

Prepared Graduates:

1. Collaborate effectively as group members or leaders who listen actively and respectfully; pose thoughtful questions, acknowledge the ideas of others; and contribute ideas to further the group's attainment of an objective.

Grade Level Expectation:

1. Engage in dialogue and learn new information through active listening.

Evidence Outcomes

Students Can:

- a. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. (CCSS: SL.2.1)
 - i. Follow agreed-upon rules for discussions (for example: gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.2.1a)
 - ii. Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
 - iii. Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)
- b. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS: SL.2.2) *
- c. 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. (CCSS: SL.2.3)

Academic Context and Connections

Colorado Essential Skills:

1. Handle impulses and behavior with minimal direction. (Personal Skills, Personal Responsibility)
2. Recognize emotional response to ideas that differ from own. (Personal Skills, Adaptability/Flexibility)
3. Ask questions and learn more about careers and other life pursuits. (Professional Skills, Career Awareness)

Essential Questions:

1. Why is it important to use precise vocabulary in communication?
2. How do we work with others to present information?
3. How do we participate in collaborative conversations?

Essential Reasoning Skills:

1. Thoughtful speakers and listeners share and expand on each others ideas.

Minimum Skills Competencies:

1. Evidence Outcomes marked with an asterisk (*) are the minimum competencies identified in the READ Act.

Prepared Graduates:

2. Deliver effective oral presentations for varied audiences and varied purposes.

Grade Level Expectation:

2. Deliver presentations while maintaining focus on topic and be prepared to discuss.

Evidence Outcomes

Students Can:

- a. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CCSS: SL.2.4)
- b. Contribute knowledge to a small group or class discussion to develop a topic.
- c. Maintain focus on the topic.
- d. 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. (CCSS: SL.2.5)
- e. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
- f. Use content-specific vocabulary to ask questions and provide information. *

Academic Context and Connections

Colorado Essential Skills:

1. Accurately recognize one's own emotions, thoughts, and values and how they influence behavior. (Personal Skills, Self-Awareness)
2. Recognize personal characteristics, preferences, thoughts, and feelings. (Personal Skills, Initiative/Self-Direction)
3. Compare attitudes and beliefs as an individual to others. (Civic/Interpersonal Skills, Global/Cultural Awareness)

Essential Questions:

1. Why is it important to use precise vocabulary in communication?
2. How can we present information in different ways?

Essential Reasoning Skills:

1. Effective communicators maintain focus on a topic.
2. Effective communicators are able to ask and answer clarifying questions.

Minimum Skills Competencies:

1. Evidence Outcomes marked with an asterisk (*) are the minimum competencies identified in the READ Act.

Prepared Graduates:

3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

Grade Level Expectation:

1. Apply specific skills to comprehend and fluently read literary texts.

Evidence Outcomes

Students Can:

- a. Use Key Ideas and Details to:
 - i. Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences.
 - ii. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (CCSS: RL.2.1) *
 - iii. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)
 - iv. Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)*
- b. Use Craft and Structure to:
 - i. Describe how words and phrases (for example: regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (CCSS: RL.2.4)
 - ii. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (CCSS: RL.2.5) *
 - iii. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (CCSS: RL.2.6)
 - iv. Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry

- c. Use Integration of Knowledge and Ideas to:
 - i. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (CCSS: RL.2.7)
 - ii. Compare and contrast two or more versions of the same story (for example: Cinderella stories) by different authors or from different cultures. (CCSS: RL.2.9) *
- d. Use Range of Reading and Level of Text Complexity to:
 - i. 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. (CCSS: RL.2.10)

Academic Context and Connections

Colorado Essential Skills:

1. Read a minimum of 89 words per minute in the spring with fluency. *
2. Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. (Entrepreneurial Skills, Risk Taking)
3. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues. (Civic/Interpersonal Skills, Global/Cultural Awareness)
4. Ask questions to develop further personal understanding. (Professional Skills, Self-Advocacy)

Essential Questions:

1. Why is it important to read accurately and fluently?
2. How does rereading help us understand?
3. How does structure affect our understanding of a text?
4. How does comparing two texts help build our understanding?



