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

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Colorado Academic Standards (CAS)

		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 OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	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 OUT COMES		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.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts. Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE	RW.2.2.1. RW.2.2.1. a.	
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	RW.2.2.1.	Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.2.2.1. a.	Evidence Outcomes Use Key Ideas and Details to: Recount stories, including fables and folktales from diverse cultures, and determine their central
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	RW.2.2.1. a. RW.2.2.1. a.iii.	Use Key Ideas and Details to: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2)
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT	RW.2.2.1. a.iii. RW.2.2.1. a.iv.	Evidence Outcomes Use Key Ideas and Details to: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2) Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT AREA	RW.2.2.1. a.iii. RW.2.2.1. a.iv. RW.2.2.	Use Key Ideas and Details to: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2) Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3) Reading for All Purposes
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.2.2.1. a.iii. RW.2.2.1. a.iv. RW.2.2.	Use Key Ideas and Details to: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (CCSS: RL.2.2) Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3) Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts.

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 OUT COMES	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 OUT COMES	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	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	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)

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Colorado Academic Standards (CAS)

		Grade 2 - Adopted: 2018
CONTENT		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
	RW.2.1.	Oral Expression and Listening Deliver presentations while maintaining focus on topic and be prepared to discuss.
AREA		
STANDARD CONCEPTS AND SKILLS / EVIDENCE		Deliver presentations while maintaining focus on topic and be prepared to discuss.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	RW.2.1.2. RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE	RW.2.1.2. RW.2.1.2. b.	Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes Contribute knowledge to a small group or class discussion to develop a topic. Produce complete sentences when appropriate to task and situation in order to provide requested
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT	RW.2.1.2. b. RW.2.1.2. e.	Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes Contribute knowledge to a small group or class discussion to develop a topic. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA	RW.2.1.2. b. RW.2.1.2. e.	Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes Contribute knowledge to a small group or class discussion to develop a topic. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6) Reading for All Purposes
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.2.1.2. b. RW.2.1.2. e.	Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes Contribute knowledge to a small group or class discussion to develop a topic. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6) Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts.

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 OUT COMES		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.	Use Range of Reading and Level of Text Complexity to:
OUTCOMES	d.	ose Range of Reading and Level of Fext complexity to.
INDICATOR	d. 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)
	RW.2.2.1.	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.
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)
INDICATOR CONTENT AREA	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) Reading for All Purposes
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	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) Reading for All Purposes Apply specific skills to comprehend and fluently read informational texts.

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 OUT COMES	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.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	RW.2.3.4.	
CONCEPTS AND SKILLS / EVIDENCE	RW.2.3.4. c.	with appropriate spelling, capitalization, grammar, and punctuation.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES	RW.2.3.4.	with appropriate spelling, capitalization, grammar, and punctuation. Evidence Outcomes With guidance and support from adults and peers, focus on a topic and strengthen writing as
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT	RW.2.3.4. c.	with appropriate spelling, capitalization, grammar, and punctuation. Evidence Outcomes 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)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA	RW.2.3.4. c.	with appropriate spelling, capitalization, grammar, and punctuation. Evidence Outcomes 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) Research Inquiry and Design Participate in shared research and inquiry, gathering information from a variety of

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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
	RW.2.1.	Oral Expression and Listening Engage in dialogue and learn new information through active listening.
AREA		·
STANDARD CONCEPTS AND SKILLS / EVIDENCE		Engage in dialogue and learn new information through active listening.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.2.1.1.	Engage in dialogue and learn new information through active listening. Evidence Outcomes Recount or describe key ideas or details from a text read aloud or information presented orally or
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT	RW.2.1.1. RW.2.1.1. b.	Engage in dialogue and learn new information through active listening. Evidence Outcomes Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS: SL.2.2)
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA	RW.2.1.1. BW.2.1.1. b.	Engage in dialogue and learn new information through active listening. Evidence Outcomes Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS: SL.2.2) Oral Expression and Listening
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.2.1.1. BW.2.1.1. b.	Engage in dialogue and learn new information through active listening. Evidence Outcomes Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS: SL.2.2) Oral Expression and Listening Deliver presentations while maintaining focus on topic and be prepared to discuss.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.2.1.1. b. RW.2.1.2.	Engage in dialogue and learn new information through active listening. Evidence Outcomes Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS: SL.2.2) Oral Expression and Listening Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes

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
	RW.2.2.	
AREA		Reading for All Purposes
STANDARD CONCEPTS AND SKILLS / EVIDENCE		Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.2.2.1.	Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts. Evidence Outcomes
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.2.2.1. RW.2.2.1. c.	Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts. Evidence Outcomes Use Integration of Knowledge and Ideas to: Use information gained from the illustrations and words in a print or digital text to demonstrate
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT	RW.2.2.1. c. RW.2.2.1. c.i.	Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts. Evidence Outcomes Use Integration of Knowledge and Ideas to: 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)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA	RW.2.2.1. c. RW.2.2.1. c.i.	Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts. Evidence Outcomes Use Integration of Knowledge and Ideas to: 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) Reading for All Purposes
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.2.2.1. c. RW.2.2.1. c.i.	Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts. Evidence Outcomes Use Integration of Knowledge and Ideas to: 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) Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts.

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

CONTENT	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 OUT COMES	RW.2.3.4. b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2)

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

Colorado Academic Standards (CAS)

Grade 2 - Adopted: 2018			
CONTENT		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 OUT COMES	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
	RW.2.2. RW.2.2.1.	Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts.
AREA		
STANDARD CONCEPTS AND SKILLS / EVIDENCE		Apply specific skills to comprehend and fluently read literary texts.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts. Evidence Outcomes
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.2.2.1. d. RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts. Evidence Outcomes Use Range of Reading and Level of Text Complexity to: 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.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR	RW.2.2.1. d. RW.2.2.1. d.i.	Apply specific skills to comprehend and fluently read literary texts. Evidence Outcomes Use Range of Reading and Level of Text Complexity to: 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)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA	RW.2.2.1. d. RW.2.2.1. d.i.	Apply specific skills to comprehend and fluently read literary texts. Evidence Outcomes Use Range of Reading and Level of Text Complexity to: 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) Reading for All Purposes
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.2.2.1. d. RW.2.2.1. d.i.	Apply specific skills to comprehend and fluently read literary texts. Evidence Outcomes Use Range of Reading and Level of Text Complexity to: 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) Reading for All Purposes Apply specific skills to comprehend and fluently read informational texts.

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

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 OUT COMES	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 OUT COMES		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 OUT COMES	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 OUT COMES	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 I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	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)

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 OUT COMES	RW.2.2.1. a.	Use Key Ideas and Details to:
INDICATOR	RW.2.2.1.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
	a.iv.	
CONTENT AREA	a.iv. RW.2.2.	Reading for All Purposes
		Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts.
AREA	RW.2.2.	
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.2.2.	Apply specific skills to comprehend and fluently read literary texts.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts. Evidence Outcomes
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.2.2.1. RW.2.2.1. b. RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts. Evidence Outcomes Use Craft and Structure to: Describe how words and phrases (for example: regular beats, alliteration, rhymes, repeated lines)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT	RW.2.2.1. RW.2.2.1. b. RW.2.2.1. b.i.	Apply specific skills to comprehend and fluently read literary texts. Evidence Outcomes Use Craft and Structure to: 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)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA	RW.2.2.1. RW.2.2.1. b. RW.2.2.1. b.i.	Apply specific skills to comprehend and fluently read literary texts. Evidence Outcomes Use Craft and Structure to: 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) Reading for All Purposes
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.2.2.1. RW.2.2.1. b. RW.2.2.1. b.i.	Apply specific skills to comprehend and fluently read literary texts. Evidence Outcomes Use Craft and Structure to: 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) Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts.

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 OUT COMES		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	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts. Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE	RW.2.2.2. RW.2.2.2. d.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.2.2.2.	Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.2.2.2. d.	Evidence Outcomes Use Range of Reading and Level of Text Complexity to: 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
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	RW.2.2.2. d. RW.2.2.2. d.ii.	Evidence Outcomes Use Range of Reading and Level of Text Complexity to: 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)
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA	RW.2.2.2. d. RW.2.2.2. d.ii.	Evidence Outcomes Use Range of Reading and Level of Text Complexity to: 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) Reading for All Purposes Apply knowledge of complex spelling patterns (orthography) and word meanings

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
		Writing and Composition Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
AREA	RW.2.3.	Use a process to revise and edit so that thoughts and ideas are communicated clearly
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.2.3.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.

