	Determine the lesson or moral.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
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	Reading Standards for Literature K–12	
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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONICS AND WORD RECOGNITION
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BENCHMARK / GRADE LEVEL INDICATOR	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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PROFICIENCY LEVEL	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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PROFICIENCY LEVEL	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.2.1.	Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.
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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).
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PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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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	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION	
BENCHMARK / GRADE LEVEL INDICATOR	SL.2.2.	Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
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.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
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.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
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.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	Language Standards K–12	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.2.2.	Analyze literary text development.
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PROFICIENCY LEVEL	RL.2.2.a.	Determine the lesson or moral.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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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 /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONICS AND WORD RECOGNITION
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BENCHMARK / GRADE LEVEL INDICATOR	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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PROFICIENCY LEVEL	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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PROFICIENCY LEVEL	RF.2.3.d.	Decode words with common prefixes and suffixes.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.2.1.	Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.
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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 **Speaking and Listening Standards K–12**

STANDARD / BENCHMARK **COMPREHENSION AND COLLABORATION**

BENCHMARK / GRADE LEVEL INDICATOR	SL.2.2.	Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).
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DOMAIN / ACADEMIC CONTENT STANDARD **Language Standards K–12**

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.
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PROFICIENCY LEVEL	L.2.1.c.	Use reflexive pronouns (e.g., myself, ourselves).
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PROFICIENCY LEVEL	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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DOMAIN / ACADEMIC CONTENT STANDARD **Language Standards K–12**

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.d.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
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DOMAIN / ACADEMIC CONTENT STANDARD **Language Standards K–12**

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).
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Week 07: Unit 2 Summarizing from Notes, p. 85-91

Ohio Learning Standards

Language Arts

Grade 2 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Speaking and Listening**

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	KNOWLEDGE OF LANGUAGE	
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RL.2.2.	Analyze literary text development.
PROFICIENCY LEVEL	RL.2.2.a.	Determine the lesson or moral.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
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.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
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	Reading Standards for Literature K–12	
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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
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	Reading Standards for Informational Text K–12	
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	Reading Standards for Foundational Skills K–12	
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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.2.1.	Participate in collaborative conversations about grade 2 topics and texts with diverse partners 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**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.2.2.	Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

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.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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

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.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

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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).

Week 08: Unit 2 Summarizing from Notes, p.93-99

Ohio Learning Standards

Language Arts

Grade 2 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.2.2.	Analyze literary text development.
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PROFICIENCY LEVEL	RL.2.2.a.	Determine the lesson or moral.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN / ACADEMIC CONTENT STANDARD		
Reading Standards for Literature K–12		
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.
DOMAIN / ACADEMIC CONTENT STANDARD		
Reading Standards for Literature K–12		
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		
Reading Standards for Literature K–12		
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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
DOMAIN / ACADEMIC CONTENT STANDARD		
Reading Standards for Informational Text K–12		
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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		
Reading Standards for Informational Text K–12		
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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Foundational Skills K–12

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.
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PROFICIENCY LEVEL	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
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DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.2.1.	Participate in collaborative conversations about grade 2 topics and texts with diverse partners 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).
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PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.2.2.	Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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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.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
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).

Week 09: Unit 2 Summarizing from Notes, p.101-107

Ohio Learning Standards

Language Arts

Grade 2 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING	
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK /
GRADE LEVEL
INDICATOR

1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK /
GRADE LEVEL
INDICATOR

3.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK /
GRADE LEVEL
INDICATOR

6.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK /
GRADE LEVEL
INDICATOR

RL.2.2.

Analyze literary text development.

PROFICIENCY
LEVEL

RL.2.2.a.

Determine the lesson or moral.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK /
GRADE LEVEL
INDICATOR

RL.2.3.

Describe how characters in a story respond to major events and challenges.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

**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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

**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**

Reading Standards for Literature K–12

**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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

**STANDARD /
BENCHMARK** **KEY IDEAS AND DETAILS**

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**

Reading Standards for Informational Text K–12

**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**

Reading Standards for Foundational Skills K–12

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.b.	Know spelling-sound correspondences for additional common vowel teams.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.2.1.	Participate in collaborative conversations about grade 2 topics and texts with diverse partners 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**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.2.2.	Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

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.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K-12

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.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**

Language Standards K-12

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).

