

Main Criteria: Classroom Supplement and Lesson Plans, Second Grade

Secondary Criteria: Colorado Academic Standards (CAS)

Subject: Language Arts

Grade: 2

Classroom Supplement and Lesson Plans, Second Grade

WEEK 31 P. 289 - 295 IN PDF

Colorado Academic Standards (CAS)

Language Arts

Grade 2 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.2.1.

Oral Expression and Listening

STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
INDICATOR	RW.2.1.1. a.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)
INDICATOR	RW.2.1.1. a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
INDICATOR	RW.2.1.1. a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)

CONTENT AREA **RW.2.1. Oral Expression and Listening**

STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.2.1.1. 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)

CONTENT AREA **RW.2.1. Oral Expression and Listening**

STANDARD	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.2.1.2. b. Contribute knowledge to a small group or class discussion to develop a topic.

EVIDENCE OUTCOMES RW.2.1.2. e. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)

CONTENT AREA **RW.2.2. Reading for All Purposes**

STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.2.1. a.	Use Key Ideas and Details to:
--------------------------	---------------------	--------------------------------------

INDICATOR RW.2.2.1. a.iii. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)

INDICATOR RW.2.2.1. a.iv. Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)

CONTENT AREA **RW.2.2. Reading for All Purposes**

STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.2.1. b.	Use Craft and Structure to:
--------------------------	---------------------	------------------------------------

INDICATOR RW.2.2.1. b.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)

INDICATOR	RW.2.2.1. b.iv.	Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry.
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.2.2.1. c.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.1. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.2. a.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)
INDICATOR	RW.2.2.2. a.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. d.	Use Range of Reading and Level of Text Complexity to:

INDICATOR	RW.2.2.2. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. 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)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.2.	Write informative/explanatory texts organized around main ideas which are supported by relevant details, facts, and definitions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.2. a.	Introduce a topic. (CCSS: W.2.2)
EVIDENCE OUTCOMES	RW.2.3.2. b.	Use facts and definitions to develop points, including relevant details when writing to questions about texts. (adapted from CCSS: W.2.2)
EVIDENCE OUTCOMES	RW.2.3.2. c.	Provide a concluding statement or section. (CCSS: W.2.2)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.3.	Write real or imagined narratives that describe events in sequence and provide a sense of closure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.3. d.	Write simple, descriptive poems.
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)

INDICATOR	RW.2.3.4. a.iv.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.2.3.4. 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)

CONTENT AREA **RW.2.4.** **Research Inquiry and Design**

STANDARD	RW.2.4.1.	Participate in shared research and inquiry, gathering information from a variety of resources to answer questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.2.4.1. 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)

WEEK 32 P. 297 - 303 IN PDF

Colorado Academic Standards (CAS)

Language Arts

Grade 2 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.2.1.	Oral Expression and Listening

STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
INDICATOR	RW.2.1.1. a.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)
INDICATOR	RW.2.1.1. a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
INDICATOR	RW.2.1.1. a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.2. b.	Contribute knowledge to a small group or class discussion to develop a topic.
EVIDENCE OUTCOMES	RW.2.1.2. e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.1. a.iii.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)

INDICATOR	RW.2.2.1. a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.2.2.1. b.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)
INDICATOR	RW.2.2.1. b.iv.	Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry.
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.2.2.1. c.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.1. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. a.	Use Key Ideas and Details to:

INDICATOR	RW.2.2.2. a.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)
INDICATOR	RW.2.2.2. a.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.2. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. 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)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.2.	Write informative/explanatory texts organized around main ideas which are supported by relevant details, facts, and definitions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.2. a.	Introduce a topic. (CCSS: W.2.2)
EVIDENCE OUTCOMES	RW.2.3.2. b.	Use facts and definitions to develop points, including relevant details when writing to questions about texts. (adapted from CCSS: W.2.2)
EVIDENCE OUTCOMES	RW.2.3.2. c.	Provide a concluding statement or section. (CCSS: W.2.2)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.3.	Write real or imagined narratives that describe events in sequence and provide a sense of closure.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.3. d.	Write simple, descriptive poems.
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
INDICATOR	RW.2.3.4. a.iv.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. 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)
CONTENT AREA	RW.2.4.	Research Inquiry and Design
STANDARD	RW.2.4.1.	Participate in shared research and inquiry, gathering information from a variety of resources to answer questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.4.1. 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)

Week 01: Pre-Writing, p. 33-39

Colorado Academic Standards (CAS)

Language Arts

Grade 2 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
INDICATOR	RW.2.1.1. a.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)
INDICATOR	RW.2.1.1. a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
INDICATOR	RW.2.1.1. a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.2. b.	Contribute knowledge to a small group or class discussion to develop a topic.
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.1. a.iii.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)
INDICATOR	RW.2.2.1. a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.2.2.1. b.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)
INDICATOR	RW.2.2.1. b.iv.	Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry.
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.2.2.1. c.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.1. d.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)

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. a.	Use Key Ideas and Details to:

INDICATOR RW.2.2.2. a.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)

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. b.	Use Craft and Structure to:

INDICATOR RW.2.2.2. b.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)

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. d.	Use Range of Reading and Level of Text Complexity to:

INDICATOR RW.2.2.2. d.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)

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)

INDICATOR RW.2.2.3. a.i. Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS: RF.2.3a)

CONTENT AREA **RW.2.3. Writing and Composition**

STANDARD	RW.2.3.3.	Write real or imagined narratives that describe events in sequence and provide a sense of closure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.2.3.3. Write simple, descriptive poems.
d.

CONTENT AREA **RW.2.3. Writing and Composition**

STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2)

INDICATOR RW.2.3.4. Use an apostrophe to form contractions and frequently occurring possessives. (CCSS: L.2.2c)
b.iii.

Week 02: Pre-Writing, p. 41-47

Colorado Academic Standards (CAS)

Language Arts

Grade 2 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

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

CONTENT AREA **RW.2.1. Oral Expression and Listening**

STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)

INDICATOR	RW.2.1.1. a.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)
INDICATOR	RW.2.1.1. a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
INDICATOR	RW.2.1.1. a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.2. b.	Contribute knowledge to a small group or class discussion to develop a topic.
EVIDENCE OUTCOMES	RW.2.1.2. e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.1. a.iii.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)
INDICATOR	RW.2.2.1. a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.2.2.1. b.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)
INDICATOR	RW.2.2.1. b.iv.	Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry.
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.2.2.1. c.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)
INDICATOR	RW.2.2.1. c.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.1. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.2. a.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)

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. b.	Use Craft and Structure to:

INDICATOR RW.2.2.2. b.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)

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. d.	Use Range of Reading and Level of Text Complexity to:

INDICATOR RW.2.2.2. d.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)

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)

INDICATOR RW.2.2.3. a.i. Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS: RF.2.3a)

INDICATOR RW.2.2.3. a.ii. Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b)

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. 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)

INDICATOR	RW.2.2.3. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. 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)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.3.	Write real or imagined narratives that describe events in sequence and provide a sense of closure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.3. d.	Write simple, descriptive poems.
EVIDENCE OUTCOMES	RW.2.3.3. e.	Write with precise nouns, active verbs, and descriptive adjectives.
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
INDICATOR	RW.2.3.4. a.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)

Week 03: Introduction to Unit 1 Note Making and Outlines, 49-57

Colorado Academic Standards (CAS)

Language Arts

Grade 2 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
CONTENT AREA	RW.2.1.	Oral Expression and Listening

STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
INDICATOR	RW.2.1.1. a.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)
INDICATOR	RW.2.1.1. a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
INDICATOR	RW.2.1.1. a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)

CONTENT AREA	RW.2.1.	Oral Expression and Listening
---------------------	----------------	--------------------------------------

STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)

CONTENT AREA	RW.2.1.	Oral Expression and Listening
---------------------	----------------	--------------------------------------

STANDARD	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.2. b.	Contribute knowledge to a small group or class discussion to develop a topic.

EVIDENCE OUTCOMES	RW.2.1.2.e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1.a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.1.a.iii.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)
INDICATOR	RW.2.2.1.a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1.c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.2.2.1.c.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.2.a.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2.b.	Use Craft and Structure to:

INDICATOR	RW.2.2.2. b.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. d.	Use Range of Reading and Level of Text Complexity to:

INDICATOR	RW.2.2.2. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)

INDICATOR	RW.2.2.3. a.ii.	Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.2.4)

INDICATOR	RW.2.2.3. b.ii.	Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.2.4b)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.2.3. 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)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.3.	Write real or imagined narratives that describe events in sequence and provide a sense of closure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.3.3. e.	Write with precise nouns, active verbs, and descriptive adjectives.
-------------------	--------------	---

Week 04: Unit 1 Note Making and Outlines, p. 59-65

Colorado Academic Standards (CAS)

Language Arts

Grade 2 - Adopted: 2018

CONTENT AREA Prepared Graduates in Reading, Writing, and Communicating

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

CONTENT AREA RW.2.1. Oral Expression and Listening

STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
INDICATOR	RW.2.1.1. a.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)
INDICATOR	RW.2.1.1. a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)

INDICATOR	RW.2.1.1. a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.2. b.	Contribute knowledge to a small group or class discussion to develop a topic.
EVIDENCE OUTCOMES	RW.2.1.2. e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.1. a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.2.2.1. b.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.2.2.1. c.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)

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.2. a.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)

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.2.2.2. b.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)

INDICATOR	RW.2.2.2. b.iv.	Read text to perform a specific task such as follow a recipe or play a game.
-----------	-----------------	--

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.2. d.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)

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)

INDICATOR	RW.2.2.3. a.i.	Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS: RF.2.3a)
INDICATOR	RW.2.2.3. a.ii.	Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. 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)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.3.	Write real or imagined narratives that describe events in sequence and provide a sense of closure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.3. e.	Write with precise nouns, active verbs, and descriptive adjectives.
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
INDICATOR	RW.2.3.4. a.iv.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)

Week 05: Unit 1 Note Making and Outlines, p. 67-73

Colorado Academic Standards (CAS)

Language Arts

Grade 2 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
CONTENT AREA	RW.2.1.	Oral Expression and Listening

STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
INDICATOR	RW.2.1.1. a.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)
INDICATOR	RW.2.1.1. a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
INDICATOR	RW.2.1.1. a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)

CONTENT AREA	RW.2.1.	Oral Expression and Listening
---------------------	----------------	--------------------------------------

STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)

CONTENT AREA	RW.2.1.	Oral Expression and Listening
---------------------	----------------	--------------------------------------

STANDARD	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.2. b.	Contribute knowledge to a small group or class discussion to develop a topic.

EVIDENCE OUTCOMES	RW.2.1.2.e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1.a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.1.a.iii.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)
INDICATOR	RW.2.2.1.a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1.c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.2.2.1.c.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.2.a.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2.b.	Use Craft and Structure to:

INDICATOR	RW.2.2.2. b.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. d.	Use Range of Reading and Level of Text Complexity to:

INDICATOR	RW.2.2.2. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)
INDICATOR	RW.2.2.3. a.i.	Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS: RF.2.3a)

INDICATOR	RW.2.2.3. a.ii.	Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. 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)

INDICATOR	RW.2.2.3. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. 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)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.3.	Write real or imagined narratives that describe events in sequence and provide a sense of closure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.3. e.	Write with precise nouns, active verbs, and descriptive adjectives.
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
INDICATOR	RW.2.3.4. a.iv.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2)
INDICATOR	RW.2.3.4. b.iii.	Use an apostrophe to form contractions and frequently occurring possessives. (CCSS: L.2.2c)

Week 06: Introduction to Unit 2 Writing from Notes, p. 75-83

Colorado Academic Standards (CAS)

Language Arts

Grade 2 - Adopted: 2018

**CONTENT
AREA****Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

**CONTENT
AREA****RW.2.1.****Oral Expression and Listening**

STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
INDICATOR	RW.2.1.1. a.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)
INDICATOR	RW.2.1.1. a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
INDICATOR	RW.2.1.1. a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)

**CONTENT
AREA****RW.2.1.****Oral Expression and Listening**

STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)

**CONTENT
AREA****RW.2.1.****Oral Expression and Listening**

STANDARD	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.1.2. b.	Contribute knowledge to a small group or class discussion to develop a topic.
EVIDENCE OUTCOMES	RW.2.1.2. e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.1. a.iii.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)
INDICATOR	RW.2.2.1. a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.2.2.1. c.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.2. a.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.2.2.2. b.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.2. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)
INDICATOR	RW.2.2.3. a.i.	Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS: RF.2.3a)
INDICATOR	RW.2.2.3. a.v.	Decode words with common prefixes and suffixes. (CCSS: RF.2.3d)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. 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)
INDICATOR	RW.2.2.3. d.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)
INDICATOR	RW.2.2.3. d.v.	Create new words by combining base words with affixes to connect known words to new words.

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.2.3. 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)
-------------------	-----------------	--

CONTENT AREA **RW.2.3.** **Writing and Composition**

STANDARD	RW.2.3.3.	Write real or imagined narratives that describe events in sequence and provide a sense of closure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.3.3. e.	Write with precise nouns, active verbs, and descriptive adjectives.
-------------------	-----------------	---

CONTENT AREA **RW.2.3.** **Writing and Composition**

STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
-------------------	-----------------	--

INDICATOR	RW.2.3.4. a.iii.	Form and use the past tense of frequently occurring irregular verbs (for example: sat, hid, told). (CCSS: L.2.1d)
-----------	---------------------	---

INDICATOR	RW.2.3.4. a.iv.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)
-----------	--------------------	---

CONTENT AREA **RW.2.3.** **Writing and Composition**

STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.3.4. 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)
-------------------	-----------------	---

Colorado Academic Standards (CAS)

Language Arts

Grade 2 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

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

CONTENT AREA

RW.2.1.

Oral Expression and Listening

STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
INDICATOR	RW.2.1.1. a.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)
INDICATOR	RW.2.1.1. a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
INDICATOR	RW.2.1.1. a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)

CONTENT AREA

RW.2.1.

Oral Expression and Listening

STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)

CONTENT AREA

RW.2.1.

Oral Expression and Listening

STANDARD	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss.
----------	-----------	--

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.2. b.	Contribute knowledge to a small group or class discussion to develop a topic.
EVIDENCE OUTCOMES	RW.2.1.2. e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.1. a.iii.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)
INDICATOR	RW.2.2.1. a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.2.2.1. b.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)
INDICATOR	RW.2.2.1. b.iv.	Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry.
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.2.2.1. c.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)

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1.d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.1.d.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)

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.2.a.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)

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2.b.	Use Craft and Structure to:
INDICATOR	RW.2.2.2.b.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)

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2.d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.2.d.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)

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)
INDICATOR	RW.2.2.3. a.i.	Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS: RF.2.3a)
INDICATOR	RW.2.2.3. a.ii.	Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b)

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. 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)
INDICATOR	RW.2.2.3. d.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)
INDICATOR	RW.2.2.3. d.v.	Create new words by combining base words with affixes to connect known words to new words.

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. 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)

CONTENT AREA **RW.2.3.** **Writing and Composition**

STANDARD	RW.2.3.3.	Write real or imagined narratives that describe events in sequence and provide a sense of closure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.3.3. d.	Write simple, descriptive poems.
EVIDENCE OUTCOMES	RW.2.3.3. e.	Write with precise nouns, active verbs, and descriptive adjectives.
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
INDICATOR	RW.2.3.4. a.iii.	Form and use the past tense of frequently occurring irregular verbs (for example: sat, hid, told). (CCSS: L.2.1d)
INDICATOR	RW.2.3.4. a.iv.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)

Week 08: Unit 2 Summarizing from Notes, p.93-99

Colorado Academic Standards (CAS)

Language Arts

Grade 2 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)

INDICATOR	RW.2.1.1. a.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)
INDICATOR	RW.2.1.1. a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
INDICATOR	RW.2.1.1. a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.2. b.	Contribute knowledge to a small group or class discussion to develop a topic.
EVIDENCE OUTCOMES	RW.2.1.2. e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.1. a.iii.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)
INDICATOR	RW.2.2.1. a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.2.2.1. b.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)
INDICATOR	RW.2.2.1. b.iv.	Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry.
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.2.2.1. c.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.1. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.2. a.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. b.	Use Craft and Structure to:

INDICATOR	RW.2.2.2. b.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)
-----------	-----------------	--

CONTENT AREA	RW.2.2.	Reading for All Purposes
---------------------	----------------	---------------------------------

STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. d.	Use Range of Reading and Level of Text Complexity to:

INDICATOR	RW.2.2.2. d.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)
-----------	-----------------	--

CONTENT AREA	RW.2.2.	Reading for All Purposes
---------------------	----------------	---------------------------------

STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)

INDICATOR	RW.2.2.3. a.i.	Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS: RF.2.3a)
-----------	----------------	--

INDICATOR	RW.2.2.3. a.ii.	Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b)
-----------	-----------------	--

CONTENT AREA	RW.2.2.	Reading for All Purposes
---------------------	----------------	---------------------------------

STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.2.3. 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)
-------------------	--------------	--

CONTENT AREA	RW.2.3.	Writing and Composition
---------------------	----------------	--------------------------------

STANDARD	RW.2.3.3.	Write real or imagined narratives that describe events in sequence and provide a sense of closure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.2.3.3. Write simple, descriptive poems.
d.

CONTENT AREA RW.2.3. Writing and Composition

STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)

INDICATOR RW.2.3.4. a.iv. Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)

Week 09: Unit 2 Summarizing from Notes, p.101-107

Colorado Academic Standards (CAS)

Language Arts

Grade 2 - Adopted: 2018

CONTENT AREA Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)

INDICATOR	RW.2.1.1. a.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)
INDICATOR	RW.2.1.1. a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
INDICATOR	RW.2.1.1. a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.2. b.	Contribute knowledge to a small group or class discussion to develop a topic.
EVIDENCE OUTCOMES	RW.2.1.2. e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.1. a.iii.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)
INDICATOR	RW.2.2.1. a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.2.2.1. b.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)
INDICATOR	RW.2.2.1. b.iv.	Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry.
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.2.2.1. c.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.1. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.2. a.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.2.2.2. b.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.2. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)
INDICATOR	RW.2.2.3. a.ii.	Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. 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)
INDICATOR	RW.2.2.3. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. 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)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.3.	Write real or imagined narratives that describe events in sequence and provide a sense of closure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.3. d.	Write simple, descriptive poems.
EVIDENCE OUTCOMES	RW.2.3.3. e.	Write with precise nouns, active verbs, and descriptive adjectives.
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
INDICATOR	RW.2.3.4. a.iv.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)

Week 10: Unit 2 Summarizing from Notes, p.109-115

Colorado Academic Standards (CAS)

Language Arts

Grade 2 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.

STANDARD	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.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
INDICATOR	RW.2.1.1. a.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)
INDICATOR	RW.2.1.1. a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
INDICATOR	RW.2.1.1. a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.2. b.	Contribute knowledge to a small group or class discussion to develop a topic.
EVIDENCE OUTCOMES	RW.2.1.2. e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
CONTENT AREA	RW.2.2.	Reading for All Purposes

STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. a.	Use Key Ideas and Details to:

INDICATOR	RW.2.2.1. a.iii.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)
-----------	------------------	--

INDICATOR	RW.2.2.1. a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
-----------	-----------------	---

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. b.	Use Craft and Structure to:

INDICATOR	RW.2.2.1. b.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)
-----------	----------------	---

INDICATOR	RW.2.2.1. b.iv.	Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry.
-----------	-----------------	--

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. c.	Use Integration of Knowledge and Ideas to:

INDICATOR	RW.2.2.1. c.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)
-----------	----------------	---

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. d.	Use Range of Reading and Level of Text Complexity to:

INDICATOR	RW.2.2.1. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.2. a.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.2. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)
INDICATOR	RW.2.2.3. a.ii.	Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. 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)

INDICATOR	RW.2.2.3. d.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)
INDICATOR	RW.2.2.3. d.v.	Create new words by combining base words with affixes to connect known words to new words.
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. 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)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.3.	Write real or imagined narratives that describe events in sequence and provide a sense of closure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.3. d.	Write simple, descriptive poems.
EVIDENCE OUTCOMES	RW.2.3.3. e.	Write with precise nouns, active verbs, and descriptive adjectives.
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
INDICATOR	RW.2.3.4. a.iv.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.3.4. 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)
----------------------	-----------------	---

Week 11: Unit 2 Summarizing from Notes, p.117-123

Colorado Academic Standards (CAS)

Language Arts

Grade 2 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
INDICATOR	RW.2.1.1. a.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)
INDICATOR	RW.2.1.1. a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
INDICATOR	RW.2.1.1. a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.1.1. 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)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.2. b.	Contribute knowledge to a small group or class discussion to develop a topic.
EVIDENCE OUTCOMES	RW.2.1.2. e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.1. a.iii.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)
INDICATOR	RW.2.2.1. a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.2.2.1. b.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)
INDICATOR	RW.2.2.1. b.iv.	Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry.
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.2.2.1. c.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.1. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.2. a.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.2.2.2. b.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2.d.	Use Range of Reading and Level of Text Complexity to:

INDICATOR	RW.2.2.2.d.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)
-----------	----------------	--

CONTENT AREA	RW.2.2.	Reading for All Purposes
---------------------	----------------	---------------------------------

STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3.a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)

INDICATOR	RW.2.2.3.a.ii.	Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b)
-----------	----------------	--

INDICATOR	RW.2.2.3.a.v.	Decode words with common prefixes and suffixes. (CCSS: RF.2.3d)
-----------	---------------	---

CONTENT AREA	RW.2.2.	Reading for All Purposes
---------------------	----------------	---------------------------------

STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3.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)

INDICATOR	RW.2.2.3.d.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)
-----------	-----------------	--

INDICATOR	RW.2.2.3.d.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)
-----------	----------------	---

INDICATOR	RW.2.2.3.d.v.	Create new words by combining base words with affixes to connect known words to new words.
-----------	---------------	--

CONTENT AREA	RW.2.2.	Reading for All Purposes
---------------------	----------------	---------------------------------

STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.2.3. 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)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.3.	Write real or imagined narratives that describe events in sequence and provide a sense of closure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.3. d.	Write simple, descriptive poems.
EVIDENCE OUTCOMES	RW.2.3.3. e.	Write with precise nouns, active verbs, and descriptive adjectives.
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
INDICATOR	RW.2.3.4. a.iv.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2)
INDICATOR	RW.2.3.4. b.iii.	Use an apostrophe to form contractions and frequently occurring possessives. (CCSS: L.2.2c)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.3.4.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)
-------------------	-------------	---

Week 12: Unit 2 Summarizing from Notes, p.125-131

Colorado Academic Standards (CAS)

Language Arts

Grade 2 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1.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)
INDICATOR	RW.2.1.1.a.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)
INDICATOR	RW.2.1.1.a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
INDICATOR	RW.2.1.1.a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.1.1. 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)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.2. b.	Contribute knowledge to a small group or class discussion to develop a topic.
EVIDENCE OUTCOMES	RW.2.1.2. e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.1. a.iii.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)
INDICATOR	RW.2.2.1. a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.2.2.1. b.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)
INDICATOR	RW.2.2.1. b.iv.	Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry.
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.2.2.1. c.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.1. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. b.	Use Craft and Structure to:
INDICATOR	RW.2.2.2. b.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)
INDICATOR	RW.2.2.3. a.ii.	Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. 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)
INDICATOR	RW.2.2.3. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. 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)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.3.	Write real or imagined narratives that describe events in sequence and provide a sense of closure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.3. d.	Write simple, descriptive poems.
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
INDICATOR	RW.2.3.4. a.iv.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2)
INDICATOR	RW.2.3.4. b.iii.	Use an apostrophe to form contractions and frequently occurring possessives. (CCSS: L.2.2c)

Week 13: Introduction to Unit 3 Retelling Narrative Stories, p. 133-143

Colorado Academic Standards (CAS)

Language Arts

Grade 2 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.2.1.

Oral Expression and Listening

STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
INDICATOR	RW.2.1.1. a.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)
INDICATOR	RW.2.1.1. a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
INDICATOR	RW.2.1.1. a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.2. b.	Contribute knowledge to a small group or class discussion to develop a topic.
EVIDENCE OUTCOMES	RW.2.1.2. e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.1. a.iii.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)
INDICATOR	RW.2.2.1. a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.2.2.1. b.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)
INDICATOR	RW.2.2.1. b.iv.	Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry.
CONTENT AREA	RW.2.2.	Reading for All Purposes

STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. c.	Use Integration of Knowledge and Ideas to:

INDICATOR RW.2.2.1. c.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)

CONTENT AREA **RW.2.2. Reading for All Purposes**

STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. d.	Use Range of Reading and Level of Text Complexity to:

INDICATOR RW.2.2.1. d.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)

CONTENT AREA **RW.2.2. Reading for All Purposes**

STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. a.	Use Key Ideas and Details to:

INDICATOR RW.2.2.2. a.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)

CONTENT AREA **RW.2.2. Reading for All Purposes**

STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. b.	Use Craft and Structure to:

INDICATOR RW.2.2.2. b.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)

CONTENT AREA **RW.2.2. Reading for All Purposes**

STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
----------	-----------	--

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2.d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.2.d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3.a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)
INDICATOR	RW.2.2.3.a.i.	Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS: RF.2.3a)
INDICATOR	RW.2.2.3.a.ii.	Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b)
INDICATOR	RW.2.2.3.a.v.	Decode words with common prefixes and suffixes. (CCSS: RF.2.3d)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3.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)
INDICATOR	RW.2.2.3.d.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)
INDICATOR	RW.2.2.3.d.v.	Create new words by combining base words with affixes to connect known words to new words.
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.2.3. 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)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.3.	Write real or imagined narratives that describe events in sequence and provide a sense of closure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.3. d.	Write simple, descriptive poems.
EVIDENCE OUTCOMES	RW.2.3.3. e.	Write with precise nouns, active verbs, and descriptive adjectives.
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
INDICATOR	RW.2.3.4. a.iv.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2)
INDICATOR	RW.2.3.4. b.iii.	Use an apostrophe to form contractions and frequently occurring possessives. (CCSS: L.2.2c)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.3.4. 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)
----------------------	-----------------	---

Week 14: Unit 3 Retelling Narrative Stories, p.145-151

Colorado Academic Standards (CAS)

Language Arts

Grade 2 - Adopted: 2018

CONTENT AREA		Prepared Graduates in Reading, Writing, and Communicating
STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
INDICATOR	RW.2.1.1. a.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)
INDICATOR	RW.2.1.1. a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
INDICATOR	RW.2.1.1. a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.1.1. 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)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.2. b.	Contribute knowledge to a small group or class discussion to develop a topic.
EVIDENCE OUTCOMES	RW.2.1.2. e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.1. a.iii.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)
INDICATOR	RW.2.2.1. a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.2.2.1. b.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)
INDICATOR	RW.2.2.1. b.iv.	Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry.
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.2.2.1. c.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.1. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.2. a.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.2. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)
INDICATOR	RW.2.2.3. a.ii.	Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b)
INDICATOR	RW.2.2.3. a.v.	Decode words with common prefixes and suffixes. (CCSS: RF.2.3d)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. 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)
INDICATOR	RW.2.2.3. d.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)
INDICATOR	RW.2.2.3. d.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)
INDICATOR	RW.2.2.3. d.v.	Create new words by combining base words with affixes to connect known words to new words.
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. 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)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.3.	Write real or imagined narratives that describe events in sequence and provide a sense of closure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.3. d.	Write simple, descriptive poems.

EVIDENCE OUTCOMES	RW.2.3.3. e.	Write with precise nouns, active verbs, and descriptive adjectives.
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)

INDICATOR	RW.2.3.4. a.iv.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. 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)

Week 15: Unit 3 Retelling Narrative Stories, p. 153-159

Colorado Academic Standards (CAS)

Language Arts

Grade 2 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.2.1.	Oral Expression and Listening

STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
INDICATOR	RW.2.1.1. a.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)
INDICATOR	RW.2.1.1. a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
INDICATOR	RW.2.1.1. a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.2. b.	Contribute knowledge to a small group or class discussion to develop a topic.
EVIDENCE OUTCOMES	RW.2.1.2. e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.1. a.iii.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)

INDICATOR	RW.2.2.1. a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.2.2.1. b.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)
INDICATOR	RW.2.2.1. b.iv.	Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry.
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.2.2.1. c.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.1. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. a.	Use Key Ideas and Details to:

INDICATOR	RW.2.2.2. a.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.2. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)
INDICATOR	RW.2.2.3. a.i.	Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS: RF.2.3a)
INDICATOR	RW.2.2.3. a.ii.	Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b)
INDICATOR	RW.2.2.3. a.v.	Decode words with common prefixes and suffixes. (CCSS: RF.2.3d)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. 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)
INDICATOR	RW.2.2.3. d.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)
INDICATOR	RW.2.2.3. d.v.	Create new words by combining base words with affixes to connect known words to new words.

CONTENT AREA **RW.2.2. Reading for All Purposes**

STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.2.3. 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)
-------------------	--------------	--

CONTENT AREA **RW.2.3. Writing and Composition**

STANDARD	RW.2.3.3.	Write real or imagined narratives that describe events in sequence and provide a sense of closure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.3.3. d.	Write simple, descriptive poems.
-------------------	--------------	----------------------------------

CONTENT AREA **RW.2.3. Writing and Composition**

STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
-------------------	--------------	--

INDICATOR	RW.2.3.4. a.iv.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)
-----------	-----------------	---

CONTENT AREA **RW.2.3. Writing and Composition**

STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.3.4. 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)
-------------------	--------------	---

CONTENT AREA **RW.2.4. Research Inquiry and Design**

STANDARD	RW.2.4.1.	Participate in shared research and inquiry, gathering information from a variety of resources to answer questions.
----------	-----------	--

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.4.1. 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)

Week 16: Unit 3 Retelling Narrative Stories, p.161-167

Colorado Academic Standards (CAS)

Language Arts

Grade 2 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
INDICATOR	RW.2.1.1. a.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)
INDICATOR	RW.2.1.1. a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
INDICATOR	RW.2.1.1. a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.2. b.	Contribute knowledge to a small group or class discussion to develop a topic.
EVIDENCE OUTCOMES	RW.2.1.2. e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.1. a.iii.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)
INDICATOR	RW.2.2.1. a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.2.2.1. b.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)
INDICATOR	RW.2.2.1. b.iv.	Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry.
CONTENT AREA	RW.2.2.	Reading for All Purposes

STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. c.	Use Integration of Knowledge and Ideas to:

INDICATOR RW.2.2.1. c.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)

CONTENT AREA **RW.2.2. Reading for All Purposes**

STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. d.	Use Range of Reading and Level of Text Complexity to:

INDICATOR RW.2.2.1. d.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)

CONTENT AREA **RW.2.2. Reading for All Purposes**

STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. a.	Use Key Ideas and Details to:

INDICATOR RW.2.2.2. a.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)

CONTENT AREA **RW.2.2. Reading for All Purposes**

STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. d.	Use Range of Reading and Level of Text Complexity to:

INDICATOR RW.2.2.2. d.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)

CONTENT AREA **RW.2.2. Reading for All Purposes**

STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
----------	-----------	--

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)
INDICATOR	RW.2.2.3. a.ii.	Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b)
INDICATOR	RW.2.2.3. a.v.	Decode words with common prefixes and suffixes. (CCSS: RF.2.3d)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. 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)
INDICATOR	RW.2.2.3. d.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)
INDICATOR	RW.2.2.3. d.v.	Create new words by combining base words with affixes to connect known words to new words.
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. e.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.2.5)
INDICATOR	RW.2.2.3. e.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. 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)

CONTENT AREA **RW.2.3.** **Writing and Composition**

STANDARD	RW.2.3.3.	Write real or imagined narratives that describe events in sequence and provide a sense of closure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.3. d.	Write simple, descriptive poems.

EVIDENCE OUTCOMES	RW.2.3.3. g.	Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing).
-------------------	--------------	---

CONTENT AREA **RW.2.3.** **Writing and Composition**

STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)

INDICATOR	RW.2.3.4. a.iv.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)
-----------	-----------------	---

CONTENT AREA **RW.2.3.** **Writing and Composition**

STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2)

INDICATOR	RW.2.3.4. b.iii.	Use an apostrophe to form contractions and frequently occurring possessives. (CCSS: L.2.2c)
-----------	------------------	---

CONTENT AREA **RW.2.3.** **Writing and Composition**

STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.3.4. 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)
-------------------	--------------	---

Colorado Academic Standards (CAS)

Language Arts

Grade 2 - Adopted: 2018

CONTENT AREA Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA RW.2.1. Oral Expression and Listening

STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
INDICATOR	RW.2.1.1. a.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)
INDICATOR	RW.2.1.1. a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
INDICATOR	RW.2.1.1. a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)

CONTENT AREA RW.2.1. Oral Expression and Listening

STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)

CONTENT AREA **RW.2.1.** **Oral Expression and Listening**

STANDARD	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.1.2. a.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CCSS: SL.2.4)
-------------------	-----------------	--

EVIDENCE OUTCOMES	RW.2.1.2. b.	Contribute knowledge to a small group or class discussion to develop a topic.
-------------------	-----------------	---

EVIDENCE OUTCOMES	RW.2.1.2. e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
-------------------	-----------------	---

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.2.1. a.	Use Key Ideas and Details to:
--------------------------	-------------------------	--------------------------------------

INDICATOR	RW.2.2.1. a.iii.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)
-----------	---------------------	--

INDICATOR	RW.2.2.1. a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
-----------	--------------------	---

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.2.1. b.	Use Craft and Structure to:
--------------------------	-------------------------	------------------------------------

INDICATOR	RW.2.2.1. b.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)
-----------	-------------------	---

INDICATOR	RW.2.2.1. b.iv.	Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry.
-----------	--------------------	--

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
-----------------	------------------	--

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.2.2.1. c.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.1. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.2. a.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.2. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)
INDICATOR	RW.2.2.3. a.i.	Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS: RF.2.3a)
INDICATOR	RW.2.2.3. a.ii.	Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. 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)
INDICATOR	RW.2.2.3. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. 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)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.3.	Write real or imagined narratives that describe events in sequence and provide a sense of closure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.3. d.	Write simple, descriptive poems.
EVIDENCE OUTCOMES	RW.2.3.3. g.	Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing).
CONTENT AREA	RW.2.3.	Writing and Composition

STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)

INDICATOR RW.2.3.4. a.iv. Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)

CONTENT AREA **RW.2.3. Writing and Composition**

STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2)

INDICATOR RW.2.3.4. b.iii. Use an apostrophe to form contractions and frequently occurring possessives. (CCSS: L.2.2c)

CONTENT AREA **RW.2.3. Writing and Composition**

STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.2.3.4. 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)

Week 18: Unit 3 Retelling Narrative Stories, p. 177-183

Colorado Academic Standards (CAS)

Language Arts

Grade 2 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

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

STANDARD	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.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
INDICATOR	RW.2.1.1. a.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)
INDICATOR	RW.2.1.1. a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
INDICATOR	RW.2.1.1. a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.2. b.	Contribute knowledge to a small group or class discussion to develop a topic.
EVIDENCE OUTCOMES	RW.2.1.2. e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
CONTENT AREA	RW.2.2.	Reading for All Purposes

STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. a.	Use Key Ideas and Details to:

INDICATOR	RW.2.2.1. a.iii.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)
-----------	------------------	--

INDICATOR	RW.2.2.1. a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
-----------	-----------------	---

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. b.	Use Craft and Structure to:

INDICATOR	RW.2.2.1. b.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)
-----------	----------------	---

INDICATOR	RW.2.2.1. b.iv.	Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry.
-----------	-----------------	--

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. c.	Use Integration of Knowledge and Ideas to:

INDICATOR	RW.2.2.1. c.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)
-----------	----------------	---

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. d.	Use Range of Reading and Level of Text Complexity to:

INDICATOR	RW.2.2.1. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.2. a.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.2. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)
INDICATOR	RW.2.2.3. a.i.	Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS: RF.2.3a)
INDICATOR	RW.2.2.3. a.ii.	Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b)
INDICATOR	RW.2.2.3. a.v.	Decode words with common prefixes and suffixes. (CCSS: RF.2.3d)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. 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)
INDICATOR	RW.2.2.3. d.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)
INDICATOR	RW.2.2.3. d.v.	Create new words by combining base words with affixes to connect known words to new words.
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. 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)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.3.	Write real or imagined narratives that describe events in sequence and provide a sense of closure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.3. d.	Write simple, descriptive poems.
EVIDENCE OUTCOMES	RW.2.3.3. g.	Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing).
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
INDICATOR	RW.2.3.4. a.iv.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)
CONTENT AREA	RW.2.3.	Writing and Composition

STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.2.3.4. 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)

CONTENT AREA **RW.2.4. Research Inquiry and Design**

STANDARD	RW.2.4.1.	Participate in shared research and inquiry, gathering information from a variety of resources to answer questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.2.4.1. 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)

Week 19: Introduction to Unit 4 Summarizing a Reference, p. 185-193

Colorado Academic Standards (CAS)

Language Arts

Grade 2 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.1.1. 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)
INDICATOR	RW.2.1.1. a.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)
INDICATOR	RW.2.1.1. a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
INDICATOR	RW.2.1.1. a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.2. b.	Contribute knowledge to a small group or class discussion to develop a topic.
EVIDENCE OUTCOMES	RW.2.1.2. e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.1. a.iii.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)
INDICATOR	RW.2.2.1. a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
CONTENT AREA	RW.2.2.	Reading for All Purposes

STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. b.	Use Craft and Structure to:

INDICATOR	RW.2.2.1. b.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)
-----------	----------------	---

INDICATOR	RW.2.2.1. b.iv.	Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry.
-----------	-----------------	--

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. c.	Use Integration of Knowledge and Ideas to:

INDICATOR	RW.2.2.1. c.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)
-----------	----------------	---

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. d.	Use Range of Reading and Level of Text Complexity to:

INDICATOR	RW.2.2.1. d.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)
-----------	----------------	---

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. a.	Use Key Ideas and Details to:

INDICATOR	RW.2.2.2. a.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)
-----------	-----------------	---

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. d.	Use Range of Reading and Level of Text Complexity to:

INDICATOR	RW.2.2.2. d.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)
-----------	-----------------	--

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)

INDICATOR	RW.2.2.3. a.i.	Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS: RF.2.3a)
-----------	----------------	--

INDICATOR	RW.2.2.3. a.ii.	Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b)
-----------	-----------------	--

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.2.3. 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)
-------------------	--------------	--

CONTENT AREA **RW.2.3.** **Writing and Composition**

STANDARD	RW.2.3.3.	Write real or imagined narratives that describe events in sequence and provide a sense of closure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.3.3. d.	Write simple, descriptive poems.
-------------------	--------------	----------------------------------

CONTENT AREA **RW.2.3.** **Writing and Composition**

STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)

INDICATOR	RW.2.3.4. a.iv.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)
-----------	-----------------	---

INDICATOR	RW.2.3.4. a.viii.	Spell high-frequency words correctly.
-----------	-------------------	---------------------------------------

CONTENT AREA

RW.2.3. Writing and Composition

STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2)

INDICATOR	RW.2.3.4. b.iv.	Generalize learned spelling patterns when writing words (for example: cage → badge; boy → boil). (CCSS: L.2.2d)
-----------	-----------------	---

CONTENT AREA

RW.2.3. Writing and Composition

STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.3.4. 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)
-------------------	--------------	---

CONTENT AREA

RW.2.4. Research Inquiry and Design

STANDARD	RW.2.4.1.	Participate in shared research and inquiry, gathering information from a variety of resources to answer questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.4.1. 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)
-------------------	--------------	--

Week 20: Unit 4 Summarizing a Reference, p. 195-201

Language Arts

Grade 2 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.2.1.

Oral Expression and Listening

STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
INDICATOR	RW.2.1.1. a.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)
INDICATOR	RW.2.1.1. a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
INDICATOR	RW.2.1.1. a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)

CONTENT AREA

RW.2.1.

Oral Expression and Listening

STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)

CONTENT AREA

RW.2.1.

Oral Expression and Listening

STANDARD	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss.
----------	-----------	--

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.2. b.	Contribute knowledge to a small group or class discussion to develop a topic.
EVIDENCE OUTCOMES	RW.2.1.2. e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.1. a.iii.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)
INDICATOR	RW.2.2.1. a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.2.2.1. b.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)
INDICATOR	RW.2.2.1. b.iv.	Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry.
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.2.2.1. c.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)

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.1. d.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)

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.2. a.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)

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.2. d.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)

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)
INDICATOR	RW.2.2.3. a.ii.	Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b)

CONTENT AREA **RW.2.2. Reading for All Purposes**

STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.2.3. 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)
-------------------	-----------------	--

CONTENT AREA **RW.2.3. Writing and Composition**

STANDARD	RW.2.3.2.	Write informative/explanatory texts organized around main ideas which are supported by relevant details, facts, and definitions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.3.2. a.	Introduce a topic. (CCSS: W.2.2)
-------------------	-----------------	----------------------------------

EVIDENCE OUTCOMES	RW.2.3.2. b.	Use facts and definitions to develop points, including relevant details when writing to questions about texts. (adapted from CCSS: W.2.2)
-------------------	-----------------	---

EVIDENCE OUTCOMES	RW.2.3.2. c.	Provide a concluding statement or section. (CCSS: W.2.2)
-------------------	-----------------	--

CONTENT AREA **RW.2.3. Writing and Composition**

STANDARD	RW.2.3.3.	Write real or imagined narratives that describe events in sequence and provide a sense of closure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.3.3. d.	Write simple, descriptive poems.
-------------------	-----------------	----------------------------------

CONTENT AREA **RW.2.3. Writing and Composition**

STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
-------------------	-----------------	--

INDICATOR	RW.2.3.4. a.iv.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)
-----------	--------------------	---

CONTENT AREA **RW.2.3. Writing and Composition**

STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.2.3.4. 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)

CONTENT AREA **RW.2.4. Research Inquiry and Design**

STANDARD	RW.2.4.1.	Participate in shared research and inquiry, gathering information from a variety of resources to answer questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.2.4.1. 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)

Week 21: Unit 4 Summarizing a Reference, p. 203-209

Colorado Academic Standards (CAS)

Language Arts

Grade 2 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.2.1. Oral Expression and Listening**

STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
----------	-----------	--

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
INDICATOR	RW.2.1.1. a.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)
INDICATOR	RW.2.1.1. a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
INDICATOR	RW.2.1.1. a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.2. b.	Contribute knowledge to a small group or class discussion to develop a topic.
EVIDENCE OUTCOMES	RW.2.1.2. e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.1. a.iii.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)

INDICATOR	RW.2.2.1. a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.2.2.1. b.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)
INDICATOR	RW.2.2.1. b.iv.	Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry.
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.2.2.1. c.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.1. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. a.	Use Key Ideas and Details to:

INDICATOR	RW.2.2.2. a.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. d.	Use Range of Reading and Level of Text Complexity to:

INDICATOR	RW.2.2.2. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)

INDICATOR	RW.2.2.3. a.ii.	Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b)
-----------	--------------------	--

INDICATOR	RW.2.2.3. a.v.	Decode words with common prefixes and suffixes. (CCSS: RF.2.3d)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. 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)

INDICATOR	RW.2.2.3. d.v.	Create new words by combining base words with affixes to connect known words to new words.
-----------	-------------------	--

CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.2.3. 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)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.2.	Write informative/explanatory texts organized around main ideas which are supported by relevant details, facts, and definitions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.2. a.	Introduce a topic. (CCSS: W.2.2)
EVIDENCE OUTCOMES	RW.2.3.2. b.	Use facts and definitions to develop points, including relevant details when writing to questions about texts. (adapted from CCSS: W.2.2)
EVIDENCE OUTCOMES	RW.2.3.2. c.	Provide a concluding statement or section. (CCSS: W.2.2)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.3.	Write real or imagined narratives that describe events in sequence and provide a sense of closure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.3. d.	Write simple, descriptive poems.
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
INDICATOR	RW.2.3.4. a.iv.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.3.4. 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)
CONTENT AREA	RW.2.4.	Research Inquiry and Design
STANDARD	RW.2.4.1.	Participate in shared research and inquiry, gathering information from a variety of resources to answer questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.4.1. 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)
-------------------	--------------	--

Week 22: Unit 4 Summarizing a Reference, p. 211-217

Colorado Academic Standards (CAS)

Language Arts

Grade 2 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)

INDICATOR	RW.2.1.1. a.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)
INDICATOR	RW.2.1.1. a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
INDICATOR	RW.2.1.1. a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.2. b.	Contribute knowledge to a small group or class discussion to develop a topic.
EVIDENCE OUTCOMES	RW.2.1.2. e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.1. a.iii.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)
INDICATOR	RW.2.2.1. a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.2.2.1. b.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)
INDICATOR	RW.2.2.1. b.iv.	Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry.
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.2.2.1. c.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.1. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.2. a.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2.d.	Use Range of Reading and Level of Text Complexity to:

INDICATOR	RW.2.2.2.d.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)
-----------	----------------	--

CONTENT AREA	RW.2.2.	Reading for All Purposes
---------------------	----------------	---------------------------------

STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3.a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)

INDICATOR	RW.2.2.3.a.i.	Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS: RF.2.3a)
-----------	---------------	--

INDICATOR	RW.2.2.3.a.ii.	Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b)
-----------	----------------	--

INDICATOR	RW.2.2.3.a.v.	Decode words with common prefixes and suffixes. (CCSS: RF.2.3d)
-----------	---------------	---

CONTENT AREA	RW.2.2.	Reading for All Purposes
---------------------	----------------	---------------------------------

STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3.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)

INDICATOR	RW.2.2.3.d.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)
-----------	-----------------	--

INDICATOR	RW.2.2.3.d.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)
-----------	----------------	---

INDICATOR	RW.2.2.3.d.v.	Create new words by combining base words with affixes to connect known words to new words.
-----------	---------------	--

CONTENT AREA	RW.2.2.	Reading for All Purposes
---------------------	----------------	---------------------------------

STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
----------	------------------	---

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. 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)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.2.	Write informative/explanatory texts organized around main ideas which are supported by relevant details, facts, and definitions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.2. a.	Introduce a topic. (CCSS: W.2.2)
EVIDENCE OUTCOMES	RW.2.3.2. b.	Use facts and definitions to develop points, including relevant details when writing to questions about texts. (adapted from CCSS: W.2.2)
EVIDENCE OUTCOMES	RW.2.3.2. c.	Provide a concluding statement or section. (CCSS: W.2.2)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.3.	Write real or imagined narratives that describe events in sequence and provide a sense of closure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.3. d.	Write simple, descriptive poems.
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
INDICATOR	RW.2.3.4. a.iv.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2)
INDICATOR	RW.2.3.4. b.iii.	Use an apostrophe to form contractions and frequently occurring possessives. (CCSS: L.2.2c)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. 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)
CONTENT AREA	RW.2.4.	Research Inquiry and Design
STANDARD	RW.2.4.1.	Participate in shared research and inquiry, gathering information from a variety of resources to answer questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.4.1. g.	Recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.2.8)

Week 23: Unit 4 Summarizing a Reference, p. 219-225

Colorado Academic Standards (CAS)

Language Arts

Grade 2 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.

STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
STANDARD	10	Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
INDICATOR	RW.2.1.1. a.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)
INDICATOR	RW.2.1.1. a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
INDICATOR	RW.2.1.1. a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.2. b.	Contribute knowledge to a small group or class discussion to develop a topic.
EVIDENCE OUTCOMES	RW.2.1.2. e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.1. a.iii.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)
INDICATOR	RW.2.2.1. a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.2.2.1. b.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)
INDICATOR	RW.2.2.1. b.iv.	Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry.
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.2.2.1. c.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.1. d.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)

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.2. a.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)

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.2. d.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)

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. 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)

CONTENT AREA **RW.2.3.** **Writing and Composition**

STANDARD	RW.2.3.2.	Write informative/explanatory texts organized around main ideas which are supported by relevant details, facts, and definitions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.2. a.	Introduce a topic. (CCSS: W.2.2)
EVIDENCE OUTCOMES	RW.2.3.2. b.	Use facts and definitions to develop points, including relevant details when writing to questions about texts. (adapted from CCSS: W.2.2)

EVIDENCE OUTCOMES	RW.2.3.2. c.	Provide a concluding statement or section. (CCSS: W.2.2)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.3.	Write real or imagined narratives that describe events in sequence and provide a sense of closure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.3. d.	Write simple, descriptive poems.
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
INDICATOR	RW.2.3.4. a.iv.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. 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)
CONTENT AREA	RW.2.4.	Research Inquiry and Design
STANDARD	RW.2.4.1.	Participate in shared research and inquiry, gathering information from a variety of resources to answer questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.4.1. 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)
EVIDENCE OUTCOMES	RW.2.4.1. g.	Recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.2.8)

Colorado Academic Standards (CAS)

Language Arts

Grade 2 - Adopted: 2018

CONTENT AREA

Prepared Graduates in Reading, Writing, and Communicating

STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	4	Read a wide range of informational texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA

RW.2.1. Oral Expression and Listening

STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
INDICATOR	RW.2.1.1. a.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)
INDICATOR	RW.2.1.1. a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
INDICATOR	RW.2.1.1. a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)

CONTENT AREA

RW.2.1. Oral Expression and Listening

STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.1.1. 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)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.2. b.	Contribute knowledge to a small group or class discussion to develop a topic.
EVIDENCE OUTCOMES	RW.2.1.2. e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.1. a.iii.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)
INDICATOR	RW.2.2.1. a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.2.2.1. b.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)
INDICATOR	RW.2.2.1. b.iv.	Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry.
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.2.2.1. c.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.1. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.2. a.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.2. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. 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)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.2.	Write informative/explanatory texts organized around main ideas which are supported by relevant details, facts, and definitions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.2. a.	Introduce a topic. (CCSS: W.2.2)
EVIDENCE OUTCOMES	RW.2.3.2. b.	Use facts and definitions to develop points, including relevant details when writing to questions about texts. (adapted from CCSS: W.2.2)
EVIDENCE OUTCOMES	RW.2.3.2. c.	Provide a concluding statement or section. (CCSS: W.2.2)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.3.	Write real or imagined narratives that describe events in sequence and provide a sense of closure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.3. d.	Write simple, descriptive poems.
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
INDICATOR	RW.2.3.4. a.iv.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. 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)
CONTENT AREA	RW.2.4.	Research Inquiry and Design
STANDARD	RW.2.4.1.	Participate in shared research and inquiry, gathering information from a variety of resources to answer questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.4.1. 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)

Week 25: Introduction to Unit 5 Writing from Pictures, p. 235-245

Colorado Academic Standards (CAS)

Language Arts

Grade 2 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)

INDICATOR	RW.2.1.1. a.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)
INDICATOR	RW.2.1.1. a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
INDICATOR	RW.2.1.1. a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.2. b.	Contribute knowledge to a small group or class discussion to develop a topic.
EVIDENCE OUTCOMES	RW.2.1.2. e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.1. a.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)
INDICATOR	RW.2.2.1. a.iii.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)
INDICATOR	RW.2.2.1. a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.2.2.1. b.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)
INDICATOR	RW.2.2.1. b.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)
INDICATOR	RW.2.2.1. b.iv.	Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry.

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.2.2.1. c.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)

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.1. d.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)

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. a.	Use Key Ideas and Details to:

INDICATOR	RW.2.2.2. a.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.2. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. 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)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.3.	Write real or imagined narratives that describe events in sequence and provide a sense of closure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.3. a.	Include details to describe actions, thoughts, and feelings. (CCSS: W.2.3)
EVIDENCE OUTCOMES	RW.2.3.3. c.	Provide a sense of closure. (CCSS: W.2.3)
EVIDENCE OUTCOMES	RW.2.3.3. d.	Write simple, descriptive poems.
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
INDICATOR	RW.2.3.4. a.iv.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.3.4. 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)
CONTENT AREA	RW.2.4.	Research Inquiry and Design
STANDARD	RW.2.4.1.	Participate in shared research and inquiry, gathering information from a variety of resources to answer questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.4.1. 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)
-------------------	--------------	--

Week 26: Unit 5 Writing from Pictures, p. 247-253

Colorado Academic Standards (CAS)

Language Arts

Grade 2 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.2.1.	Oral Expression and Listening

STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
INDICATOR	RW.2.1.1. a.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)
INDICATOR	RW.2.1.1. a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
INDICATOR	RW.2.1.1. a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.2. b.	Contribute knowledge to a small group or class discussion to develop a topic.
EVIDENCE OUTCOMES	RW.2.1.2. e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.1. a.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)

INDICATOR	RW.2.2.1. a.iii.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)
INDICATOR	RW.2.2.1. a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.2.2.1. b.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)
INDICATOR	RW.2.2.1. b.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)
INDICATOR	RW.2.2.1. b.iv.	Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry.
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.2.2.1. c.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.1. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes

STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. a.	Use Key Ideas and Details to:

INDICATOR RW.2.2.2. a.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)

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. d.	Use Range of Reading and Level of Text Complexity to:

INDICATOR RW.2.2.2. d.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)

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.2.2.3. 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)

CONTENT AREA **RW.2.3.** **Writing and Composition**

STANDARD	RW.2.3.3.	Write real or imagined narratives that describe events in sequence and provide a sense of closure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.2.3.3. a. Include details to describe actions, thoughts, and feelings. (CCSS: W.2.3)

EVIDENCE OUTCOMES RW.2.3.3. c. Provide a sense of closure. (CCSS: W.2.3)

EVIDENCE OUTCOMES RW.2.3.3. d. Write simple, descriptive poems.

CONTENT AREA **RW.2.3. Writing and Composition**

STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)

INDICATOR	RW.2.3.4. a.iv.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)
-----------	-----------------	---

CONTENT AREA **RW.2.3. Writing and Composition**

STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.3.4. 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)
-------------------	--------------	---

Week 27: Unit 5 Writing from Pictures, p. 255-261

Colorado Academic Standards (CAS)

Language Arts

Grade 2 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.2.1. Oral Expression and Listening**

STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
----------	-----------	--

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1.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)
INDICATOR	RW.2.1.1.a.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)
INDICATOR	RW.2.1.1.a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
INDICATOR	RW.2.1.1.a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1.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)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.2.b.	Contribute knowledge to a small group or class discussion to develop a topic.
EVIDENCE OUTCOMES	RW.2.1.2.e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1.a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.1.a.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)

INDICATOR	RW.2.2.1. a.iii.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)
INDICATOR	RW.2.2.1. a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.2.2.1. b.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)
INDICATOR	RW.2.2.1. b.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)
INDICATOR	RW.2.2.1. b.iv.	Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry.
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.2.2.1. c.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.1. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes

STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. a.	Use Key Ideas and Details to:

INDICATOR RW.2.2.2. a.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)

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. d.	Use Range of Reading and Level of Text Complexity to:

INDICATOR RW.2.2.2. d.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)

CONTENT AREA **RW.2.2.** **Reading for All Purposes**

STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.2.2.3. 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)

CONTENT AREA **RW.2.3.** **Writing and Composition**

STANDARD	RW.2.3.3.	Write real or imagined narratives that describe events in sequence and provide a sense of closure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.2.3.3. a. Include details to describe actions, thoughts, and feelings. (CCSS: W.2.3)

EVIDENCE OUTCOMES RW.2.3.3. c. Provide a sense of closure. (CCSS: W.2.3)

EVIDENCE OUTCOMES RW.2.3.3. d. Write simple, descriptive poems.

CONTENT AREA **RW.2.3.** **Writing and Composition**

STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
INDICATOR	RW.2.3.4. a.iv.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)

CONTENT AREA **RW.2.3.** **Writing and Composition**

STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. 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)

CONTENT AREA **RW.2.4.** **Research Inquiry and Design**

STANDARD	RW.2.4.1.	Participate in shared research and inquiry, gathering information from a variety of resources to answer questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.4.1. 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)

Week 28: Unit 5 Writing from Pictures, p. 263-269

Colorado Academic Standards (CAS)

Language Arts

Grade 2 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

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

STANDARD	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.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
INDICATOR	RW.2.1.1. a.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)
INDICATOR	RW.2.1.1. a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
INDICATOR	RW.2.1.1. a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.2. b.	Contribute knowledge to a small group or class discussion to develop a topic.
EVIDENCE OUTCOMES	RW.2.1.2. e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.1. a.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)
INDICATOR	RW.2.2.1. a.iii.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)
INDICATOR	RW.2.2.1. a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.2.2.1. b.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)
INDICATOR	RW.2.2.1. b.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)
INDICATOR	RW.2.2.1. b.iv.	Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry.
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.2.2.1. c.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.2.1.d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.1.d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2.a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.2.a.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2.b.	Use Craft and Structure to:
INDICATOR	RW.2.2.2.b.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2.d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.2.d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.2.3. 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)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.3.	Write real or imagined narratives that describe events in sequence and provide a sense of closure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.3. a.	Include details to describe actions, thoughts, and feelings. (CCSS: W.2.3)
EVIDENCE OUTCOMES	RW.2.3.3. c.	Provide a sense of closure. (CCSS: W.2.3)
EVIDENCE OUTCOMES	RW.2.3.3. d.	Write simple, descriptive poems.
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
INDICATOR	RW.2.3.4. a.iv.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. 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)
CONTENT AREA	RW.2.4.	Research Inquiry and Design
STANDARD	RW.2.4.1.	Participate in shared research and inquiry, gathering information from a variety of resources to answer questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.4.1. 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)
----------------------	-----------------	--

Week 29: Introduction to Unit 7 Inventive Writing, p. 271-279

Colorado Academic Standards (CAS)

Language Arts

Grade 2 - Adopted: 2018

CONTENT AREA	Prepared Graduates in Reading, Writing, and Communicating	
STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
INDICATOR	RW.2.1.1. a.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)
INDICATOR	RW.2.1.1. a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
INDICATOR	RW.2.1.1. a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.2. b.	Contribute knowledge to a small group or class discussion to develop a topic.
EVIDENCE OUTCOMES	RW.2.1.2. e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.1. a.iii.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)
INDICATOR	RW.2.2.1. a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.2.2.1. b.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)
INDICATOR	RW.2.2.1. b.iv.	Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry.
CONTENT AREA	RW.2.2.	Reading for All Purposes

STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. c.	Use Integration of Knowledge and Ideas to:

INDICATOR RW.2.2.1. c.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)

CONTENT AREA **RW.2.2. Reading for All Purposes**

STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. d.	Use Range of Reading and Level of Text Complexity to:

INDICATOR RW.2.2.1. d.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)

CONTENT AREA **RW.2.2. Reading for All Purposes**

STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. a.	Use Key Ideas and Details to:

INDICATOR RW.2.2.2. a.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)

INDICATOR RW.2.2.2. a.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)

CONTENT AREA **RW.2.2. Reading for All Purposes**

STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. d.	Use Range of Reading and Level of Text Complexity to:

INDICATOR RW.2.2.2. d.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)

CONTENT AREA **RW.2.2. Reading for All Purposes**

STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.2.3. 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)
-------------------	-----------------	--

CONTENT AREA **RW.2.3. Writing and Composition**

STANDARD	RW.2.3.2.	Write informative/explanatory texts organized around main ideas which are supported by relevant details, facts, and definitions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.3.2. a.	Introduce a topic. (CCSS: W.2.2)
-------------------	-----------------	----------------------------------

EVIDENCE OUTCOMES	RW.2.3.2. b.	Use facts and definitions to develop points, including relevant details when writing to questions about texts. (adapted from CCSS: W.2.2)
-------------------	-----------------	---

EVIDENCE OUTCOMES	RW.2.3.2. c.	Provide a concluding statement or section. (CCSS: W.2.2)
-------------------	-----------------	--

CONTENT AREA **RW.2.3. Writing and Composition**

STANDARD	RW.2.3.3.	Write real or imagined narratives that describe events in sequence and provide a sense of closure.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.3.3. d.	Write simple, descriptive poems.
-------------------	-----------------	----------------------------------

CONTENT AREA **RW.2.3. Writing and Composition**

STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES	RW.2.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
-------------------	-----------------	--

INDICATOR	RW.2.3.4. a.iv.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)
-----------	--------------------	---

CONTENT AREA **RW.2.3. Writing and Composition**

STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.2.3.4. 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)

CONTENT AREA **RW.2.4. Research Inquiry and Design**

STANDARD	RW.2.4.1.	Participate in shared research and inquiry, gathering information from a variety of resources to answer questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes

EVIDENCE OUTCOMES RW.2.4.1. 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)

Week 30: Unit 7 Inventive Writing, p. 281-287

Colorado Academic Standards (CAS)

Language Arts

Grade 2 - Adopted: 2018

CONTENT AREA **Prepared Graduates in Reading, Writing, and Communicating**

STANDARD	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.
STANDARD	3	Read a wide range of literary texts to build knowledge and to better understand the human experience.
STANDARD	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.
STANDARD	7	Craft informational/explanatory texts using techniques specific to the genre.
STANDARD	9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

CONTENT AREA **RW.2.1. Oral Expression and Listening**

STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
----------	-----------	--

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
INDICATOR	RW.2.1.1. a.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)
INDICATOR	RW.2.1.1. a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
INDICATOR	RW.2.1.1. a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.1. 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)
CONTENT AREA	RW.2.1.	Oral Expression and Listening
STANDARD	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.1.2. b.	Contribute knowledge to a small group or class discussion to develop a topic.
EVIDENCE OUTCOMES	RW.2.1.2. e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.1. a.iii.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)

INDICATOR	RW.2.2.1. a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. b.	Use Craft and Structure to:
INDICATOR	RW.2.2.1. b.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)
INDICATOR	RW.2.2.1. b.iv.	Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry.
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. c.	Use Integration of Knowledge and Ideas to:
INDICATOR	RW.2.2.1. c.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.1. d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.1. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. a.	Use Key Ideas and Details to:

INDICATOR	RW.2.2.2. a.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)
INDICATOR	RW.2.2.2. a.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.2. d.	Use Range of Reading and Level of Text Complexity to:
INDICATOR	RW.2.2.2. d.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)
CONTENT AREA	RW.2.2.	Reading for All Purposes
STANDARD	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.2.3. 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)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.2.	Write informative/explanatory texts organized around main ideas which are supported by relevant details, facts, and definitions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.2. a.	Introduce a topic. (CCSS: W.2.2)
EVIDENCE OUTCOMES	RW.2.3.2. b.	Use facts and definitions to develop points, including relevant details when writing to questions about texts. (adapted from CCSS: W.2.2)
EVIDENCE OUTCOMES	RW.2.3.2. c.	Provide a concluding statement or section. (CCSS: W.2.2)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.3.	Write real or imagined narratives that describe events in sequence and provide a sense of closure.

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.3. d.	Write simple, descriptive poems.
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
INDICATOR	RW.2.3.4. a.iv.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)
CONTENT AREA	RW.2.3.	Writing and Composition
STANDARD	RW.2.3.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4. 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)
CONTENT AREA	RW.2.4.	Research Inquiry and Design
STANDARD	RW.2.4.1.	Participate in shared research and inquiry, gathering information from a variety of resources to answer questions.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.4.1. 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)