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 OUT COMES		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 OUT COMES	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 OUT COMES	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 OUT COMES	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 OUT COMES	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 I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	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 OUT COMES		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 OUT COMES	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 OUT COMES	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 OUT COMES	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 OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.4.	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)

		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 OUT COMES	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 OUT COMES	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 OUT COMES	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.	Identify how word choice (for example: sensory details, figurative language) enhances meaning in
	b.iv.	poetry.
CONTENT AREA	b.iv.	
		poetry.
AREA	RW.2.2.	Poetry. Reading for All Purposes
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.2.2.	Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts.

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
	RW.2.2.	Apply specific skills to comprehend and fluently read informational texts.
AREA		
STANDARD CONCEPTS AND SKILLS / EVIDENCE		Apply specific skills to comprehend and fluently read informational texts.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts. Evidence Outcomes
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.2.2.2. b.	Apply specific skills to comprehend and fluently read informational texts. Evidence Outcomes Use Craft and Structure to: 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:
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR	RW.2.2.2. b. RW.2.2.2. b.ii.	Apply specific skills to comprehend and fluently read informational texts. Evidence Outcomes Use Craft and Structure to: 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)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA	RW.2.2.2. b. RW.2.2.2. b.ii.	Apply specific skills to comprehend and fluently read informational texts. Evidence Outcomes Use Craft and Structure to: 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) Reading for All Purposes
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.2.2.2. b. RW.2.2.2. b.ii.	Apply specific skills to comprehend and fluently read informational texts. Evidence Outcomes Use Craft and Structure to: 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) Reading for All Purposes Apply specific skills to comprehend and fluently read informational texts.

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 OUT COMES	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 OUT COMES	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)

Grade 2 - Adopted: 2018			
CONTENT		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 OUT COMES	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
OUTCOMES		
EVIDENCE OUTCOMES	RW.2.2.1. d.	Use Range of Reading and Level of Text Complexity to:
EVIDENCE		Use Range of Reading and Level of Text Complexity to: 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)
EVIDENCE OUT COMES	d. RW.2.2.1.	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.
EVIDENCE OUT COMES 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)
EVIDENCE OUT COMES INDICATOR CONTENT AREA	d. 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) Reading for All Purposes
EVIDENCE OUT COMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	d. 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) Reading for All Purposes Apply specific skills to comprehend and fluently read informational texts.
EVIDENCE OUT COMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	d. RW.2.2.1. d.i. RW.2.2.2. RW.2.2.2.	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) Reading for All Purposes Apply specific skills to comprehend and fluently read informational texts. Evidence Outcomes
EVIDENCE OUT COMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	d. RW.2.2.1. d.i. RW.2.2.2. RW.2.2.2. RW.2.2.2. a.	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) Reading for All Purposes Apply specific skills to comprehend and fluently read informational texts. Evidence Outcomes Use Key Ideas and Details to: Describe the connection between a series of historical events, scientific ideas or concepts, or

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 OUT COMES		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 OUT COMES		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 OUT COMES	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)

		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 OUT COMES	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
OUTCOMES		
EVIDENCE OUTCOMES	RW.2.2.1. d.	Use Range of Reading and Level of Text Complexity to:
EVIDENCE		Use Range of Reading and Level of Text Complexity to: 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)
EVIDENCE OUT COMES	d. RW.2.2.1.	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.
EVIDENCE OUT COMES 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)
EVIDENCE OUT COMES INDICATOR CONTENT AREA	d. 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) Reading for All Purposes
EVIDENCE OUT COMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	d. 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) Reading for All Purposes Apply specific skills to comprehend and fluently read informational texts.
EVIDENCE OUT COMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	d. RW.2.2.1. d.i. RW.2.2.2. RW.2.2.2.	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) Reading for All Purposes Apply specific skills to comprehend and fluently read informational texts. Evidence Outcomes
EVIDENCE OUT COMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	d. RW.2.2.1. d.i. RW.2.2.2. RW.2.2.2. RW.2.2.2. a.	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) Reading for All Purposes Apply specific skills to comprehend and fluently read informational texts. Evidence Outcomes Use Key Ideas and Details to: Describe the connection between a series of historical events, scientific ideas or concepts, or

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 OUT COMES		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)

