

Standards by Grade Level

Second Grade



COMMUNITY
ELEMENTARY
SCHOOL

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Purpose

The *Standards by Grade Level for Second Grade* is a compilation of all learning standards for second grade. This document does not take the place of Ohio's Learning Standards and Model Curricula. The Department of Education designed this tool to view the standards by grade level instead of content area. Every student should receive instruction aligned to the learning standards.

Guiding Principle

Prioritizing student learning

Continue to value and use **Ohio's Learning Standards** as the basis for guiding instruction and student acquisition of knowledge and skills. Ensure opportunities for students to master **core subject areas** and pursue **well-rounded learning** (such as fine arts, technology, computer science and world languages and cultures).

Standards

COMPUTER SCIENCE

Instructional Supports:

[Ohio's Learning Standards for Computer Science](#)
[Computer Science Model Curriculum](#)

Code	Standard
Computing Systems	
Topic 1: Devices	
CS.D.2.a	Select and operate commonly used devices to perform a variety of tasks.
Topic 2: Hardware and software	
CS.HS.2.a	Select and use hardware and software necessary for accomplishing a task.
Topic 3: Troubleshooting	
CS.T.2.a	Use problem solving strategies to troubleshoot a problem.

COMPUTER SCIENCE

Networks and the Internet

Topic 1: Networking

NI.N.2.a	Describe how information can be communicated electronically to gain a deeper understanding of how information is transmitted (e.g., email, social media).
NI.N.2.b	Use computing devices that are connected to share and receive information from the global community.

Topic 2: Cybersecurity

NI.C.2.a	Explain and demonstrate secure practices (e.g., creating strong passwords) to protect private information.
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Data and Analysis

Topic 1: Data collection and storage

DA.DCS.2.a	Collect and organize data to store, retrieve and modify.
DA.DCS.2.b	Manipulate data to perform various tasks.

Topic 2: Visualization and communication

DA.VC.2.a	Organize, analyze and present data in various formats.
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Topic 3: Inference and modeling

DA.IM.2.a	Interpret and analyze data, graphs, models or charts.
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Algorithmic Thinking and Programming

Topic 1: Algorithms

ATP.A.2.a	Model a real-world process by constructing and following step-by-step instructions (i.e., algorithms) to complete tasks.
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Topic 2: Variables and data representation

ATP.VDR.2.a	Construct a model that shows the way programs store and manipulate data by using numbers or other symbols to represent information.
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COMPUTER SCIENCE

Topic 3: Control structures

ATP.CS.2.a	Develop a program that uses sequencing and repetition (i.e., loops) to solve a problem or express ideas.
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Topic 4: Modularity

ATP.M.2.a	Break down (i.e., decompose) a series of steps and separate the necessary from the unnecessary steps to create a precise sequence of instructions to solve a problem or express an idea.
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Topic 5: Program development

ATP.PD.2.b	Identify and fix (i.e., debug) a multi-step process that includes sequencing.
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Impacts of Computing

Topic 1: Culture

IC.Cu.2.a	Compare and contrast how the use of technology has changed to understand its impact on everyday life.
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IC.Cu.2.b	Describe the ways people use technologies in their daily work and personal lives to understand technology's impact on one's community.
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Topic 2: Social interactions

IC.SI.2.a	Compare and contrast safe and responsible behaviors to those that are not when using information and technology.
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Topic 3: Safety, law and ethics

IC.SLE.2.a	Discuss appropriate and ethical uses of technology to guide informed decision.
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ENGLISH LANGUAGE ARTS

Instructional Supports:

[Ohio's Learning Standards for English Language Arts](#)
[English Language Arts Model Curriculum with Instructional Supports](#)

Code	Standard
Reading Standards for Literature	
Key Ideas and details	
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.
RL.2.2	Analyze literary text development. a. Determine the lesson or moral. b. Retell stories, including fables and folktales from diverse cultures.
RL.2.3	Describe how characters in a story respond to major events and challenges.
Craft and structure	
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.
RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
RL.2.6	Distinguish between points of view when referring to narrators and characters, recognizing when the narrator is a character in the story.
Integration of knowledge and ideas	
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.
RL.2.8	(Not applicable to literature.)
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.

ENGLISH LANGUAGE ARTS

Range of reading and level of text complexity

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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Reading Standards for Information Text

Key ideas and details

RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.2	Analyze informational text development. a. Identify the main topic of a multi-paragraph text. b. Identify the focus of specific paragraphs within the text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and structure

RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RI.2.5	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.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of knowledge and ideas

RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.8	Identify the main points an author uses in a text and, with support, explain how reasons connect to the main points.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.

Range of reading and level of text complexity

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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ENGLISH LANGUAGE ARTS

Reading Standards for Foundational Skills

Print concepts

RF.2.1	Not applicable
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Phonological awareness

RF.2.2	Not applicable
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Phonics and word recognition

RF.2.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
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Fluency

RF.2.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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Writing Standards

Text types and purposes

W.2.1	Write opinion pieces that introduce the topic or book being written about, express 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.
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.
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.