Essential Reasoning Skills:

1. Critical readers ask questions and draw conclusions from pictures and texts.

Minimum Skills Competencies:

1. Evidence Outcomes marked with an asterisk (*) are the minimum competencies identified in the READ Act.

Prepared Graduates:

4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

Grade Level Expectation:

2. Apply specific skills to comprehend and fluently read informational texts.

Evidence Outcomes

Students Can:

- a. Use Key Ideas and Details to:
 - i. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (CCSS: RI.2.1)*
 - ii. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. (CCSS: RI.2.2)
 - iii. Summarize the main idea using relevant and significant details in a variety of texts. *
 - iv. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (CCSS: RI.2.3)
- b. Use Craft and Structure to:
 - i. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*. (CCSS: RI.2.4)
 - ii. Know and use various text features (for example: captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (CCSS: RI.2.5) *
 - iii. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (CCSS: RI.2.6) *
 - iv. Read text to perform a specific task such as follow a recipe or play a game. *
- c. Use Integration of Knowledge and Ideas to:
 - i. Explain how specific images (for example: a diagram showing how a machine works) contribute to and clarify a text. (CCSS: RI.2.7) *
 - ii. Describe how reasons support specific points the author makes in a text. (CCSS: RI.2.8)

- iii. Compare and contrast the most important points presented by two texts on the same topic. (CCSS: RI.2.9) *
- d. Use Range of Reading and Level of Text Complexity to:
 - i. Adjust reading rate according to type of text and purpose for reading.
 - ii. 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. (CCSS: RI.2.10) *

Academic Context and Connections

Colorado Essential Skills:

1. Read a minimum of 89 words per minute in the spring with fluency. *
2. Demonstrate flexibility, imagination, and inventiveness in taking on tasks and activities. (Entrepreneurial Skills, Risk Taking)
3. Identify and explain multiple perspectives (cultural, global) when exploring events, ideas, issues. (Civic/Interpersonal Skills, Global/Cultural Awareness)
4. Articulate the most effective options to access information needed for a specific purpose. (Professional Skills, Information Literacy)

Essential Questions:

1. Why is it important to read accurately and fluently?
2. How does re-reading help us understand?
3. How does structure affect our understanding of a text?
4. How does comparing two texts help build our understanding?



Essential Reasoning Skills:

1. Critical readers use text features to interpret informational texts.

Minimum Skills Competencies:

1. Evidence Outcomes marked with an asterisk (*) are the minimum competencies identified in the READ Act.

Prepared Graduates:

5. Understand how language functions in different contexts, command a variety of word-learning strategies to assist comprehension, and make effective choices for meaning or style when writing and speaking.

Grade Level Expectation:

3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.

Evidence Outcomes

Students Can:

- a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)
 - i. Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS: RF.2.3a) *
 - ii. Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b) *
 - iii. Read multisyllabic words accurately and fluently. *
 - iv. Decode regularly spelled two-syllable words with long vowels. (CCSS: RF.2.3c) *
 - v. Decode words with common prefixes and suffixes. (CCSS: RF.2.3d) *
 - vi. Identify words with inconsistent but common spelling-sound correspondences. (CCSS: RF.2.3e) *
 - vii. Read grade-appropriate irregularly spelled words. (adapted from CCSS: RF.2.3f) *
- b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.2.4)
 - i. Read grade-level text with purpose and understanding. (CCSS: RF.2.4a)
 - ii. Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.2.4b)
 - iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.2.4c) *
 - iv. Read grade-level text accurately and fluently, attending to phrasing, intonation, and punctuation. *
- c. Compare formal and informal uses of English. (CCSS: L.2.3a)
- d. 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. (CCSS: L.2.4)
 - i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.2.4a)
 - ii. Determine the meaning of the new word formed when a known prefix is added to a known word (for example: *happy/unhappy, tell/retell*). (CCSS: L.2.4b) *
 - iii. Use a known root word as a clue to the meaning of an unknown word with the same root (for example: *addition, additional*). (CCSS: L.2.4c) *
 - iv. Use knowledge of the meaning of individual words to predict the meaning of compound words (for example: *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). (CCSS: L.2.4d) *
 - v. Create new words by combining base words with affixes to connect known words to new words. *
 - vi. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (CCSS: L.2.4e)
- e. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.2.5)
 - i. Identify real-life connections between words and their use (for example: *describe foods that are spicy or juicy*). (CCSS: L.2.5a)
 - ii. Distinguish shades of meaning among closely related verbs (for example: *toss, throw, hurl*) and closely related adjectives (for example: *thin, slender, skinny, scrawny*). (CCSS: L.2.5b)



- f. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (for example: *When other kids are happy that makes me happy*). (CCSS: L.2.6)
- g. Determine which strategies should be used to decode multisyllabic words.