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 OUT COMES	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)
INDICATOR CONTENT AREA		
CONTENT	a.iii.	(CCSS: SL.2.1c)
CONTENT	a.iii. RW.2.1.	(CCSS: SL.2.1c) Oral Expression and Listening
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	a.iii. RW.2.1.	(CCSS: SL.2.1c) Oral Expression and Listening Engage in dialogue and learn new information through active listening.
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	a.iii. RW.2.1. RW.2.1.1.	Oral Expression and Listening Engage in dialogue and learn new information through active listening. Evidence Outcomes Recount or describe key ideas or details from a text read aloud or information presented orally or
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT	a.iii. RW.2.1. RW.2.1.1.	Oral Expression and Listening Engage in dialogue and learn new information through active listening. Evidence Outcomes 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 STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA	a.iii. RW.2.1. RW.2.1.1. RW.2.1.1. b. RW.2.1.1.	Oral Expression and Listening Engage in dialogue and learn new information through active listening. Evidence Outcomes Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS: SL.2.2) Oral Expression and Listening
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	a.iii. RW.2.1. RW.2.1.1. RW.2.1.1. b. RW.2.1.1.	Oral Expression and Listening Engage in dialogue and learn new information through active listening. Evidence Outcomes Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS: SL.2.2) Oral Expression and Listening Deliver presentations while maintaining focus on topic and be prepared to discuss.
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	a.iii. RW.2.1. RW.2.1.1. RW.2.1.1. b. RW.2.1.2.	Oral Expression and Listening Engage in dialogue and learn new information through active listening. Evidence Outcomes Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS: SL.2.2) Oral Expression and Listening Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes

STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
STANDARD	KVV.Z.Z.1.	Apply specific skills to comprehend and indentity read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	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.	Identify how word choice (for example: sensory details, figurative language) enhances meaning in
	b.iv.	poetry.
CONTENT AREA	b.iv.	Reading for All Purposes
AREA	RW.2.2.	Reading for All Purposes
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.2.2.	Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.2.2.1.	Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts. Evidence Outcomes
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.2.2.1. RW.2.2.1. c. RW.2.2.1.	Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts. Evidence Outcomes Use Integration of Knowledge and Ideas to: Use information gained from the illustrations and words in a print or digital text to demonstrate
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT	RW.2.2.1. RW.2.2.1. c. RW.2.2.1. c.i.	Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts. Evidence Outcomes Use Integration of Knowledge and Ideas to: 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)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA	RW.2.2.1. RW.2.2.1. c. RW.2.2.1. RW.2.2.1.	Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts. Evidence Outcomes Use Integration of Knowledge and Ideas to: 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) Reading for All Purposes
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.2.2.1. RW.2.2.1. c. RW.2.2.1. RW.2.2.1.	Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts. Evidence Outcomes Use Integration of Knowledge and Ideas to: 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) Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts.

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
OOT COMES		
EVIDENCE OUT COMES	RW.2.2.3. a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)
EVIDENCE		
EVIDENCE OUT COMES	a. RW.2.2.3.	RF.2.3)
EVIDENCE OUT COMES INDICATOR	a. RW.2.2.3. a.ii.	RF.2.3) Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b)
EVIDENCE OUT COMES INDICATOR CONTENT AREA	RW.2.2.3. a.ii.	RF.2.3) Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b) Reading for All Purposes Apply knowledge of complex spelling patterns (orthography) and word meanings
EVIDENCE OUT COMES INDICATOR CONTENT AREA STANDARD CONCEPT S AND SKILLS / EVIDENCE	RW.2.2.3. a.ii.	RF.2.3) Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b) Reading for All Purposes Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.

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 OUT COMES		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 OUT COMES	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	RW.2.3.4.	With guidance and support from adults and peers, focus on a topic and strengthen writing as
OUTCOMES	C.	needed by revising and editing. (CCSS: W.2.5)

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

Colorado Academic Standards (CAS)

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

EVIDENCE OUTCOMES RW.2.2.2. Use Range of Reading and Level of Text Complexity to: (INDICATOR RW.2.2.2. By the end of year, read and comprehend informational lexis, including history/social saulies, science, and technical texts, in the gradies 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RE2.10) CONTENT AREA RW.2.2. Reading for All Purposes RW.2.2.3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy. CONCEPTS AND SKILLS? OUTCOMES RW.2.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RE2.3b) RR.2.3. INDICATOR RW.2.2.3. Anow spelling-sound correspondences for additional common vowel teams. (CCSS: RE2.3b) RW.2.2.3. Anow spelling-sound correspondences for additional common vowel teams. (CCSS: RE2.3b) RW.2.2.3. Anow spelling-sound correspondences for additional common vowel teams. (CCSS: RE2.3b) RW.2.2.3. Anow spelling-sound correspondences for additional common vowel teams. (CCSS: RE2.3b) RW.2.2.3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy. CONTENT AREA RW.2.2. Reading for All Purposes RW.2.2. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy. Evidence Outcomes EVIDENCE OUTCOMES RW.2.2. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy. INDICATOR RW.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases bactory of the meaning of the meaning of compound words (for example: bidrouse, legithouse, housely, bookshelf, notebook, bookmank), (CCSS: L24d) INDICATOR RW.2.2. Create new words by combining base words with affaces to connect forum words for example: bidrouse, legithouse, housely, bookshelf, notebook, bookmank), (CCSS: L24d) RW.2.2. Reading for All Purposes RR.2.1 Apply knowled			
NDICATOR RW.2.2. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 sert complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI2.10) CONTENT AREA RW.2.2. Reading for All Purposes AND SKILLS? CONCEPTS AND SKILLS? Evidence Outcomes Evidence Outcomes Evidence Outcomes Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3) INDICATOR RW.2.2.3. Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b) RDICATOR RW.2.2.3. Decode words with common prefixes and suffixes. (CCSS: RF.2.3d) RW.2.2.3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy. CONTENT AREA 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 Vibrace OUTCOMES RW.2.2.3. 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: L2.4d) INDICATOR RW.2.2. Lise a known mort word as a cluse to the meaning of an unknown word with the same root (for example: birdhouse, lighthouse, housety, bookshell, notebook, bookmark). (CCSS: L2.4d) INDICATOR RW.2.2. Reading for All Purposes AREA STANDARD RW.2.2. Reading for All Purposes AREA STANDARD RW.2.2. Reading for All Purposes AREA STANDARD RW.2.2. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with affixes to connect known words to new words. dv. CONTENT RW.2.2. Reading for All Purposes AREA STANDARD RW.2.2. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy. Evidence Outcomes Evidence Outcomes Evidence Outcomes Evidence Outcomes Evidence Outcom	AND SKILLS / EVIDENCE		Evidence Outcomes
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AND SKILLS / EVIDENCE	STANDARD	RW.2.2.3.	
	AND SKILLS / EVIDENCE		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 OUT COMES	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	RW.2.3.4.	With guidance and support from adults and peers, focus on a topic and strengthen writing as
OUTCOMES	C.	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 OUT COMES		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 OUT COMES	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 OUT COMES	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 OUT COMES	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 OUT COMES	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)

		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

CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR RW.2.2.	
OUTCOMES d.	
INDICATOR RW.2.2.	2. By the end of year, read and comprehend informational texts, including history/social studies,
d.ii.	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 RW.2.2.	Reading for All Purposes
STANDARD RW.2.2.	 Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	Evidence Outcomes
EVIDENCE RW.2.2. OUTCOMES a.	 Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)
OUTCOMES a.	
INDICATOR RW.2.2. a.i.	 Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS: RF.2.3a)
INDICATOR RW.2.2.	RF.2.3a)
INDICATOR RW.2.2. a.i. INDICATOR RW.2.2.	RF.2.3a) 3. Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b)
INDICATOR RW.2.2. a.i. INDICATOR RW.2.2. a.ii.	RF.2.3a) 3. Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b) 3. Decode words with common prefixes and suffixes. (CCSS: RF.2.3d)
INDICATOR RW.2.2. a.i. INDICATOR RW.2.2. a.ii. INDICATOR RW.2.2. a.v. CONTENT RW.2.2.	RF.2.3a) 3. Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b) 3. Decode words with common prefixes and suffixes. (CCSS: RF.2.3d) Reading for All Purposes
INDICATOR RW.2.2. a.i. INDICATOR RW.2.2. a.ii. INDICATOR RW.2.2. a.v. CONTENT RW.2.2.	RF.2.3a) 3. Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b) 3. Decode words with common prefixes and suffixes. (CCSS: RF.2.3d) Reading for All Purposes 3. Apply knowledge of complex spelling patterns (orthography) and word meanings
INDICATOR RW.2.2. a.i. INDICATOR RW.2.2. a.ii. INDICATOR RW.2.2. a.v. CONTENT RW.2.2. a.v. CONCEPTS AND SKILLS I EVIDENCE	RF.2.3a) 3. Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b) 3. Decode words with common prefixes and suffixes. (CCSS: RF.2.3d) Reading for All Purposes 3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy. Evidence Outcomes
INDICATOR RW.2.2. a.i. INDICATOR RW.2.2. a.ii. INDICATOR RW.2.2. a.v. CONTENT RW.2.2. a.v. CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE RW.2.2.	3. Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b) 3. Decode words with common prefixes and suffixes. (CCSS: RF.2.3d) Reading for All Purposes 3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy. Evidence Outcomes 3. 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. a.i. INDICATOR RW.2.2. a.ii. INDICATOR RW.2.2. a.v. CONTENT RW.2.2. a.v. CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR RW.2.2. INDICATOR RW.2.2.	3. Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b) 3. Decode words with common prefixes and suffixes. (CCSS: RF.2.3d) 3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy. Evidence Outcomes 3. 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) 3. 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. a.i. INDICATOR RW.2.2. a.ii. INDICATOR RW.2.2. a.v. CONTENT RW.2.2. a.v. CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR RW.2.2. d.iv. INDICATOR RW.2.2.	3. Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b) 3. Decode words with common prefixes and suffixes. (CCSS: RF.2.3d) 3. Reading for All Purposes 3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy. Evidence Outcomes 3. 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) 3. 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) 3. Create new words by combining base words with affixes to connect known words to new words.
INDICATOR RW.2.2. a.i. INDICATOR RW.2.2. a.ii. INDICATOR RW.2.2. a.v. CONTENT RW.2.2. CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES EVIDENCE GUTCOMES INDICATOR RW.2.2. d.iv. INDICATOR RW.2.2. d.v. CONTENT RW.2.2. d.v.	RF.2.3a) 3. Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b) 3. Decode words with common prefixes and suffixes. (CCSS: RF.2.3d) 4. Reading for All Purposes 3. Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy. Evidence Outcomes 3. 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) 3. 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) 3. Create new words by combining base words with affixes to connect known words to new words. Reading for All Purposes
STANDARD RW.2.2. CONCEPTS AND SKILLS I EVIDENCE OUTCOMES EVIDENCE RW.2.2.	(morphology) to decode words with accuracy. Evidence Outcomes 3. Know and apply grade-level phonics and word analysis skills in decoding words. (CC

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 OUT COMES	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	RW.2.3.4.	With guidance and support from adults and peers, focus on a topic and strengthen writing as
OUTCOMES	C.	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.
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CONCEPTS AND SKILLS / EVIDENCE OUT COMES		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 OUT COMES		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 OUT COMES		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 OUT COMES		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		Evidence Outcomes
AND SKILLS / EVIDENCE OUT COMES		
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 OUT COMES	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	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.	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)

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Colorado Academic Standards (CAS)

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 OUT COMES		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
	RW.2.1.	Oral Expression and Listening Deliver presentations while maintaining focus on topic and be prepared to discuss.
AREA		
STANDARD CONCEPTS AND SKILLS / EVIDENCE		Deliver presentations while maintaining focus on topic and be prepared to discuss.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE	RW.2.1.2. RW.2.1.2. b.	Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes Contribute knowledge to a small group or class discussion to develop a topic. Produce complete sentences when appropriate to task and situation in order to provide requested
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT	RW.2.1.2. b. RW.2.1.2. e.	Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes Contribute knowledge to a small group or class discussion to develop a topic. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA	RW.2.1.2. b. RW.2.1.2. e. RW.2.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes Contribute knowledge to a small group or class discussion to develop a topic. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6) Reading for All Purposes
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.2.1.2. b. RW.2.1.2. e. RW.2.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes Contribute knowledge to a small group or class discussion to develop a topic. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6) Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts.

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 OUT COMES		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.	Use Range of Reading and Level of Text Complexity to:
OUTCOMES	d.	ose range of reading and Level of Fext Complexity to.
INDICATOR		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)
	d. RW.2.2.1.	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.
INDICATOR	d. 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)
INDICATOR CONTENT AREA	d. 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) Reading for All Purposes
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	d. 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) Reading for All Purposes Apply specific skills to comprehend and fluently read informational texts.

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 OUT COMES	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 OUT COMES	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 I 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 OUT COMES		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)

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Colorado Academic Standards (CAS)

		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		
STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	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 OUT COMES		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	RW.2.2.2.	Use Key Ideas and Details to:
OUTCOMES	a.	
		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)
OUTCOMES	a. RW.2.2.2.	
OUT COMES INDICATOR CONTENT	a. RW.2.2.2. a.iv.	steps in technical procedures in a text. (CCSS: RI.2.3)
OUT COMES INDICATOR CONTENT AREA	a. RW.2.2.2. a.iv. RW.2.2.	steps in technical procedures in a text. (CCSS: RI.2.3) Reading for All Purposes
OUTCOMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	a. RW.2.2.2. a.iv. RW.2.2.	steps in technical procedures in a text. (CCSS: RI.2.3) Reading for All Purposes Apply specific skills to comprehend and fluently read informational texts.
OUTCOMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	a. RW.2.2.2. a.iv. RW.2.2.2. RW.2.2.2.	Reading for All Purposes Apply specific skills to comprehend and fluently read informational texts. Evidence Outcomes
OUTCOMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	a. RW.2.2.2. a.iv. RW.2.2.2. RW.2.2.2. d.	Reading for All Purposes Apply specific skills to comprehend and fluently read informational texts. Evidence Outcomes Use Range of Reading and Level of Text Complexity to: 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

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 OUT COMES		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	RW.2.2.3.	
CONCEPTS AND SKILLS / EVIDENCE	RW.2.2.3. RW.2.2.3. e.	(morphology) to decode words with accuracy.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.2.2.3.	(morphology) to decode words with accuracy. Evidence Outcomes Demonstrate understanding of figurative language, word relationships and nuances in
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.2.2.3. e.	(morphology) to decode words with accuracy. Evidence Outcomes Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.2.5) Distinguish shades of meaning among closely related verbs (for example: toss, throw, hurl) and
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT	RW.2.2.3. e. RW.2.2.3. e.ii.	(morphology) to decode words with accuracy. Evidence Outcomes Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.2.5) 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)
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR CONTENT AREA	RW.2.2.3. e. RW.2.2.3. e.ii.	Evidence Outcomes Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.2.5) 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) Reading for All Purposes Apply knowledge of complex spelling patterns (orthography) and word meanings

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 OUT COMES		Evidence Outcomes
EVIDENCE OUTCOMES	RW.2.3.3. d.	Write simple, descriptive poems.
EVIDENCE OUTCOMES	RW.2.3.3.	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 OUT COMES	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.	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)

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Colorado Academic Standards (CAS)

		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 OUT COMES	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 OUT COMES		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 OUT COMES		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 OUT COMES		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 OUT COMES		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 OUT COMES		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 OUT COMES		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.	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)

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Colorado Academic Standards (CAS)

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 OUT COMES	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)
INDICATOR CONTENT AREA		
CONTENT	a.iii.	(CCSS: SL.2.1c)
CONTENT	a.iii. RW.2.1.	(CCSS: SL.2.1c) Oral Expression and Listening
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	a.iii. RW.2.1.	(CCSS: SL.2.1c) Oral Expression and Listening Engage in dialogue and learn new information through active listening.
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	a.iii. RW.2.1. RW.2.1.1.	Oral Expression and Listening Engage in dialogue and learn new information through active listening. Evidence Outcomes Recount or describe key ideas or details from a text read aloud or information presented orally or
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT	a.iii. RW.2.1. RW.2.1.1.	Oral Expression and Listening Engage in dialogue and learn new information through active listening. Evidence Outcomes 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 STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA	a.iii. RW.2.1. RW.2.1.1. RW.2.1.1. b. RW.2.1.1.	Oral Expression and Listening Engage in dialogue and learn new information through active listening. Evidence Outcomes Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS: SL.2.2) Oral Expression and Listening
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	a.iii. RW.2.1. RW.2.1.1. RW.2.1.1. b. RW.2.1.1.	Oral Expression and Listening Engage in dialogue and learn new information through active listening. Evidence Outcomes Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS: SL.2.2) Oral Expression and Listening Deliver presentations while maintaining focus on topic and be prepared to discuss.
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	a.iii. RW.2.1. RW.2.1.1. RW.2.1.1. b. RW.2.1.2.	Oral Expression and Listening Engage in dialogue and learn new information through active listening. Evidence Outcomes Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS: SL.2.2) Oral Expression and Listening Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes

STANDARD	RW.2.2.1.	Apply specific skills to comprehend and fluently read literary texts.
STANDARD	KVV.Z.Z.1.	Apply specific skills to comprehend and indentity read literary texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	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.	Identify how word choice (for example: sensory details, figurative language) enhances meaning in
	b.iv.	poetry.
CONTENT AREA	b.iv.	Reading for All Purposes
AREA	RW.2.2.	Reading for All Purposes
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.2.2.	Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.2.2.1.	Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts. Evidence Outcomes
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.2.2.1. RW.2.2.1. c. RW.2.2.1.	Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts. Evidence Outcomes Use Integration of Knowledge and Ideas to: Use information gained from the illustrations and words in a print or digital text to demonstrate
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT	RW.2.2.1. RW.2.2.1. c. RW.2.2.1. c.i.	Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts. Evidence Outcomes Use Integration of Knowledge and Ideas to: 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)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA	RW.2.2.1. RW.2.2.1. c. RW.2.2.1. RW.2.2.1.	Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts. Evidence Outcomes Use Integration of Knowledge and Ideas to: 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) Reading for All Purposes
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.2.2.1. RW.2.2.1. c. RW.2.2.1. RW.2.2.1.	Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts. Evidence Outcomes Use Integration of Knowledge and Ideas to: 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) Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts.

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 OUT COMES	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)

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Colorado Academic Standards (CAS)

		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 OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	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 OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	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 OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	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 OUT COMES		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)

STANDARD	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES		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
	RW.2.2.	Reading for All Purposes Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
AREA		Apply knowledge of complex spelling patterns (orthography) and word meanings
STANDARD CONCEPTS AND SKILLS / EVIDENCE		Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy. Evidence Outcomes 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
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT	RW.2.2.3. RW.2.2.3. f.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy. Evidence Outcomes 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)
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA	RW.2.2.3. f. RW.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy. Evidence Outcomes 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) Writing and Composition Write real or imagined narratives that describe events in sequence and provide a sense
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.2.2.3. f. RW.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy. Evidence Outcomes 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) Writing and Composition Write real or imagined narratives that describe events in sequence and provide a sense of closure.

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 OUT COMES	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.	Generalize learned spelling patterns when writing words (for example: cage → badge; boy → boil). (CCSS: L.2.2d)
	5.14.	
CONTENT AREA	RW.2.3.	Writing and Composition
		Writing and Composition Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
AREA	RW.2.3.	Use a process to revise and edit so that thoughts and ideas are communicated clearly
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.2.3.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	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. Evidence Outcomes With guidance and support from adults and peers, focus on a topic and strengthen writing as
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT	RW.2.3.4. RW.2.3.4. c.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation. Evidence Outcomes 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)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA	RW.2.3.4. RW.2.3.4. c. RW.2.4.	Use a process to revise and edit so that thoughts and ideas are communicated clearly with appropriate spelling, capitalization, grammar, and punctuation. Evidence Outcomes 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) Research Inquiry and Design Participate in shared research and inquiry, gathering information from a variety of

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		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 OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	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	RW.2.2.1. b.	Use Craft and Structure to:
EVIDENCE OUTCOMES EVIDENCE		Use Craft and Structure to: 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)
EVIDENCE OUTCOMES EVIDENCE OUTCOMES	b. RW.2.2.1.	Describe how words and phrases (for example: regular beats, alliteration, rhymes, repeated lines)
EVIDENCE OUT COMES EVIDENCE OUT COMES 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) Identify how word choice (for example: sensory details, figurative language) enhances meaning in
EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT	k. RW.2.2.1. b.i. RW.2.2.1. b.iv.	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) Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry.
EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT AREA	b. RW.2.2.1. b.i. RW.2.2.1. b.iv.	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) Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry. Reading for All Purposes
EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	b. RW.2.2.1. b.i. RW.2.2.1. b.iv.	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) