

English Language Arts Academic Content Standards Crosswalk

Comparison of the Common Core State Standards and the 2001 Academic Content Standards

Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Two	Reading for Literature	
	Key Ideas and Details	
	1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	2RPE -Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative).
	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	2RPB -Make predictions from text clues and cite specific examples to support predictions.
	3. Describe how characters in a story respond to major events and challenges.	2RPC -Draw conclusions from information in the text. 2LTB -Use supporting details to identify and describe main ideas, characters and setting.
	Craft and Structure	
	4. Describe how words & phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm & meaning in a story, poem, or song.	No Aligned Benchmark
	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	1LTA -Compare and contrast plot across literary works.
	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	2PAB -Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.
	Integration of Knowledge and Ideas	
	7. Use information gained from the illustrations & words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	2LTB -Use supporting details to identify and describe main ideas, characters and setting. 2RPC -Draw conclusions from information in the text.
	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.	2RPD - Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas. 2LTA - Compare and contrast plot across literary works.
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 Aligned Benchmark	

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Grade Two	Reading for Informational Text	
	Key Ideas and Details	
	1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	2ITB -Ask clarifying questions concerning essential elements of informational text.
	2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within texts.	2RPD -Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas. 2ITC -Identify the central ideas and supporting details of informational text.
	3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text	2RPD -Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas. 2ITE -Evaluate two- and three-step directions for proper sequencing and completeness.
	Craft and Structure	
	4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topics or subject area</i> .	2AVA -Use context clues to determine the meaning of new vocabulary.
	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.	2ITA -Use text features and structures to organize content, draw conclusions and build text knowledge.
	6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	2ITC - Identify the central ideas and supporting details of informational text.
	Integration of Knowledge and Ideas	
	7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to & clarify text.	2ITA -Use text features and structures to organize content, draw conclusions and build text knowledge. 2ITD -Use visual aids as sources to gain additional information from text.
	8. Describe how reasons support specific points the author makes in a text.	2ITC -Identify the central ideas and supporting details of informational text.-
	9. Compare and contrast the most important points presented by two texts on the same topic.	3RPD -Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas.
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 Aligned Benchmark	

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Grade	Common Core State Standards	Ohio – 2001 Academic Content Standards Benchmarks
Grade Two	Reading Strand: Foundational Skill	
	Phonics and Word Recognition	
	3. Know and apply grade-level phonics and word analysis skills in decoding words.	2PAA -Use letter-sound correspondence knowledge and structural analysis to decode words.
	a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	1PAA -Use letter-sound correspondence knowledge and structural analysis to decode words. 2PAA -Use letter-sound correspondence knowledge and structural analysis to decode words.
	b. Know spelling-sound correspondences for additional common vowel teams.	2PAA -Use letter-sound correspondence knowledge and structural analysis to decode words. 1WCB -Spell grade-appropriate words correctly.
	c. Decode regularly spelled two-syllable words with long vowels.	2PAB -Use letter-sound correspondence knowledge and structural analysis to decode words.
	d. Decode words with common prefixes and suffixes.	2AVC -Apply structural analysis skills to build and extend vocabulary and to determine word meaning.
	e. Identify words with inconsistent but common spelling-sound correspondences.	3PAA -Use letter-sound correspondence knowledge and structural analysis to decode words.
	f. Recognize and read grade-appropriate irregularly spelled words.	2PAB -Use letter-sound correspondence knowledge and structural analysis to decode words.
	Fluency	
	4. Read with sufficient accuracy and fluency to support comprehension.	2PAB -Use letter-sound correspondence knowledge and structural analysis to decode words.
	a. Read on-level text with purpose and understanding.	No Aligned Benchmark
	b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	2PAB -Use letter-sound correspondence knowledge and structural analysis to decode words.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2AVA -Use context clues to determine the meaning of new vocabulary.	