ENGLISH LANGUAGE ARTS

Production and distribution of writing

W.2.4	(Begins in grade 3)
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to build and present knowledge

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).
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
W.2.9	(Begins in grade 4)

Range of writing

W.2.10	(Begins in grade 3)
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Speaking and Listening Standards

Comprehension and collaboration

SL.2.1	<p>Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups.</p> <ul style="list-style-type: none"> 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). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
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).
SL.2.3	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.
SL.2.3	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.

ENGLISH LANGUAGE ARTS

Presentation of knowledge and ideas

SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.5	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.2.6	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 for specific expectations.)

Language Standards

Conventions of standard English

L.2.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. 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.2.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of language

L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Recognize formal and informal uses of English. b. Compare formal and informal uses of English.
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ENGLISH LANGUAGE ARTS

Vocabulary acquisition and use

L.2.4	<p>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.</p> <ul style="list-style-type: none"> a. Use sentence-level context as a clue to the meaning of a word or phrase. 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). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
L.2.5	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). 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.2.6	<p>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).</p>

FINANCIAL LITERACY

Instructional Supports:

[Ohio's Learning Standards for Financial Literacy in Elementary Grades](#)
[Financial Literacy Model Curriculum](#)

Code	Standard
Financial responsibility and decision making	
1	Choices can be made with your money. Choices include spending, saving and donating. Money can also be saved in financial institutions.
2	Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one's earning potential and employability.
3	People may receive money as gifts, allowance or income. People earn income by working.
Planning and money management	
4	Financial responsibility includes the development of a spending and savings plan (personal budget).
Informed consumer	
5	An informed consumer makes decisions on purchases that may include a decision-making strategy to determine if purchases are within their budget.
Credit and debt	
6	Recognize that money is needed to purchase goods and services.
7	Borrowing includes at least two people who agree to a transaction. There are responsibilities with borrowing.
Risk management and insurance	
8	Individuals must protect their identity, money and property.

FINE ARTS: DANCE

Instructional Supports:

Ohio's 2012 Learning Standards for Dance
 Kindergarten – Grade 2 Dance Model Curriculum
 Fine Arts Instructional Strategies

Code	Standard
Perceiving / Knowing (PE)	
1PE	Name and use dance movement vocabulary when exploring, making and describing dance.
2PE	Recognize how technology increases opportunities to view dance worldwide.
3PE	Observe and explore dance forms from various cultures.
4PE	Notice and point out the expressive details of dances made and shared.
5PE	Identify sources that inspire dance-making.
6PE	Recognize and point out basic elements and concepts in their dance studies and those of others.
Producing / Performing (PR)	
1PR	Explore the basic elements of dance with an emphasis on expression, focus and confidence.
2PR	Use technology to view dances and shape dance-making.
3PR	Share responsibility for collaborating with peers to create movement sequences and informal dances.
4PR	Explore dance movement vocabulary and basic compositional elements using a range of music genres.
5PR	Engage in dance experiences that explore social and multicultural themes.

FINE ARTS: DANCE
Responding (RE)

1RE	Use feedback and basic self-assessment strategies to improve their dances and dance-making.
2RE	Talk about the meanings of dances seen and made.
3RE	Share responsibility to collaborate with peers to create movement sequences.
4RE	Describe how dancing can be beneficial to a healthy lifestyle.
5RE	Share their preferences for the dances they observe and consider those of their peers.
6RE	Discuss how dance can help people communicate.

FINE ARTS: DRAMA
Instructional Supports:

[Ohio's 2012 Learning Standards for Drama](#)
[Kindergarten – Grade 2 Drama Model Curriculum](#)
[Fine Arts Instructional Strategies](#)

Code	Standard
Creating (CE)	
1CE	Describe the characters, setting, central ideas and plot in stories or dramatic and theatrical works.
2CE	Identify the theme of stories or dramatic and theatrical works.
3CE	Compare the same stories across cultures.
4CE	Identify the arts that are used to create a theatrical performance.
5CE	Use appropriate dramatic and theatrical vocabulary (e.g., plot, setting) to describe dramatic and theatrical experiences.
6CE	Listen to and follow directions from instructor and peers in both classroom and theatrical settings.
7CE	Demonstrate appropriate audience behavior when engaging in dramatic experiences.

FINE ARTS: DRAMA

Producing / Performing (PR)

1PR	Create movements and voices of characters to communicate feelings and ideas in dramatic or theatrical contexts (e.g., skits, puppetry, pantomime, improvisation and storytelling).
2PR	Explore and demonstrate various design components of a scene (e.g., draw a picture from the stories, create live sound effects and identify clothing items appropriate to the character).
3PR	Listen to and convey familiar stories, sequencing events and identify characters, settings, and conflict.
4PR	Engage in physical warm-ups to develop relaxation and build coordination and flexibility.
5PR	Describe and model effective social and group skills when participating in dramatic play with partners.

Responding (RE)

1RE	Identify factors that influence personal opinions about a dramatic or theatrical work or experience.
2RE	Explain choices made in creating settings for classroom performances (e.g. lighting, sound, clothing and mood).
3RE	Recognize and demonstrate acceptable audience behavior when participating in a drama experience.
4RE	Restate opinions of others about a dramatic or theatrical work or experience.
5RE	View a performance and distinguish among the roles of playwright, actor, director and designer and their artistic choices.
6RE	Discuss and critique personal performance and participation in a theatrical activity, using established criteria.

