Grade 2 Correlations Between
Common Core State Standards and Ohio Academic Content Standards

READING FOR LITERATURE	
Common Core	**2002 Ohio ACS**
Key Ideas and Details	**Aligned Benchmarks and Indicators**
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	2RPE6
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2RPB2
3. Describe how characters in a story respond to major events and challenges.	2RPD4 2LTB2
Craft and Structure	
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	NO MATCH
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	2LTA3
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	NO MATCH
Integration of Knowledge and Ideas	
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	2RPA5 2RPC4
8. (Not applicable to literature)	
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	2RPD3 2LTA1
Range of Reading and Level of Text Complexity	
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.	NO MATCH

READING FOR INFORMATIONAL TEXT	
Common Core	**2002 Ohio ACS**
Key Ideas and Details	**Aligned Benchmarks and Indicators**
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	2ITB3
2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within texts.	2RPD3 2ITC4
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text	2RPD3 2ITE6
Craft and Structure	
4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	2AVA1
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	2ITA1 3ITA1
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	2ITC4
Integration of Knowledge and Ideas	
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify text.	2ITA1 2ITD5
8. Describe how reasons support specific points the author makes in a text.	2ITC4
9. Compare and contrast the most important points presented by two texts on the same topic.	3RPD3
Range of Reading and Level of Text Complexity	

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.	NO MATCH

READING STRAND: FOUNDATIONAL SKILL	
Common Core	**2002 Ohio ACS**
Phonics and Word Recognition	**Aligned Benchmarks and Indicators**
3. Know and apply grade-level phonics and word analysis skills in decoding words.	2PAA3
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	1PAA3 2PAA7
b. Know spelling-sound correspondences for additional common vowel teams.	2PAA7 1WCB2
c. Decode regularly spelled two-syllable words with long vowels.	2PAB2
d. Decode words with common prefixes and suffixes.	2AVC8
e. Identify words with inconsistent but common spelling-sound correspondences.	3PAA3
f. Recognize and read grade-appropriate irregularly spelled words.	2PAB8
Fluency	
4. Read with sufficient accuracy and fluency to support comprehension.	2PAB9
a. Read on-level text with purpose and understanding.	NO MATCH
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	2PAB9 2PAB10
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2RPF8

WRITING STRAND	
Common Core	**2002 Ohio ACS**
Text Types and Purposes	**Aligned Benchmarks and Indicators**
1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	2WAB2 2ITA1
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	2WPA2 2WPD5
3. Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	1RPD5
Production and Distribution of Writing	
4. (Begins in grade 3)	
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	2WPD5 2WPD7 2WPD8 2WPD10 2WPD112WPD12 2WPE9 2WPE13
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	2WPG9
Research to Build and Present Knowledge	
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).	2WPA1
8. Recall information from experiences or gather information from provided sources to answer a question.	2REA1 2REA3 2REB4
9. (Begins in grade 4)	
Range of Writing	
10. (Begins in grade 3)	

SPEAKING AND LISTENING STRAND	
Common Core	**2002 Ohio ACS**
Comprehension and Collaboration	**Aligned Benchmarks and Indicators**
1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	NO MATCH
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).	2COA1
b. Build on others' talk in conversations by linking their comments to the remarks of others.	2WPA1
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	2COA1
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	2RPC4 2COA3
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	2RPE6 2COA1
Presentation of Knowledge and Ideas	
4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	2COE8a 2COE8c
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.	2WPG15 2COE10
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	1WPE6

LANGUAGE STRAND	
Common Core	**2002 Ohio ACS**
Conventions of Standard English	**Aligned Benchmarks and Indicators**
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	2WCD12
a. Use collective nouns (e.g., *Group*)	2WCD12
b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish).*	2WCD12
c. Use reflexive pronouns (e.g., *myself, ourselves).*	2WCD14
d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).	2WCD15
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	2WCD12 4WCD9
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)*.	2WPE6
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2WCC7 2WCC8 2WCC9 2WCC10 2WCC11
a. Capitalize holidays, product names, and geographic names.	2WCC11
b. Use commas in greetings and closings of letters.	2WCC (no indicator)
c. Use apostrophe to form contractions and frequently occuring possessives.	2WCC10
d. Generalize learned spelling patterns when writing words ()e.g., cage →badge; boy → boil).	NO MATCH
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	2AVE10
3. Use knowledge of language and its conventions when writing, speaking, reading or listening.	2WCC8 2WCC9 2WCC10 2WCC11 2WVD12 2WCD13 2WCD14 2WCD15

	2WCD16
a. Compare formal an informal uses of English	NO MATCH
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on G*rade 2 reading and content,,* choosing flexibly from an array of strategies.	2AVA1 2AVA5
a. Use sentence-level context as a clue to the meaning of a word or phrase.	2AVA1
b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell)*.	2AVC8
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).	2AVC9
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark*).	2AVC6
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	2AVE10
5. Demonstrate understanding of word relationships and nuances in word meanings.	2AVD2 2AVD5 2AVD3
a. Identify real-life connections between words and their use (e.g., describe words that are *spicy* or *juicy*)	NO MATCH
b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).	2AVD2
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)*.	NO MATCH