Academic Context and Connections

Colorado Essential Skills:

- 1. Read a minimum of 89 words per minute in the Spring with fluency. *
- 2. Demonstrate a willingness to try new things. (Entrepreneurial Skills, Risk Taking)
- 3. Handle impulses and behavior with minimal direction. (Personal Skills, Personal Responsibility)
- 4. Resist distractions, maintain attention, and continue the task at hand through frustration or challenges. (Personal Skills, Perseverance/Resilience)
- 5. The student must demonstrate all of the phonemic awareness skill competencies outlined in Kindergarten and First grade. *

Essential Questions:

- 1. How do prefixes and suffixes change the meaning of a word?
- 2. How does understanding the parts of words help us decide what they mean?
- 3. How do we understand what words mean?

Essential Reasoning Skills:

- 1. Critical readers use appropriate strategies to determine and understand texts.

Minimum Skills Competencies:

- 1. Evidence Outcomes marked with an asterisk (*) are the minimum competencies identified in the READ Act.

Prepared Graduates:

6. Craft arguments using techniques specific to the genre.

Grade Level Expectation:

1. Write pieces on a topic or book that state opinions and give supporting reasons.

Evidence Outcomes

Students Can:

- a. Introduce the topic or book they are writing about. (CCSS: W.2.1)
- b. State an opinion. (CCSS: W.2.1)
- c. Supply reasons that support the opinion. (CCSS: W.2.1)
- d. Use linking words (for example: because, and, also) to connect opinion and reasons. (CCSS: W.2.1)
- e. Provide a concluding statement or section. (CCSS: W.2.1)

Academic Context and Connections

Colorado Essential Skills:

1. Accurately recognize one's own emotions, thoughts, and values and how they influence behavior. (Personal Skills, Self-Awareness)
2. Recognize personal characteristics, preferences, thoughts, and feelings. (Personal Skills, Initiative/Self-Direction)
3. Compare attitudes and beliefs as an individual to others. (Civic/Interpersonal Skills, Global/Cultural Awareness)

Essential Questions:

1. Why is it important for us to know who will be reading our work?
2. What words do we use to convince others of our opinions?
3. How do we structure our writing effectively?

Essential Reasoning Skills:

1. Critical writers can convince others of their opinion.

Prepared Graduates:

7. Craft informational/explanatory texts using techniques specific to the genre.

Grade Level Expectation:

2. Write informative/explanatory texts organized around main ideas which are supported by relevant details, facts, and definitions.

Evidence Outcomes

Students Can:

- a. Introduce a topic. (CCSS: W.2.2)
- b. Use facts and definitions to develop points, including relevant details when writing to questions about texts. (adapted from CCSS: W.2.2)
- c. Provide a concluding statement or section. (CCSS: W.2.2)
- d. Write letters and “how-to’s” (for example: procedures, directions, recipes) that follow a logical order and appropriate format.
- e. Organize informational texts using main ideas and specific supporting details.
- f. Apply appropriate transition words to writing.
- g. Writers use technology to support the writing process.

Academic Context and Connections

Colorado Essential Skills:

1. Recognize that problems can be identified and possible solutions can be created. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Identify key attributes of a variety of information products (e.g., books, newspapers, online or print articles, social media). (Professional Skills, Information Literacy)
3. Find information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

Essential Questions:

1. What are different forms of informational writing?
2. Why is it important for us to know who will be reading our work?
3. How is report writing different from storytelling?

Essential Reasoning Skills:

1. Critical writers can use facts to inform others.

Prepared Graduates:

8. Craft narratives using techniques specific to the genre.

Grade Level Expectation:

3. Write real or imagined narratives that describe events in sequence and provide a sense of closure.

Evidence Outcomes

Students Can:

- a. Include details to describe actions, thoughts, and feelings. (CCSS: W.2.3)
- b. Use temporal words to signal event order. (CCSS: W.2.3)
- c. Provide a sense of closure. (CCSS: W.2.3)
- d. Write simple, descriptive poems.
- e. Write with precise nouns, active verbs, and descriptive adjectives.
- f. Apply knowledge about structure and craft gained from mentor text to narrative writing.
- g. Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing).

Academic Context and Connections

Colorado Essential Skills:

1. Demonstrate curiosity, imagination, and eagerness to learn more. (Entrepreneurial Skills, Creativity/Innovation)
2. Demonstrate a willingness to try new things. (Entrepreneurial Skills, Inquiry/Analysis)
3. Accurately recognize one's own emotions, thoughts, and values and how they influence behavior. (Personal Skills, Self-Awareness)

Essential Questions:

1. How do literary genres differ in form and substance?
2. Why is it important for us to know who will be reading our work?
3. How do we structure our writing effectively?

Essential Reasoning Skills:

1. Critical writers identify the purposes of writing a narrative.
2. Critical writers use text structures to convey meaning.

Prepared Graduates:

9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

Grade Level Expectation:

4. Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.

Evidence Outcomes

Students Can:

- a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
 - i. Use collective nouns (for example: *group*). (CCSS: L.2.1a)
 - ii. Use reflexive pronouns (for example: *myself, ourselves*). (CCSS: L.2.1c)
 - iii. Form and use the past tense of frequently occurring irregular verbs (for example: *sat, hid, told*). (CCSS: L.2.1d)
 - iv. Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)
 - v. Apply accurate subject-verb agreement while writing.
 - vi. Produce, expand, and rearrange complete simple and compound sentences (for example: *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). (CCSS: L.2.1f)
 - vii. Vary sentence beginnings.
 - viii. Spell high-frequency words correctly.
- b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2)
 - i. Capitalize holidays, product names, and geographic names. (CCSS: L.2.2a)
 - ii. Use commas in greetings and closings of letters. (CCSS: L.2.2b)
 - iii. Use an apostrophe to form contractions and frequently occurring possessives. (CCSS: L.2.2c)
 - iv. Generalize learned spelling patterns when writing words (for example: cage → badge; boy → boil). (CCSS: L.2.2d)

- v. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.2.2e)
- c. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (CCSS: W.2.5)
- d. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.2.6)

Academic Context and Connections

Colorado Essential Skills:

1. Resist distractions, maintain attention, and continue the task at hand through frustration or challenges. (Personal Skills, Perseverance/Resilience)
2. Articulate task requirements and identify deadlines. (Professional Skills, Task/Time Management)
3. Find information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

Essential Questions:

1. How can spelling change the meaning of a word?
2. How can punctuation change the meaning of a sentence?
3. How do we use technology to support the writing process?
4. How do authors stay focused on one topic throughout a piece of writing?
5. How do we structure our writing effectively?

Essential Reasoning Skills:

1. Critical writers utilize the conventions of standard English to convey their message.

Prepared Graduates:

10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

Grade Level Expectation:

1. Participate in shared research and inquiry, gathering information from a variety of resources to answer questions.

Evidence Outcomes

Students Can:

- a. Participate in shared research and writing projects. For example: read a number of books on a single topic to produce a report; record science observations. (CCSS: W.2.7)
- b. Identify a variety of resources and the information they might contain (for example: dictionary, trade book, library databases, internet web page).
- c. Identify a specific question and gather information for purposeful investigation and inquiry.
- d. Use text features to locate and interpret information. For example: table of contents, illustrations, diagrams, headings and bold type.
- e. Use a variety of multimedia sources to answer questions of interest.
- f. Ask primary questions of depth and breadth.
- g. Recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.2.8)

Academic Context and Connections

Colorado Essential Skills:

1. Recognize that problems can be identified and possible solutions can be created. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Identify key attributes of a variety of information products (e.g., books, newspapers, online or print articles, social media). (Professional Skills, Information Literacy)
3. Find information through the use of technologies. (Professional Skills, Use Information and Communications Technologies)

Essential Questions:

1. How do we ensure our research is relevant and accurate?
2. Why is it important for us to include others' points of view in our research?

Essential Reasoning Skills:

1. Researchers use information to support their thinking.
2. Researchers use a variety of reference materials to support learning new information.
3. Researchers analyze critical questions to locate resources to answer questions.