FINE ARTS: MUSIC

Instructional Supports:

[Ohio's 2012 Learning Standards for Music](#)
[Kindergarten – Grade 2 Music Model Curriculum](#)
[Fine Arts Instructional Strategies](#)

Code	Standard
Creating (CE)	
1CE	Identify patterns of same and different phrases in simple poems and songs.
2CE	Identify rounds and canons.
3CE	Listen to and identify music of various styles, composers, periods and cultures.
4CE	Identify elements of music using developmentally appropriate vocabulary (e.g., rhythm, syllables and solfege).
5CE	Explore selected musical instruments visually and aurally.
6CE	Attend live music performances with emphasis on instrument and voice identification.
Producing / Performing (PR)	
1PR	Demonstrate rounds and canons.
2PR	Sing (using head voice and appropriate posture) and move to music of various styles, composers and cultures with accurate pitch and rhythm.
3PR	Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4 and 4/4 meter.
4PR	Improvise and compose simple rhythmic and melodic phrases.
5PR	Read, write and perform using pentatonic (la-sol-mi-re-do) melodies on the treble staff in G-do, F-do, and C-do using a system (e.g., solfege, numbers or letters).
6PR	Play a variety of classroom instruments, alone and with others, and demonstrate proper technique.

FINE ARTS: MUSIC

Responding (RE)

1RE	Explain how music is used for a variety of purposes and occasions.
2RE	Discuss music of various composers, periods, cultures and contrasting styles.
3RE	Discuss how music communicates feelings, moods, images and meaning.
4RE	Interpret music through dance, drama and visual art.
5RE	Respond to patterns of same and different phrases in simple poems and songs.
6RE	Discuss similarities and differences among the arts including connections between music and other curricular subjects.
7RE	Discuss and write about their observations of types of voices and instruments heard in performances.

FINE ARTS: VISUAL ART

Instructional Supports:

[Ohio's 2012 Learning Standards for Visual Art](#)
[Kindergarten – Grade 2 Visual Art Model Curriculum](#)
[Fine Arts Instructional Strategies](#)

Code	Standard
Perceiving / Knowing (PE)	
1PE	Notice and point out details and respond to expressive features in artworks.
2PE	Distinguish the subject matter and artistic style of two or more visual artists.
3PE	Compare the form, materials and techniques in selected works of art using descriptive language.
4PE	Identify and compare the purposes for creating art objects from various cultures.
5PE	Identify and describe cultural symbols, image and contexts of works of art.
6PE	Identify and share the uses of visual art outside the classroom and provide examples.
7PE	Generate artmaking ideas from their daily experiences and the environment.

FINE ARTS: VISUAL ART

Producing / Performing (PR)

1PR	Demonstrate increasing skill and craft in the use of art tools and materials with attention to their diverse qualities.
2PR	Envision what cannot be observed directly and depict it visually.
3PR	Create artworks based on imagination and observation of familiar objects and scenes.
4PR	Demonstrate flexibility in their creative processes and use of art materials.
5PR	Identify, select and use art and design elements and principles to express emotions and produce a variety of visual effects (e.g., nuances of surface, contour, pattern and tone).
6PR	Use visual art materials to express an idea that reflects their own social or cultural identity.

Responding (RE)

1RE	Use basic self-assessment strategies to improve their artworks.
2RE	Understand the difference between assessing the quality of an artwork and their personal preference for the work.
3RE	Relate the subject matter and ideas in their own artworks to those in the works of others.
4RE	Share their personal interpretations of the meanings conveyed in various works of art.
5RE	Describe how an artist uses the elements and principles of design to create expressive impact in a work of art.
6RE	Identify and articulate important historical and cultural contributions of selected visual artists.
7RE	Recognize and discuss that people have various opinions about art and value art for different reasons.

MATHEMATICS

Instructional Supports:

[Ohio's Learning Standards for Grade 2 Mathematics](#)
[Ohio's Kindergarten – Grade 8 Learning Progressions](#)
[Grade 2 Mathematics Model Curriculum](#)

Code	Standard
Standards for Mathematical Practice	
MP.1	Make sense of problems and persevere in solving them.
<p>In second grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. They may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, “Does this make sense?” They make conjectures about the solution and plan out a problem-solving approach. An example for this might be giving a student an equation and having him/her write a story to match.</p>	
MP.2	Reason abstractly and quantitatively.
<p>Younger students recognize that a number represents a specific quantity. They connect the quantity to written symbols. Quantitative reasoning entails creating a representation of a problem while attending to the meanings of the quantities. Second graders begin to know and use different properties of operations and relate addition and subtraction to length. In second grade students represent situations by decontextualizing tasks into numbers and symbols. For example, in the task, “There are 25 children in the cafeteria, and they are joined by 17 more children. How many students are in the cafeteria?” Students translate the situation into an equation, such as: $25 + 17 = \square$ and then solve the problem. Students also contextualize situations during the problem-solving process. For example, while solving the task above, students might refer to the context of the task to determine that they need to subtract 19 if 19 children leave.</p>	
MP.3	Construct viable arguments and critique the reasoning of others.
<p>Second graders may construct arguments using concrete referents, such as objects, pictures, drawings, and actions. They practice their mathematical communication skills as they participate in mathematical discussions involving questions like “How did you get that?”, “Explain your thinking.”, and “Why is that true?” They not only explain their own thinking, but listen to others’ explanations. They decide if the explanations make sense and ask appropriate questions. Students critique the strategies and reasoning of their classmates. For example, to solve $74 - 18$, students may use a variety of strategies, and after working on the task, they might discuss and critique each other’s’ reasoning and strategies, citing similarities and differences between various problem-solving approaches.</p>	

MATHEMATICS

MP.4 Model with mathematics.

