

**OHIO DEPARTMENT OF EDUCATION
ACADEMIC CONTENT STANDARDS
LANGUAGE ARTS CHECKLIST
~GRADE 2~**

Phonemic Awareness, Word Recognition and Fluency—Students in the primary grades learn to recognize and decode printed words, developing the skills that are the foundations for independent reading. They discover the alphabetic principle (sound-symbol match) and learn to use it in figuring out new words. They build a stock of sight words that helps them to read quickly and accurately with comprehension. By the end of third grade, they demonstrate fluent oral reading, varying their intonation and timing as appropriate for the text.

- ___ 1. Identify rhyming words with the same or different spelling patterns.
- ___ 2. Read regularly spelled multi-syllable words by sight.
- ___ 3. Blend phonemes (sounds) of letters and syllables to read unknown words with one or more syllables.
- ___ 4. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.
- ___ 5. Segment letter, letter blends and syllable sounds in words.
- ___ 6. Distinguish and identify the beginning, middle and ending sounds in words.
- ___ 7. Identify words as having either short- or long-vowel sounds.
- ___ 8. Demonstrate a growing stock of sight words.
- ___ 9. Read text using fluid and automatic decoding skills.
- ___ 10. Read passages fluently with appropriate changes in voice, timing and expression.

Acquisition of Vocabulary—Students acquire vocabulary through exposure to language-rich situations, such as reading books and other texts and conversing with adults and peers. They use context clues, as well as direct explanations provided by others, to gain new words. They learn to apply word analysis skills to build and extend their own vocabulary. As students progress through the grades, they become more proficient in

applying their knowledge of words (origins, parts, relationships, meanings) to acquire specialized vocabulary that aids comprehension.

- ___ 1. Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading.
- ___ 2. Identify words that have similar meanings (synonyms) and words that have opposite meanings (antonyms).
- ___ 3. Classify words into categories (e.g., colors, fruits, vegetables).
- ___ 4. Read accurately high-frequency sight words.
- ___ 5. Read homographs aloud correctly, adjusting sounds to fit meaning, and use words in context.
- ___ 6. Determine the meaning of common compound words (e.g., lunchroom, baseball) by explaining the relationship between the words contained in the compound.
- ___ 7. Identify contractions and common abbreviations and connect them to whole words.
- ___ 8. Determine the meaning of prefixes, including un-, re-, pre-, and suffixes, including -er, -est, -ful, -less.
- ___ 9. Use root words (e.g., smile) and their various inflections (e.g., smiles, smiling, smiled) to determine the meaning of words.
- ___ 10. Determine the meaning and pronunciations of unknown words using a beginner's dictionary, glossaries and technology.

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies—Students develop and learn to apply strategies, such as predicting and recalling, that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem solving processes that

require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self-monitor their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.

- ___ 1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained).
- ___ 2. Predict content, events and outcomes from illustrations and prior experience and support those predictions with examples from the text or background knowledge.
- ___ 3. Compare and contrast information in texts with prior knowledge and experience.
- ___ 4. Summarize text by recalling main ideas and some supporting details.
- ___ 5. Create and use graphic organizers, such as Venn diagrams and webs, to demonstrate comprehension.
- ___ 6. Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
- ___ 7. Monitor comprehension by recognizing when text does not make sense and look back or read on to reinforce comprehension.
- ___ 8. Monitor reading comprehension by identifying word errors and self-correcting.
- ___ 9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
- ___ 10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

Reading Applications: Informational, Technical and Persuasive Text—Students gain information from reading for purposes of learning about a subject, doing a job, making decisions and accomplishing a task. Students need to apply the reading process to various types of informational texts, including essays, magazines, newspapers, textbooks, instruction manuals, consumer and workplace documents, reference materials, multimedia and electronic resources. They learn to attend to text features, such as titles, subtitles and visual aids, to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it and draw inferences from it. Strategic readers learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.

- ___ 1. Use the table of contents, glossary, captions and illustrations to identify information and to comprehend text.
- ___ 2. Arrange events from informational text in sequential order.
- ___ 3. List questions about essential elements from informational text (e.g., why, who, where, what, when and how) and identify answers.
- ___ 4. Classify ideas from informational texts as main ideas or supporting details.
- ___ 5. Identify information in diagrams, charts, graphs and maps.
- ___ 6. Analyze a set of directions for proper sequencing.

Reading Applications: Literary Text—Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author’s use of language (e.g., word

choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.

- ___ 1. Compare and contrast different versions of the same story.
- ___ 2. Describe characters and setting.
- ___ 3. Retell the plot of a story.
- ___ 4. Distinguish between stories, poems, plays, fairy tales and fables.
- ___ 5. Identify words from texts that appeal to the senses.
- ___ 6. Identify the theme of a text.

Writing Processes—Students’ writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.

- ___ 1. Generate writing ideas through discussions with others.
- ___ 2. Develop a main idea for writing.
- ___ 3. Develop a purpose and audience for writing.
- ___ 4. Use organizational strategies (e.g., brainstorming, lists, webs and Venn diagrams) to plan writing.
- ___ 5. Organize writing with a developed beginning, middle and end.
- ___ 6. Use a range of complete sentences,

including declarative, interrogative and exclamatory.

- ___ 7. Include transitional words and phrases.
- ___ 8. Use language for writing that is different from oral language, mimicking writing style of books when appropriate.
- ___ 9. Use available technology to compose text.
- ___ 10. Reread and assess writing for clarity, using a variety of methods (e.g., writer’s circle or author’s chair).
- ___ 11. Add descriptive words and details and delete extraneous information.
- ___ 12. Use resources (e.g., word wall, beginner’s dictionary and word bank) to select effective vocabulary.
- ___ 13. Proofread writing to improve conventions (e.g., grammar, spelling, punctuation and capitalization).
- ___ 14. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.
- ___ 15. Rewrite and illustrate writing samples for display and for sharing with others.

Writing Applications—Students need to understand that various types of writing require different language, formatting and special vocabulary. Writing serves many purposes across the curriculum and takes various forms. Beginning writers learn about the various purposes of writing; they attempt and use a small range of familiar forms (e.g., letters). Developing writers are able to select text forms to suit purpose and audience. They can explain why some text forms are more suited to a purpose than others and begin to use content-specific vocabulary to achieve their communication goals. Proficient writers control effectively the language and structural features of a large repertoire of text forms. They deliberately choose vocabulary to enhance text and structure in their writing according to audience and purpose.

- ___ 1. Write stories that convey a clear message, include details, use vivid language and move through a logical sequence of steps and events.
- ___ 2. Write responses to stories by comparing text to

other texts, or to people or events in their own lives.

- ___3. Write letters or invitations that include relevant information and follow letter format (e.g., date, proper salutation, body, closing and signature).
- ___4. Produce informal writings (e.g., messages, journals, notes and poems) for various purposes.

Writing Conventions—Students learn to master writing conventions through exposure to good models and opportunities for practice. Writing conventions include spelling, punctuation, grammar and other conventions associated with forms of written text. They learn the purposes of punctuation: to clarify sentence meaning and help readers know how writing might sound aloud. They develop and extend their understanding of the spelling system, using a range of strategies for spelling words correctly and using newly learned vocabulary in their writing. They grow more skillful at using the grammatical structures of English to effectively communicate ideas in writing and to express themselves.

- ___1. Print legibly, and space letters, words and sentences appropriately.
- ___2. Spell words with consonant blends and digraphs.
- ___3. Spell regularly used and high-frequency words correctly.
- ___4. Spell words studied (e.g., word lists, text words) correctly.
- ___5. Spell plurals and verb tenses correctly.
- ___6. Begin to use spelling patterns and rules correctly (e.g., dropping silent e before adding -ing).
- ___7. Use spelling strategies (e.g., word wall, word lists, thinking about the base word and affixes).
- ___8. Use periods, question marks and exclamation points as endpoints correctly.
- ___9. Use quotation marks.
- ___10. Use correct punctuation for contractions and abbreviations.
- ___11. Use correct capitalization (e.g., proper nouns, the first word in a sentence, months and days).
- ___12. Use nouns, verbs and adjectives correctly.
- ___13. Use subjects and verbs that are in agreement.
- ___14. Use personal pronouns.
- ___15. Use past and present verb tenses (e.g., “we

were” rather than “we was”).

- ___16. Use nouns and pronouns that are in agreement.

Research—Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings.

- ___1. Create questions for investigations, assigned topic or personal area of interest.
- ___2. Utilize appropriate searching techniques to gather information from a variety of locations (e.g., classroom, school library, public library or community resources).
- ___3. Acquire information, with teacher assistance, from multiple sources (e.g., books, magazines, videotapes, CD-ROMs, Web sites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic.
- ___4. Identify important information and write brief notes about the information.
- ___5. Sort relevant information about the topic into categories with teacher assistance.
- ___6. Report important findings to others.

Communication: Oral and Visual—Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify points and adjust presentations according to audience and purpose.

- ___1. Use active listening strategies, such as making eye contact and asking for clarification and explanation.
- ___2. Compare what is heard with prior knowledge and experience.
- ___3. Identify the main idea of oral presentations and visual media.
- ___4. Follow two- and three-step oral directions.
- ___5. Demonstrate an understanding of the rules of the English language.
- ___6. Select language appropriate to purpose and use clear diction and tone.
- ___7. Adjust volume to stress important ideas.
- ___8. Deliver informational presentations that:
 - a. present events or ideas in logical sequence and maintain a clear focus;
 - b. demonstrate an understanding of the topic;
 - c. include relevant facts and details to develop a topic;
 - d. organize information with a clear beginning and ending;
 - e. include diagrams, charts or illustrations as appropriate; and
 - f. identify sources.
- ___9. Deliver formal and informal descriptive presentations recalling an event or personal experience that convey relevant information and descriptive details.
- ___10. Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs and stories).