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Grade Two	Writing Strand	
	Text Types and Purposes	
	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., <i>because, and, also</i>) to connect opinion & reasons, & provide a concluding statement or section.	2WAB -Write responses to literature that demonstrate an understanding of the literacy work.
	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.	2WPA -Generate ideas for written compositions.
	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.	1WPD -Use revision strategies and resources to improve ideas and content, organization, word choice and detail.
	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.	2WPD -Use revision strategies and resources to improve ideas and content, organization, word choice and detail. 2WPE -Edit to improve sentence fluency, grammar and usage.
	6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	2WPG -Publish writing samples for display or sharing with others using techniques such as electronic resources and graphics.
	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).	2WPA -Generate ideas for written compositions.
	8. Recall information from experiences or gather information from provided sources to answer a question.	2REA -Generate questions for investigation and gather information from a variety of sources. 2REB -Reteel important details and findings.
	9. (Begins in grade 4)	
Range of Writing		
10. (Begins in grade 3)		

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Grade Two	Speaking and Listening Strand	
	Comprehension and Collaboration	
	1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.	1REA -Generate questions for investigation and gather information from a variety of sources.
	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).	2COA -Use active listening strategies to identify the main idea and to gain information from oral presentation.
	b. Build on others' talk in conversations by linking their comments to the remarks of others.	1REA - Generate questions for investigation and gather information from a variety of sources.
	c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	2COA -Use active listening strategies to identify the main idea and to gain information from oral presentation.
	2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	2RPC -Draw conclusions from information in the text. 2COA -Use active listening strategies to identify the main idea and to gain information from oral presentation. 2REB -Select and summarize important information and sort key findings into categories about a topic.
	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.	2RPE -Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative). 2COA -Use active listening strategies to identify the main idea and to gain information from oral presentation.
	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.	2COE -Deliver a variety of presentations that include relevant information and a clear sense of purpose.
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.	2WPG -Publish writing samples for display or sharing with others using techniques such as electronic resources and graphics. 2COE -Deliver a variety of presentations that include relevant information and a clear sense of purpose.	
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)	1WPE -Edit to improve sentence fluency, grammar and usage.	

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2	Language Strand	

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Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		2WCD -Use grammatical structures in written work.
a. Use collective nouns (e.g., <i>Group</i>)		2WCD - Use grammatical structures in written work.
b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).		2WCD -Use grammatical structures in written work.
c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).		2WCD -Use grammatical structures in written work.
d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).		2WCD -Use grammatical structures in written work.
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.		2WCD -Use grammatical structures in written work.
f. Produce, expand and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).		2WPE -Edit to improve sentence fluency, grammar and usage.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		2WCC -Use conventions of punctuation and capitalization in written work.
a. Capitalize holidays, product names, and geographic names.		2WCC -Use conventions of punctuation and capitalization in written work.
b. Use commas in greetings and closings of letters.		2WCC -Use conventions of punctuation and capitalization in written work.
c. Use apostrophe to form contractions and frequently occurring possessives.		2WCC -Use conventions of punctuation and capitalization in written work.
d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).		No Aligned Benchmark
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		2AVE -Use resources to determine the meanings and pronunciations of unknown words.
3. Use knowledge of language and its conventions when writing, speaking, reading or listening.		2WCC -Use conventions of punctuation and capitalization in written work. 2WPD -Use revision strategies and resources to improve ideas and content, organization, word choice and detail. 2WCD -Use grammatical structures in written work.
a. Compare formal and informal uses of English		No Aligned Benchmark
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 2 reading and content</i> , choosing flexibly from an array of strategies.		2AVA -Use context clues to determine the meaning of new vocabulary.
a. Use sentence-level context as a clue to the meaning of a word or phrase.		2AVA -Use context clues to determine the meaning of new vocabulary.
b. Determine the meaning of the new word formed when a known		2AVC -Apply structural analysis skills to build and extend vocabulary and to determine

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	prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).	word meaning.
	c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).	2AVC -Apply structural analysis skills to build and extend vocabulary and to determine word meaning.
	d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark</i>).	2AVC -Apply structural analysis skills to build and extend vocabulary and to determine word meaning.
	e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	2AVE -Use resources to determine the meanings and pronunciations of unknown words.
	5. Demonstrate understanding of word relationships and nuances in word meanings.	2AVD -Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings.
	a. Identify real-life connections between words and their use (e.g., describe words that are <i>spicy or juicy</i>)	No Aligned Benchmark
	b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).	2AVD -Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings.
	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., <i>When other kids are happy that makes me happy</i>).	No Aligned Benchmark