In early grades, students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed.

In grade two students model real-life mathematical situations with a number sentence or an equation and check to make sure that their equation accurately matches the problem context. They use concrete manipulatives and pictorial representations to explain the equation. They create an appropriate problem situation from an equation. For example, students create a story problem for the equation $43 + 17 = \square$ such as “There were 43 gumballs in the machine. Tom poured in 17 more gumballs. How many gumballs are now in the machine?”

MP.5 Use appropriate tools strategically.

In second grade, students consider the available tools (including estimation) when solving a mathematical problem and decide when certain tools might be better suited. For instance, second graders may decide to solve a problem by drawing a picture rather than writing an equation.

Students may use tools such as snap cubes, place value (base ten) blocks, hundreds number boards, number lines, rulers, virtual manipulatives, and concrete geometric shapes (e.g., pattern blocks, three-dimensional solids). Students understand which tools are the most appropriate to use. For example, while measuring the length of the hallway, students can explain why a yardstick is more appropriate to use than a ruler.

MP.6 Attend to precision.

As children begin to develop their mathematical communication skills, they try to use clear and precise language in their discussions with others and when they explain their own reasoning.

Second grade students communicate clearly, using grade-level appropriate vocabulary accurately and precise explanations and reasoning to explain their process and solutions. For example, while measuring an object, students carefully line up the tool correctly to get an accurate measurement. During tasks involving number sense, students consider if their answer is reasonable and check their work to ensure the accuracy of solutions.

MP.7 Look for and make use of structure.

Second grade students look for patterns and structures in the number system. For example, students notice number patterns within the tens place as they connect skip counting by 10s to corresponding numbers on a 100s chart. Students see structure in the base-ten number system as they understand that 10 ones equal a ten, and 10 tens equal a hundred. Students adopt mental math strategies based on patterns (making ten, fact families, doubles). They use structure to understand subtraction as a missing addend problems (e.g., $50 - 33 = \square$ can be written as $33 + \square = 50$ and can be thought of as “How much more do I need to add to 33 to get to 50?”)

MATHEMATICS

MP.8 Look for and express regularity in repeated reasoning.

Second grade students notice repetitive actions in counting and computation (e.g., number patterns to skip count). When children have multiple opportunities to add and subtract, they look for shortcuts, such as using estimation strategies and then adjust the answer to compensate. Students continually check for the reasonableness of their solutions during and after completing a task by asking themselves, “Does this make sense?”

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction.

2.OA.1	Use addition and subtraction within 100 to solve one- and twostep word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. See Table 1, page 17 .
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Add and subtract within 20.

2.OA.2	Fluently ⁶ add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. See standard 1.OA.6 for a list of mental strategies.
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Work with equal groups of objects to gain foundations for multiplication.

2.OA.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
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2.OA.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.
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Numbers and Operations in Base Ten

Understand place value.

2.NBT.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens - called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
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2.NBT.2	Count forward and backward within 1,000 by ones, tens, and hundreds starting at any number; skip-count by 5s starting at any multiple of 5.
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MATHEMATICS

2.NBT.3	Read and write numbers to 1,000 using base-ten numerals, number names, expanded form ^G , and equivalent representations, e.g., 716 is $700 + 10 + 6$, or $6 + 700 + 10$, or 6 ones and 71 tens, etc.
2.NBT.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
Use place value understanding and properties of operations to add and subtract.	
2.NBT.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
2.NBT.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.
2.NBT.7	Add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; record the strategy with a written numerical method (drawings and, when appropriate, equations) and explain the reasoning used. Understand that in adding or subtracting three-digit numbers, hundreds are added or subtracted from hundreds, tens are added or subtracted from tens, ones are added or subtracted from ones; and sometimes it is necessary to compose or decompose tens or hundreds.
2.NBT.8	Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.
2.NBT.9	Explain why addition and subtraction strategies work, using place value and the properties of operations. Explanations may be supported by drawings or objects.
Measurement and Data	
Measure and estimate lengths in standard units.	
2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2.MD.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
2.MD.3	Estimate lengths using units of inches, feet, centimeters, and meters.
2.MD.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

MATHEMATICS

Relate addition and subtraction to length.

2.MD.5	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same whole number units, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)
2.MD.6	Represent whole numbers as lengths from 0 on a number line diagram ^G with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole number sums and differences within 100 on a number line diagram.

Work with time and money.

