Ohio English Language Arts

Grade 2

Reading Literature RL

1. Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details and clarify the meaning of a literary text (e.g., story, drama, poem). RL.2.1
2. Retell stories, including fables and folktales from diverse cultures, and explain the central message, lesson, or moral using key details. RL.2.2
3. Describe how characters in a literary text respond to major events or challenges, using key details. RL.2.3
4. Describe how specific words and phrases contribute to rhythm, mood, or meaning in a literary text. RL.2.4
5. Describe the structure of a literary text, including how the beginning introduces the story, how events unfold, and how the ending concludes the action. RL.2.5
6. Distinguish between the narrator's point of view and the characters' perspectives in a literary text, recognizing when the narrator is also a character in the story. RL.2.6
7. Use illustrations and textual details in print or digital literary texts to describe characters, settings, and plot elements. RL.2.7
8. (Not applicable to literature) RL.2.8
9. Compare and/or contrast two or more versions of the same story by different authors from different cultures, focusing on characters, settings, and central messages. RL.2.9
10. Read and comprehend grade-level literary text, with scaffolding as needed. Utilize prior knowledge and draw on previous experiences to support understanding and make meaningful comparisons across texts. RL.2.10

Reading Informational RI

1. Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details and clarify meaning in an informational text (e.g., historical, scientific, or technical texts). RI.2.1
2. Identify the main topic of an informational text and explain how specific details `upport that topic. RI.2.2

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3 **Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures within an informational text.** RI.2.3

4 **Determine the meaning of words and phrases in an informational text using strategies such as context clues, word parts, and text features.** RI.2.4

5 **Know and use various text features (such as captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons) to efficiently locate key facts and details in an informational text.** RI.2.5

6 **Identify the author's purpose in an informational text and explain how the text supports that purpose.** RI.2.6

7 **Explain how illustrations, diagrams, or other visuals contribute to understanding key ideas in an informational text.** RI.2.7

8 **Describe how the author uses evidence to support key ideas in an informational text.** RI.2.8

9 **Compare and/or contrast key ideas and supporting details in two informational texts on the same topic.** RI.2.9

10 **With scaffolding provided as needed, read and comprehend grade level informational text.** RI.2.10

Reading Foundations RF

3 **Know and apply grade-level phonics and word analysis skills in decoding words:** RF.2.3

a Decode words aligned with phonics patterns in scope and sequence of adopted HQIM, such as: RF.2.3.A

1 Initial and final 2- to 3 consonant blends RF.2.3.A.1

2 Most common vowel teams with long-vowel sounds RF.2.3.A.2

3 Hard and soft c and g RF.2.3.A.3

4 Vowel-r combinations RF.2.3.A.4

5 Compound words RF.2.3.A.5

6 Multisyllabic words with closed syllables, open syllables, VCe, Vowel-r, and vowel teams RF.2.3.A.6

7 Words containing the -ild, -ost, - old, -olt, -ind pattern RF.2.3.A.7

8 Digraphs RF.2.3.A.8

9 Trigraphs RF.2.3.A.9

10 Silent letter combinations RF.2.3.A.10

11 Common prefixes (e.g., distract, input) RF.2.3.A.11

12 Common inflectional suffixes (e.g., wishes, wished, wishing) RF.2.3.A.12

13 Common derivational suffixes (e.g., neighborhood, teacher) RF.2.3.A.13

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b Read common high-frequency words with automaticity, aligned with the adopted HQIM, such as: RF.2.3.B

1 Phonetically regular words RF.2.3.B.1

2 Partially regular words RF.2.3.B.2

3 Irregular words RF.2.3.B.3

4 **Read connected texts with sufficient fluency to support comprehension:** RF.2.4

a Orally read decodable, controlled texts containing previously taught patterns with accuracy, automaticity, and appropriate expression to gain meaning from text. RF.2.4.A

b Orally read grade-level text with accuracy (targeting 95% or better), automaticity, and appropriate expression to gain meaning from text, targeting 100 words correct per minute (wcpm) by the end of second grade. RF.2.4.B

c Self-monitor word recognition and understanding, rereading as necessary. RF.2.4.C

Writing Foundations WF

1 **Write legibly in manuscript and/or cursive:** WF.2.1

a Write all letters independently, in manuscript and/or cursive, with accuracy and fluency across words and sentences. WF.2.1.A

b Maintain consistent letter size, spacing, alignment, and automaticity of strokes. WF.2.1.B

2 **Encode words aligned with phonics patterns in scope and sequence of adopted HQIM, such as:** WF.2.2

a Encode words aligned with scope and sequence of adopted HQIM, such as: WF.2.2.A

1 Grade-appropriate multisyllabic words using knowledge of syllable types, including open, closed, vowel consonant-e, vowel teams, vowel-r, and consonant-le. WF.2.2.A.1

b Grade-appropriate high frequency words that are spelled using predictable, decodable phonemegrapheme correspondences, including those that contain only one irregularity. WF.2.2.B

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c Encode words aligned with phonics patterns in scope and sequence of adopted HQIM, such as: WF.2.2.C

1 Two- and three-consonant blends, including those containing digraphs WF.2.2.C.1

2 Consonant digraphs, trigraphs, and silent-letter combinations WF.2.2.C.2

3 Y as a consonant and a vowel WF.2.2.C.3

4 Common vowel teams, including diphthongs WF.2.2.C.4

5 Hard and soft c and g WF.2.2.C.5

6 Contractions with am, is, has, not, have, would, and will, using apostrophes appropriately WF.2.2.C.6

7 Compound words WF.2.2.C.7

8 Words containing the -ild, -ost, - old, -olt, -ind patterns WF.2.2.C.8

9 Common prefixes (e.g., distract, input) WF.2.2.C.9

10 Common inflectional suffixes (wishes, wished, wishing) WF.2.2.C.10

11 Common derivational suffixes (e.g., neighborhood, teacher) WF.2.2.C.11

3 **Write complete sentences demonstrating knowledge of punctuation conventions.** WF.2.3

a Utilize commas with words in a series in a sentence. WF.2.3.A

b Use apostrophes to form contractions and possessives (e.g., contractions with am, is, has, not (I'm, she's, don't). WF.2.3.B

c Use punctuation to set off interjections. WF.2.3.C

d Expand sentences using frequently occurring conjunctions (e.g., because, so, but). WF.2.3.D

Writing W

1 **Write opinion pieces that include a clear topic, a stated opinion, reasons supported by evidence or examples, and a conclusion, using linking words and grade-level phonicsbased spelling.** W.2.1

2 **Write informative pieces that introduce a topic, use facts and definitions to explain ideas, and include a conclusion, using linking words and grade-level phonics-based spelling.** W.2.2

3 **Write narratives that recount sequenced events with descriptive details, temporal words, and a clear conclusion, using linking words and grade-level phonics-based spelling.** W.2.3

4 **(Begins in Grade 3)** W.2.4

5 **With adult support, revise and edit writing to improve clarity, organization, and onventions (e.g., capitalization, punctuation, spelling), using feedback from dults or peers.** W.2.5

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6 **With adult support, use a variety of digital tools to produce and publish writing, including in collaboration with peers.** W.2.6

7 **With adult support, recall information from personal experiences or gather information from provided sources to answer a specific question in writing.** W.2.7

8 **With adult support, engage in shared and independent research projects by reading multiple texts on a topic, recording observations, and composing short reports using grade-level vocabulary and sentence structure.** W.2.8

9 **(Begins in Grade 4)** W.2.9

10 **(Begins in Grade 3)** W.2.10

Speaking and Listening SL

1 **Participate in discussions about second grade topics and texts in pairs, small groups, or whole-class settings:** SL.2.1

- a Follow agreed-upon rules for discussions, such as taking turns respectfully, listening carefully, and speaking one at a time about the topics and texts under discussion. SL.2.1.A
- b Engage in conversation by responding to others' comments across multiple exchanges and contributing ideas that further develop the discussion. SL.2.1.B
- c Ask for clarification and further explanation as needed. SL.2.1.C

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).** SL.2.2

3 **Ask questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.** SL.2.3

4 **Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.** SL.2.4

5 **Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.** SL.2.5

6 **Use complete sentences, when appropriate to the task or situation, to provide requested details or clarification.** SL.2.6

Language L

1 **Know and apply formal American English grammar, usage, and mechanics when writing or speaking.** L.2.1

- a Use collective nouns (e.g., group). L.2.1.A
- b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). L.2.1.B

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Use reflexive pronouns (e.g., myself, ourselves). L.2.1.C

d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). L.2.1.D

e Use adjectives and adverbs. L.2.1.E

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). L.2.1.F

2 **Recognize and apply the conventions of formal American English capitalization, punctuation, and spelling.** L.2.2

a Capitalize holidays, product names, and geographic names. L.2.2.A

b Use commas to separate items in a series and to format dates, addresses, greetings, and closings of letters. L.2.2.B

c Generalize learned spelling patterns when writing words. L.2.2.C

d Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. L.2.2.D

3 **Use knowledge of language and its conventions when writing, speaking, reading, or listening.** L.2.3

a Recognize formal and informal uses of English. L.2.3.A

b Compare formal and informal uses of English. L.2.3.B

4 **Use word analysis skills to break down and build grade-appropriate words to understand their meaning.** L.2.4

a Utilize context within and beyond a sentence to determine or clarify the meaning of unknown and multiplemeaning words and phrases. L.2.4.A

b Determine the meaning of a new word when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). L.2.4.B

c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). L.2.4.C

d Recognize common base words (e.g., look) and inflectional endings used to form and understand new words (e.g., looks, looked, looking). L.2.4.D

e Use knowledge of the meaning of base words to understand the meaning of compound words (e.g., birdhouse, lighthouse, bookshelf, notebook). L.2.4.E

5 **Demonstrate understanding of word relationships and nuances in word meanings.** L.2.5

a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). L.2.5.A

b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). L.2.5.B

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Ise words and phrases acquired through conversations, reading and being read o, and responding to texts, including using adjectives and adverbs to describe

(e.g., When other kids are happy that makes me happy). L.2.6