Week 10: Unit 2 Summarizing from Notes, p.109-115

Ohio Learning Standards

Language Arts

Grade 2 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR

1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR

3.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR

4.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

BENCHMARK / GRADE LEVEL INDICATOR

6.

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR

RL.2.2.

Analyze literary text development.

PROFICIENCY LEVEL

RL.2.2.a.

Determine the lesson or moral.

DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR

RL.2.3.

Describe how characters in a story respond to major events and challenges.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

**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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

**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**

Reading Standards for Literature K–12

**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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

**STANDARD /
BENCHMARK** **KEY IDEAS AND DETAILS**

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**

Reading Standards for Informational Text K–12

**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**

Reading Standards for Foundational Skills K–12

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.b.

Know spelling-sound correspondences for additional common vowel teams.

DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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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

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.2.1.	Participate in collaborative conversations about grade 2 topics and texts with diverse partners 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

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR

SL.2.2.

Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

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.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K-12	

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.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	Language Standards K-12	

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).

Week 11: Unit 2 Summarizing from Notes, p.117-123

Ohio Learning Standards

Language Arts

Grade 2 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN / ACADEMIC CONTENT STANDARD **College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.2.2.	Analyze literary text development.
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PROFICIENCY LEVEL	RL.2.2.a.	Determine the lesson or moral.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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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**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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**

Reading Standards for Foundational Skills K–12

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.b.	Know spelling-sound correspondences for additional common vowel teams.
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PROFICIENCY LEVEL	RF.2.3.d.	Decode words with common prefixes and suffixes.
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DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.2.1.	Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.
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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).
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PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.2.2.	Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).
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DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL L.2.1.e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

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.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

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.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

Language Standards K–12

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).

Week 12: Unit 2 Summarizing from Notes, p.125-131

Ohio Learning Standards

Language Arts

Grade 2 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS

BENCHMARK / GRADE LEVEL INDICATOR	RL.2.2.	Analyze literary text development.
PROFICIENCY LEVEL	RL.2.2.a.	Determine the lesson or moral.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
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.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
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	Reading Standards for Literature K–12	
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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Foundational Skills K–12	
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.
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PROFICIENCY LEVEL

RF.2.3.b.

Know spelling-sound correspondences for additional common vowel teams.

DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.2.1.	Participate in collaborative conversations about grade 2 topics and texts with diverse partners 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

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR

SL.2.2.

Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

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.e.

Use adjectives and adverbs, and choose between them depending on what is to be modified.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

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.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K-12	

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.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	Language Standards K-12	

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).

Week 13: Introduction to Unit 3 Retelling Narrative Stories, p. 133-143

Ohio Learning Standards

Language Arts

Grade 2 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.2.2.	Analyze literary text development.
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PROFICIENCY LEVEL	RL.2.2.a.	Determine the lesson or moral.
DOMAIN / ACADEMIC CONTENT STANDARD		
Reading Standards for Literature K–12		
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN / ACADEMIC CONTENT STANDARD		
Reading Standards for Literature K–12		
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.
DOMAIN / ACADEMIC CONTENT STANDARD		
Reading Standards for Literature K–12		
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		
Reading Standards for Literature K–12		
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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
DOMAIN / ACADEMIC CONTENT STANDARD		
Reading Standards for Informational Text K–12		
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONICS AND WORD RECOGNITION
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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.d.

Decode words with common prefixes and suffixes.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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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**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK /
GRADE LEVEL
INDICATOR

SL.2.1.

Participate in collaborative conversations about grade 2 topics and texts with diverse partners 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	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION	
BENCHMARK / GRADE LEVEL INDICATOR	SL.2.2.	Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
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.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
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.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
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.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	Language Standards K–12	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.2.2.	Analyze literary text development.
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PROFICIENCY LEVEL	RL.2.2.a.	Determine the lesson or moral.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

**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**

Reading Standards for Literature K–12

**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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

**STANDARD /
BENCHMARK** **KEY IDEAS AND DETAILS**

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**

Reading Standards for Informational Text K–12

**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**

Reading Standards for Foundational Skills K–12

**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.b. Know spelling-sound correspondences for additional common vowel teams.

PROFICIENCY LEVEL	RF.2.3.d.	Decode words with common prefixes and suffixes.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.2.1.	Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.
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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).
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PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.2.2.	Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

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.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**

Language Standards K–12

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).

Week 15: Unit 3 Retelling Narrative Stories, p. 153-159

Ohio Learning Standards

Language Arts

Grade 2 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.2.2.	Analyze literary text development.
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PROFICIENCY LEVEL	RL.2.2.a.	Determine the lesson or moral.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
---------------------------------	--	------------------------------

BENCHMARK /
GRADE LEVEL
INDICATOR

RL.2.3.

Describe how characters in a story respond to major events and challenges.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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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**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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**

Reading Standards for Informational Text K–12

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

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONICS AND WORD RECOGNITION
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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.d.

Decode words with common prefixes and suffixes.

DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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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

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR

W.2.7.

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

DOMAIN / ACADEMIC CONTENT STANDARD

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR

SL.2.1.

Participate in collaborative conversations about grade 2 topics and texts with diverse partners 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**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.2.2.	Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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.c.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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).
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Ohio Learning Standards

Language Arts

Grade 2 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK /
GRADE LEVEL
INDICATOR

3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK /
GRADE LEVEL
INDICATOR

5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK /
GRADE LEVEL
INDICATOR

9.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK /
GRADE LEVEL
INDICATOR

1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RL.2.2.	Analyze literary text development.
PROFICIENCY LEVEL	RL.2.2.a.	Determine the lesson or moral.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
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.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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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

Reading Standards for Literature K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONICS AND WORD RECOGNITION
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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.b.

Know spelling-sound correspondences for additional common vowel teams.

PROFICIENCY LEVEL

RF.2.3.d.

Decode words with common prefixes and suffixes.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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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**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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**BENCHMARK /
GRADE LEVEL
INDICATOR**

SL.2.1.

Participate in collaborative conversations about grade 2 topics and texts with diverse partners 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**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK /
GRADE LEVEL
INDICATOR

SL.2.2.

Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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**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.e.

Use adjectives and adverbs, and choose between them depending on what is to be modified.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

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.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

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.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

Language Standards K–12

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

Language Standards K–12

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).

Week 17: Unit 3 Retelling Narrative Stories, p.169-175

Ohio Learning Standards

Language Arts

Grade 2 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE

BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Literature K–12**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.2.2.	Analyze literary text development.

PROFICIENCY LEVEL	RL.2.2.a.	Determine the lesson or moral.
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DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Literature K–12**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Literature K–12**

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.
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DOMAIN / ACADEMIC CONTENT STANDARD **Reading Standards for Literature K–12**

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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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 / ACADEMIC CONTENT STANDARD **Reading Standards for Literature K–12**

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONICS AND WORD RECOGNITION
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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.

DOMAIN / ACADEMIC CONTENT STANDARD

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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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**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.2.1.	Participate in collaborative conversations about grade 2 topics and texts with diverse partners 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**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.2.2.	Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

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.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

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.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

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.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

Language Standards K–12

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).

Week 18: Unit 3 Retelling Narrative Stories, p. 177-183

Ohio Learning Standards

Language Arts

Grade 2 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION	
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	KNOWLEDGE OF LANGUAGE	
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	

BENCHMARK / GRADE LEVEL INDICATOR	RL.2.2.	Analyze literary text development.
PROFICIENCY LEVEL	RL.2.2.a.	Determine the lesson or moral.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
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.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
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	Reading Standards for Literature K–12	
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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	

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	Reading Standards for Informational Text K–12	
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	Reading Standards for Foundational Skills K–12	
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.d.	Decode words with common prefixes and suffixes.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
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	Writing Standards K–12	
STANDARD / BENCHMARK	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
BENCHMARK / GRADE LEVEL INDICATOR	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.2.1.	Participate in collaborative conversations about grade 2 topics and texts with diverse partners 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**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.2.2.	Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

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.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

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.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**

Language Standards K-12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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).
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Week 19: Introduction to Unit 4 Summarizing a Reference, p. 185-193

Ohio Learning Standards

Language Arts

Grade 2 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	CONVENTIONS OF STANDARD ENGLISH	
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	KNOWLEDGE OF LANGUAGE	
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RL.2.2.	Analyze literary text development.
PROFICIENCY LEVEL	RL.2.2.a.	Determine the lesson or moral.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
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STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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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 / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
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STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
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DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
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STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
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STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

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.
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PROFICIENCY LEVEL	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.2.1.	Participate in collaborative conversations about grade 2 topics and texts with diverse partners 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).
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PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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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	Speaking and Listening Standards K–12	

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.2.2.	Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).
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DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
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STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
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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.
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PROFICIENCY LEVEL	L.2.2.d.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
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DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
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STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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).
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Week 20: Unit 4 Summarizing a Reference, p. 195-201

Ohio Learning Standards

Language Arts

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
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STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.2.2.	Analyze literary text development.
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PROFICIENCY LEVEL	RL.2.2.a.	Determine the lesson or moral.
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DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
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STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
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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.
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DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
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STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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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 / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
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STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONICS AND WORD RECOGNITION
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BENCHMARK / GRADE LEVEL INDICATOR	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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PROFICIENCY LEVEL	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	W.2.2.	Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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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	Writing Standards K–12	
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.2.1.	Participate in collaborative conversations about grade 2 topics and texts with diverse partners 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	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.2.2.	Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
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.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K-12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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).
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Week 21: Unit 4 Summarizing a Reference, p. 203-209

Ohio Learning Standards

Language Arts

Grade 2 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	KNOWLEDGE OF LANGUAGE	
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RL.2.2.	Analyze literary text development.
PROFICIENCY LEVEL	RL.2.2.a.	Determine the lesson or moral.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
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.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
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	Reading Standards for Literature K–12	
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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
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	Reading Standards for Informational Text K–12	
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	Reading Standards for Foundational Skills K–12	
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.b.	Know spelling-sound correspondences for additional common vowel teams.
PROFICIENCY LEVEL	RF.2.3.d.	Decode words with common prefixes and suffixes.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
STANDARD / BENCHMARK	TEXT TYPES AND PURPOSES	
BENCHMARK / GRADE LEVEL INDICATOR	W.2.2.	Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
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	Writing Standards K–12	
STANDARD / BENCHMARK	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
BENCHMARK / GRADE LEVEL INDICATOR	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION	
BENCHMARK / GRADE LEVEL INDICATOR	SL.2.1.	Participate in collaborative conversations about grade 2 topics and texts with diverse partners 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**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK /
GRADE LEVEL
INDICATOR

SL.2.2.

Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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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.e.

Use adjectives and adverbs, and choose between them depending on what is to be modified.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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).

Week 22: Unit 4 Summarizing a Reference, p. 211-217

Ohio Learning Standards

Language Arts

Grade 2 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK /
GRADE LEVEL
INDICATOR

3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR

5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR

7.

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

BENCHMARK / GRADE LEVEL INDICATOR

8.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.

BENCHMARK / GRADE LEVEL INDICATOR

9.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR

1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR

3.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR

4.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.2.2.	Analyze literary text development.

PROFICIENCY LEVEL	RL.2.2.a.	Determine the lesson or moral.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

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.
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DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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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 / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Foundational Skills K–12

STANDARD / BENCHMARK		PHONICS AND WORD RECOGNITION
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BENCHMARK / GRADE LEVEL INDICATOR	RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words.
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PROFICIENCY LEVEL	RF.2.3.a.	Distinguish long and short vowels when reading regularly spelled one-syllable words.
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PROFICIENCY LEVEL	RF.2.3.b.	Know spelling-sound correspondences for additional common vowel teams.
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PROFICIENCY LEVEL	RF.2.3.d.	Decode words with common prefixes and suffixes.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	W.2.2.	Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

**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**

Writing Standards K–12

**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**

Speaking and Listening Standards K–12

**STANDARD /
BENCHMARK** **COMPREHENSION AND COLLABORATION**

BENCHMARK /
GRADE LEVEL
INDICATOR SL.2.1. Participate in collaborative conversations about grade 2 topics and texts with diverse partners 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**

Speaking and Listening Standards K–12

**STANDARD /
BENCHMARK** **COMPREHENSION AND COLLABORATION**

BENCHMARK /
GRADE LEVEL
INDICATOR SL.2.2. Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

**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.
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PROFICIENCY LEVEL

L.2.1.e.

Use adjectives and adverbs, and choose between them depending on what is to be modified.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

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.

DOMAIN / ACADEMIC CONTENT STANDARD

Language Standards K–12

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.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

Language Standards K–12

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).

Week 23: Unit 4 Summarizing a Reference, p. 219-225

Ohio Learning Standards

Language Arts

Grade 2 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR

3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR

5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR

7.

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

BENCHMARK / GRADE LEVEL INDICATOR

8.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.

BENCHMARK / GRADE LEVEL INDICATOR

9.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR

1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR

3.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.2.2.	Analyze literary text development.
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PROFICIENCY LEVEL	RL.2.2.a.	Determine the lesson or moral.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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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 /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK /
GRADE LEVEL
INDICATOR

W.2.2.

Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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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**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
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**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.2.1.	Participate in collaborative conversations about grade 2 topics and texts with diverse partners 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**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.2.2.	Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

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.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K-12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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).
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Week 24: Unit 4 Summarizing a Reference, p. 227-233

Ohio Learning Standards

Language Arts

Grade 2 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	KNOWLEDGE OF LANGUAGE	
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RL.2.2.	Analyze literary text development.
PROFICIENCY LEVEL	RL.2.2.a.	Determine the lesson or moral.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	

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.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
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		Reading Standards for Literature K–12
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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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		Reading Standards for Informational Text K–12
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		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES

BENCHMARK / GRADE LEVEL INDICATOR	W.2.2.	Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
DOMAIN / ACADEMIC CONTENT STANDARD	Writing Standards K–12	
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	Writing Standards K–12	
STANDARD / BENCHMARK	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
BENCHMARK / GRADE LEVEL INDICATOR	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
DOMAIN / ACADEMIC CONTENT STANDARD	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION	
BENCHMARK / GRADE LEVEL INDICATOR	SL.2.1.	Participate in collaborative conversations about grade 2 topics and texts with diverse partners 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	Speaking and Listening Standards K–12	
STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION	
BENCHMARK / GRADE LEVEL INDICATOR	SL.2.2.	Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K-12

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.e.

Use adjectives and adverbs, and choose between them depending on what is to be modified.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K-12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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).

Week 25: Introduction to Unit 5 Writing from Pictures, p. 235-245

Ohio Learning Standards

Language Arts

Grade 2 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR

3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR

5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
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STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
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STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
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STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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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DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
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STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.2.2.	Analyze literary text development.
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PROFICIENCY LEVEL	RL.2.2.a.	Determine the lesson or moral.
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DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
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STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR

RL.2.3.

Describe how characters in a story respond to major events and challenges.

DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

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.

DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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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

Reading Standards for Literature K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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

Reading Standards for Informational Text K–12

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		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.2.3.	Write narratives to 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		Writing Standards K–12
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		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.2.1.	Participate in collaborative conversations about grade 2 topics and texts with diverse partners 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**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK /
GRADE LEVEL
INDICATOR

SL.2.2.

Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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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.e.

Use adjectives and adverbs, and choose between them depending on what is to be modified.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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).

Week 26: Unit 5 Writing from Pictures, p. 247-253

Ohio Learning Standards

Language Arts

Grade 2 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK /
GRADE LEVEL
INDICATOR

3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
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.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS

BENCHMARK / GRADE LEVEL INDICATOR	RL.2.2.	Analyze literary text development.
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PROFICIENCY LEVEL

RL.2.2.a.

Determine the lesson or moral.

DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR

RL.2.3.

Describe how characters in a story respond to major events and challenges.

DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

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.

DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Literature K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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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

Reading Standards for Literature K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

DOMAIN / ACADEMIC CONTENT STANDARD

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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		Reading Standards for Informational Text K–12
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		Writing Standards K–12
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	W.2.3.	Write narratives to 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		Writing Standards K–12
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		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.2.1.	Participate in collaborative conversations about grade 2 topics and texts with diverse partners 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**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK /
GRADE LEVEL
INDICATOR

SL.2.2.

Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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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.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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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).

Week 27: Unit 5 Writing from Pictures, p. 255-261

Ohio Learning Standards

Language Arts

Grade 2 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK /
GRADE LEVEL
INDICATOR

3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RL.2.2.	Analyze literary text development.

PROFICIENCY LEVEL

RL.2.2.a.

Determine the lesson or moral.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR

RL.2.3.

Describe how characters in a story respond to major events and challenges.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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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**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
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	Reading Standards for Informational Text K–12	
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	Writing Standards K–12	
STANDARD / BENCHMARK	TEXT TYPES AND PURPOSES	
BENCHMARK / GRADE LEVEL INDICATOR	W.2.3.	Write narratives to 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	Writing Standards K–12	
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	Writing Standards K–12	
STANDARD / BENCHMARK	RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
BENCHMARK / GRADE LEVEL INDICATOR	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.2.1.	Participate in collaborative conversations about grade 2 topics and texts with diverse partners 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**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.2.2.	Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

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.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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

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).

Ohio Learning Standards

Language Arts

Grade 2 - Adopted: 2017

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK /
GRADE LEVEL
INDICATOR

3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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BENCHMARK /
GRADE LEVEL
INDICATOR

5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK /
GRADE LEVEL
INDICATOR

1.

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK /
GRADE LEVEL
INDICATOR

3.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.2.2.	Analyze literary text development.
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PROFICIENCY LEVEL	RL.2.2.a.	Determine the lesson or moral.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.2.3.	Describe how characters in a story respond to major events and challenges.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

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.
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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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 /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	W.2.3.	Write narratives to 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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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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		Writing Standards K–12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
DOMAIN / ACADEMIC CONTENT STANDARD		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.2.1.	Participate in collaborative conversations about grade 2 topics and texts with diverse partners 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		Speaking and Listening Standards K–12
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	SL.2.2.	Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
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.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.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
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).

Week 29: Introduction to Unit 7 Inventive Writing, p. 271-279

Ohio Learning Standards

Language Arts

Grade 2 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Reading	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK	RANGE OF WRITING	
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK /
GRADE LEVEL
INDICATOR

- | | |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
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BENCHMARK /
GRADE LEVEL
INDICATOR

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|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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BENCHMARK /
GRADE LEVEL
INDICATOR

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| 6. | Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK / GRADE LEVEL INDICATOR	RL.2.2.	Analyze literary text development.
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PROFICIENCY
LEVEL

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|-----------|--------------------------------|
| RL.2.2.a. | Determine the lesson or moral. |
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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BENCHMARK /
GRADE LEVEL
INDICATOR

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|---------|----------------------------------------------------------------------------|
| RL.2.3. | Describe how characters in a story respond to major events and challenges. |
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

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.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
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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**

Reading Standards for Literature K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
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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**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK / GRADE LEVEL INDICATOR	W.2.2.	Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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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.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK / GRADE LEVEL INDICATOR	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.2.1.	Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.
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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).
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PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
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PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.2.2.	Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
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.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
DOMAIN / ACADEMIC CONTENT STANDARD	Language Standards K–12	
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).
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Week 30: Unit 7 Inventive Writing, p. 281-287

Ohio Learning Standards

Language Arts

Grade 2 - Adopted: 2017

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK	PRODUCTION AND DISTRIBUTION OF WRITING	
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Writing	
STANDARD / BENCHMARK	RANGE OF WRITING	
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Speaking and Listening	
STANDARD / BENCHMARK	COMPREHENSION AND COLLABORATION	
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	KNOWLEDGE OF LANGUAGE	
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD	College and Career Readiness Anchor Standards for Language	
STANDARD / BENCHMARK	VOCABULARY ACQUISITION AND USE	
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RL.2.2.	Analyze literary text development.

PROFICIENCY LEVEL	RL.2.2.a.	Determine the lesson or moral.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
BENCHMARK / GRADE LEVEL INDICATOR	RL.2.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
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.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Literature K–12	
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	Reading Standards for Literature K–12	
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. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.
DOMAIN / ACADEMIC CONTENT STANDARD	Reading Standards for Informational Text K–12	
STANDARD / BENCHMARK	KEY IDEAS AND DETAILS	
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**

Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
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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**

Writing Standards K–12

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
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BENCHMARK /
GRADE LEVEL
INDICATOR

W.2.2.

Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Writing Standards K–12

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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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**

Writing Standards K–12

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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BENCHMARK /
GRADE LEVEL
INDICATOR

W.2.7.

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK /
GRADE LEVEL
INDICATOR

SL.2.1.

Participate in collaborative conversations about grade 2 topics and texts with diverse partners 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.
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PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Speaking and Listening Standards K–12

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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BENCHMARK / GRADE LEVEL INDICATOR	SL.2.2.	Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
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BENCHMARK / GRADE LEVEL INDICATOR	L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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PROFICIENCY LEVEL	L.2.1.e.	Use adjectives and adverbs, and choose between them depending on what is to be modified.
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**DOMAIN /
ACADEMIC
CONTENT
STANDARD**

Language Standards K–12

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
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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).
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