2.MD.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
2.MD.8	Solve problems with money. <ol style="list-style-type: none"> a. Identify nickels and quarters by name and value. b. Find the value of a collection of quarters, dimes, nickels, and pennies. c. Solve word problems by adding and subtracting within 100, dollars with dollars and cents with cents (not using dollars and cents simultaneously) using the \$ and ¢ symbols appropriately (not including decimal notation).

Represent and interpret data.

2.MD.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit or by making repeated measurements of the same object. Show the measurements by creating a line plot ^G , where the horizontal scale is marked off in whole number units.
2.MD.10	Organize, represent, and interpret data with up to four categories; complete picture graphs when single -unit scales are provided; complete bar graphs when single -unit scales are provided; solve simple put -together, take -apart, and compare problems in a graph. See Table 1, page 17 .

Geometry

Reason with shapes and their attributes.

2.G.1	Recognize and identify triangles, quadrilaterals, pentagons, and hexagons based on the number of sides or vertices. Recognize and identify cubes, rectangular prisms, cones, and cylinders.
2.G.2	Partition a rectangle into rows and columns of same -size squares and count to find the total number of them.
2.G.3	Partition circles and rectangles into two, three, or four equal shares; describe the shares using the words <i>halves</i> , <i>thirds</i> , or <i>fourths</i> and <i>quarters</i> , and use the phrases <i>half of</i> , <i>third of</i> , or <i>fourth of</i> and <i>quarter of</i> . Describe the whole as two halves, three thirds, or four fourths in real -world contexts. Recognize that equal shares of identical wholes need not have the same shape.

PHYSICAL EDUCATION

Instructional Supports:
[Ohio's Learning Standards for Physical Education](#)

Code	Standard
Standard 1	Demonstrates competency in a variety of motor skills and movement patterns.
Benchmark A: Demonstrate locomotor and non-locomotor skills in a variety of ways.	
Locomotor skills	
1	Demonstrate all fundamental locomotor skills (walk, run, slide, gallop, hop, skip, jump, leap) using critical elements.
2	Perform combinations of locomotor, non-locomotor, weight transfer and static and dynamic balance skills.
Non-locomotor skills	
3	Perform combinations of non-locomotor and locomotor skills in a movement pattern.
4	Demonstrate static and balance skills as part of a movement pattern.
5	Perform combinations of rolling and balance skills.
6	Perform rhythmic dance steps and sequences.
Benchmark B: Demonstrate developing control of fundamental manipulative skills.	
Manipulative skills	
1	Throw overhand a variety of objects demonstrating a side orientation.
2	Catch objects coming from different directions, heights and speed.
3	Strike a variety of objects with the hand or an implement with purpose to control force/direction.
4	Kick a rolled or moving ball with the laces for power.
5	Dribble a ball with hands and feet using variations in speed, direction, pathway and relationship with objects.

PHYSICAL EDUCATION

6	Roll a ball or object to a moving target.
Standard 2	Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
Benchmark A: Demonstrate knowledge of movement concepts related to body, space, effort and relationships.	
Movement concepts	
1	Apply movement vocabulary of body, space, effort and relationships to complete movement tasks.
2	Apply movement concepts to modify performance (e.g., use more body parts, keep the object closer).
3	Apply different degrees of effort, force, speed and direction to accomplish a task (e.g., adjust speed).
4	Apply concepts of general and personal space to accomplish movement tasks in movement patterns, games and tasks.
Benchmark B: Demonstrate knowledge of critical elements of fundamental motor skills.	
Knowledge of critical elements	
1	Differentiate between locomotor, non-locomotor and manipulative skills.
2	Identify critical elements which lead to successful performance of locomotor, non-locomotor and manipulative skills.
Standard 3	Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Benchmark A: Describes current level of physical activity and identifies additional physical activity opportunities.	
Physical activity knowledge	
1	Identify critical elements which lead to successful performance of locomotor, non-locomotor and manipulative skills.
Evaluate level of physical activity	
2	Track the amount of physical activity within the school day and compare it to the recommendation for daily physical activity.

PHYSICAL EDUCATION

Healthy habits in relation to physical activity

3	Suggest alternatives to unhealthy food and beverage choices related to physical activity.
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Benchmark B: Understand the principles, components and practices of health-related physical fitness.

Cardio

1	Recall activities that align with each component of health-related fitness.
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2	Name activities that increase heart rate.
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Muscular strength and endurance

3	Identify activities to improve muscular strength.
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Flexibility

4	Identify ways to stretch muscles in various parts of the body.
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Standard 4 Exhibits responsible personal and social behavior that respects self and others

Benchmark A: Know and follow procedures and safe practices.

Self-direction

1	Respond positively to reminders of appropriate safety procedures.
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Safety

2	Follow directions and handle equipment safely.
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3	Complete activities and take responsibility for actions.
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4	Explain rules related to safety and activity-specific procedures.
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PHYSICAL EDUCATION

Benchmark B: Responsible behavior in physical activity settings.

Cooperation

1	Follow instructions and class procedures while participating in physical education activities.
2	Demonstrate cooperation with others when resolving conflicts.

Respect

3	Interact positively with others in partner and small group activities without regard to individual differences.
4	Take turns using equipment or performing a task.

Standard 5 Recognizes the Value of Physical Activity for Health, Enjoyment, Challenge, self-expression and/or social interaction.

Benchmark A: Identifies health benefits as reasons to value physical activity.

Health reasons to be physically active

1	Identify specific health benefits from participation in daily physical activity.
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Benchmark B: Identifies reasons to participate in physical activity.

Enjoyment

1	Discuss personal reasons (why?) for enjoying physical activity.
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SCIENCE
Instructional Supports:

[Ohio's Learning Standards and Model Curriculum for Science](#)
[Science Resources](#)

Code	Standard
Earth science	
2.ESS.1	The atmosphere is primarily made up of air.
2.ESS.2	Water is present in the atmosphere.
2.ESS.3	Long- and short-term weather changes occur due to changes in energy.
Physical science	
2.PS.1	Forces change the motion of an object
Life science	
2.LS.1	Living things cause changes on Earth.
2.LS.2	All organisms alive today result from their ancestors, some of which may be extinct. Not all kinds of organisms that lived in the past are represented by living organisms today.

SOCIAL STUDIES

Instructional Supports:
[Ohio's Learning Standards for Social Studies](#)
[Grade 2 Social Studies Model Curriculum](#)

Code	Standard
History Strand	
Historical thinking and skills	
1	Time can be shown graphically on calendars and timelines.
2	Change over time can be shown with artifacts, maps, and photographs.
Heritage	
3	Science and technology have changed daily life.
4	Biographies can show how peoples' actions have shaped the world in which we live.
Geography Strand	
Spatial thinking and skills	
5	Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places.
Places and regions	
6	The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.
Human systems	
7	Human activities alter the physical environment, both positively and negatively. 8. Cultures develop in unique ways, in part through the influence of the physical environment.
8	Cultures develop in unique ways, in part through the influence of the physical environment. 9. Interactions among cultures lead to sharing ways of life.
9	Interactions among cultures lead to sharing ways of life.

SOCIAL STUDIES

Government Strand

Civic participation and skills

10 | Respect for the rights of self and others includes making responsible choices and being accountable for personal actions.

11 | Groups are accountable for choices they make and actions they take

Rules and laws

12 | There are different rules and laws that govern behavior in different settings.

Economics Strand

Economic decision making and skills

13 | Information displayed on bar graphs can be used to compare quantities.

Scarcity

14 | Resources can be used in various ways

Production and consumption

15 | Most people around the world work in jobs in which they produce specific goods and services.

Markets

16 | People use money to buy and sell goods and services

Production and consumption

17 | People earn income by working.

TECHNOLOGY

Instructional Supports:
[Ohio's Learning Standards for Technology](#)
[Technology resources](#)

Code	Standard
Information and Communications Technology	
Topic 1: Identify and use appropriate digital learning tools and resources to accomplish a defined task.	
K-2.ICT.1.a.	Develop basic skills for using digital learning tools and resources to accomplish a defined task.
K-2.ICT.1.b.	With guidance, identify a goal and determine how digital learning tools can help accomplish that goal.
Topic 2: Use digital learning tools and resources to locate, evaluate and use information.	
K-2.ICT.2.a.	Develop basic skills for locating information using digital learning tools and resources.
K-2.ICT.2.b.	Identify main ideas and details in information found with digital learning tools and resources.
Topic 3: Use digital learning tools and resources to construct knowledge.	
K-2.ICT.3.a.	Develop basic skills for gathering and organizing information from multiple digital learning tools and resources to build knowledge.
K-2.ICT.3.b.	Use visuals found in digital learning tools and resources to clarify and add to knowledge.
K-2.ICT.3.c.	Collect, record and organize observations and data during student explorations using digital learning tools and resources.
K-2.ICT.3.d.	With guidance, create artifacts using digital learning tools and resources to demonstrate knowledge.
Topic 4: Use digital learning tools and resources to communicate and disseminate information to multiple audiences.	
K-2.ICT.4.a.	With guidance, discuss and identify communication needs considering the task, situation and information to be shared.
K-2.ICT.4.b.	With guidance, use digital learning tools to add audio and/or visual media to clarify information.
K-2.ICT.4.c.	With guidance, select appropriate digital learning tools and resources to produce and publish information.

TECHNOLOGY

Society and Technology

Topic 1: Demonstrate an understanding of technology’s impact on the advancement of humanity – economically, environmentally and ethically.

K-2.ST.1.a.	Demonstrate appropriate and identify inappropriate uses of technology required to be a responsible user.
K-2.ST.1.b.	Identify positive and negative impacts one’s use of technology can have on oneself and one’s family.

Topic 2: Analyze the impact of communication and collaboration in both digital and physical environments.

K-2.ST.2.a.	Communicate and collaborate using several digital methods.
K-2.ST.2.b.	Identify positive and negative ways of collaborating in digital and physical environments.
K-2.ST.2.c.	Investigate how technology does (or does not) impact the way(s) one’s family communicates.

Topic 3: Explain how technology, society and the individual impact one another.

K-2.ST.3.a.	State the advantages and disadvantages of technology in one’s life.
K-2.ST.3.b.	Identify examples of how technology innovations/inventions can have multiple applications.
K-2.ST.3.c.	Identify how the use of technology affects self and others in various ways.
K-2.ST.3.d.	Define and discuss digital identity and digital footprints.
K-2.ST.3.e.	Provide examples of how rules for respecting others’ belongings apply to digital content and information.

Design and Technology

Topic 1: Define and describe technology, including its core concepts of systems, resources, requirements, processes, controls, optimization and trade-offs.

K-2.DT.1.a.	Identify and discuss differences between the human-designed world and the natural world.
K-2.DT.1.b.	Describe technology as something someone made to meet a want or need.
K-2.DT.1.c.	Explain that systems have parts or components that work together to accomplish a goal.
K-2.DT.1.d.	Give examples of how resources such as tools and materials are things that help people get a job done.

TECHNOLOGY

Topic 2: Identify a problem and use an engineering design process to solve the problem.

K-2.DT.2.a.	Observe and describe details of an object's design.
K-2.DT.2.b.	Demonstrate the ability to follow a simple design process: identify a problem, think about ways to solve the problem, develop possible solutions, and share and evaluate solutions with others.
K-2.DT.2.c.	Explain that a design process is a plan to find solutions to problems.
K-2.DT.2.d.	Demonstrate that there are many possible solutions to a design problem.
K-2.DT.2.e.	Communicate design plans and solutions using drawings and descriptive language.

Topic 3: Demonstrate that solutions to complex problems require collaboration, interdisciplinary understanding and systems thinking.

K-2.DT.3.a.	Describe how different technologies are used in various fields.
K-2.DT.3.b.	Work as a team to identify possible problems to solve and their potential technological solutions.

Topic 4: Evaluate designs using functional, aesthetic and creative elements.

K-2.DT.4.a.	Identify and discuss the use of aesthetics in everyday objects.
K-2.DT.4.b.	Identify and discuss functional aspects of everyday objects.
K-2.DT.4.c.	Identify and discuss examples of creativity found in everyday objects.
K-2.DT.4.d.	Discuss and give examples of how changes in design can be used to strengthen or improve a product.

WORLD LANGUAGES AND CULTURES

Instructional Supports:

[Ohio's Learning Standards for World Languages and Cultures](#)
[World Languages Resource Center](#)

Students will engage with and progress through language and culture courses at differing stages of their K-12 education. The novice levels for K-6 are displayed below. Choose the column that fits the proficiency level of your student(s). Additional levels can be found in the world languages and cultures standards.

Functions	Novice Low	Novice Mid	Novice High
Interpretive intercultural communication (E.INT-C)			
Investigate Intercultural Products, Practices and Perspectives	Recognize a few typical products and practices related to familiar, everyday life in native and other cultures.	Identify typical cultural products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.	Identify and compare typical products and practices related to familiar, everyday life in native and other cultures to help understand perspectives.
Compare Intercultural Behaviors	Recognize a few very simple behaviors in other cultures.	Identify familiar or everyday behaviors in other cultures.	Identify and compare familiar or everyday behaviors in native and other cultures.
Comprehend Authentic Texts that are Spoken, Written or Signed	Understand a few familiar words or phrases in: <ul style="list-style-type: none"> a. Simple, authentic informational texts; b. Simple, authentic fictional texts; c. Simple, overheard or observed conversations. 	Understand very basic information in: <ul style="list-style-type: none"> a. Simple, authentic informational texts; b. Simple, authentic fictional texts; c. Simple, overheard or observed conversations. 	Understand the topic and some isolated facts in: <ul style="list-style-type: none"> a. Simple, authentic informational texts; b. Simple, authentic fictional texts; c. Simple, overheard or observed conversations.
Interpretive literacy (E.INT-LIT)			
Infer Meaning of Texts	Recognize traditional and nontraditional letters, accents, characters or tone marks, as well as cognates and familiar or practiced words.	Recognize non-traditional letters, accents, characters or tone marks, as well as cognates and words from context.	Recognize cognates and infer meaning of unfamiliar words or phrases using context clues and background knowledge.

WORLD LANGUAGES AND CULTURES

Recognize and Use Organizational Features of Texts	Recognize visual, aural and organizational features to identify the purpose of very simple texts, such as lists, labels, titles or headlines.	Recognize visual, aural and organizational features to identify the purpose of simple texts, such as schedules, song refrains, simple poems or infographics.	Use visual, aural and organizational features to identify the purpose of simple texts, such as announcements, instructions, fables or graphics.
Apply Self-Questioning Skills	Use literal or factual self-questioning before, during and after engaging with texts, such as “Who, where, when, what or how many?”	Use literal or factual self-questioning before, during and after engaging with texts, such as “What time, who is, why or how?”	Use a mixture of literal and inferential self-questioning before, during and after engaging with texts, such as “What happened or what might happen next?”
Make Text Connections	Make personal connections to a text using background knowledge or experiences.	Make personal connections to a text using background knowledge or experiences.	Make simple text-to-text connections using information from previous texts.
Use Resources Appropriately	Use digital and cultural resources appropriately.	Use digital and cultural resources appropriately.	Use digital and cultural resources appropriately.
Interpersonal intercultural communication (E.INP-C)			
Investigate Intercultural Products, Practices and Perspectives	Identify a few typical products and practices related to familiar, everyday life in native and other cultures.	Identify typical products and practices related to familiar, everyday life in native and other cultures.	Identify products and practices related to everyday life to help understand perspectives of native and other cultures.
Interact with Culturally Appropriate Language and Behavior	Interact in very familiar intercultural situations using practiced language and behaviors.	Interact in very familiar intercultural situations using practiced language and behaviors and show cultural awareness by recognizing a few culturally inappropriate behaviors.	Interact in familiar, everyday intercultural situations using practiced language and behaviors, and show cultural awareness by recognizing culturally inappropriate behaviors.
Exchange Information	Provide basic information on very familiar topics.	Request and share simple information on familiar or everyday topics.	Request and share information on familiar and everyday topics.

WORLD LANGUAGES AND CULTURES

Meet Personal Needs	Express a few basic personal needs in very familiar situations.	Express basic needs in familiar or everyday situations.	Interact with others to meet basic needs in familiar and everyday situations.
Express and React to Preferences and Opinions	Express a few basic preferences or feelings.	Express basic preferences or feelings and react to those of others.	Express, ask about, and react to simple preferences, feelings or opinions on familiar topics.
Interpersonal literacy (E.INP-LIT)			
Communicate, React and Show Interest	Use familiar, relevant vocabulary or structures and rehearsed or imitated cultural behaviors to communicate, react and show interest.	Use familiar, relevant vocabulary and structures and rehearsed or imitated cultural behaviors to communicate, react and show interest.	Use culturally appropriate and relevant language and rehearsed or learned behaviors to communicate, react and show interest.
Continue and Extend Conversations	Use a few very simple verbal or nonverbal rejoinders or interjections.	Use very simple verbal and nonverbal interrogatives, rejoinders, interjections or requests for clarification.	Use simple interrogatives, rejoinders interjections, requests for clarification or transition words.
Increase Comprehensibility and Clarity of Expression	Increase comprehensibility using gestures, hand shapes, facial expressions or repetition.	Increase comprehensibility using gestures, hand shapes, facial expressions, repetition or word substitution.	Increase comprehensibility and clarify information using word substitution, rephrasing, circumlocution or attention to pronunciation, tone or pitch.
Infer Meaning of Unfamiliar Language	Infer meaning of unfamiliar language from gestures, facial and body expressions or context clues during simple interactions.	Infer meaning of unfamiliar language from gestures, facial and body expressions or context clues during simple interactions.	Infer meaning of unfamiliar language from gestures, facial and body expressions, context clues or topic of conversation.
Use Resources Appropriately	Use digital and cultural resources appropriately.	Use digital and cultural resources appropriately.	Use digital and cultural resources appropriately.

WORLD LANGUAGES AND CULTURES

Presentational intercultural communication (E.P-C)

Investigate Intercultural Products, Practices and Perspectives	Identify a few typical products and practices related to familiar, everyday life in native and other cultures.	Identify typical products and practices related to familiar, everyday life in native and other cultures.	Identify similarities and differences between typical products and practices related to everyday life to help understand perspectives of native and other cultures.
Communicate in Culturally Appropriate Ways	Present in very familiar intercultural situations using memorized or practiced language and behaviors.	Present in very familiar intercultural situations using practiced or learned language and behaviors.	Present in very familiar situations using practiced or learned language and behaviors.
Inform and Describe	Name very familiar people, places and objects.	Give simple information about very familiar topics.	Give simple descriptions of familiar and everyday topics.
Narrate About Life and Activities	Provide very basic details about self.	Provide simple details about self, interests and activities.	Provide details about personal life, interests and activities.
Express Preferences	Express likes and dislikes about very familiar topics from native and other cultures.	Express likes and dislikes about familiar topics from native and other cultures.	Express preferences on familiar and everyday topics or topics of interest from native and other cultures.

Presentational literacy (E.P-LIT)

Choose Relevant, Authentic Content	Use familiar vocabulary and structures that are relevant to the topic and very simple authentic resources as needed.	Use familiar vocabulary and structures that are relevant to the topic and very simple authentic resources as needed.	Use familiar content, structures and syntax that are relevant to the topic and authentic resources as needed.
Organize Information	Organize very simple information in a logical sequence and support with gestures or visuals	Organize simple information in a logical sequence and support with gestures or visuals.	Organize information in a logical sequence, with topic sentence, simple details and conclusion, and support with gestures, visuals or additional language as needed.

WORLD LANGUAGES AND CULTURES

Increase Comprehensibility	Communicate with emerging awareness of pronunciation, spelling, punctuation, hand shapes or signing parameters.	Communicate with awareness of pronunciation, spelling, punctuation, hand shapes or signing parameters.	Communicate with attention to pronunciation, spelling, punctuation, hand shapes or signing parameters.
Maintain Audience Interest	Maintain audience interest via gestures, creativity, emotion, technology or visuals.	Maintain audience interest via gestures, creativity, emotion, humor, technology or visuals.	Maintain audience interest via content, creativity, emotion, humor, technology or visuals.
Use Resources Appropriately	Use digital and cultural resources appropriately.	Use digital and cultural resources appropriately.	Use digital and cultural resources appropriately.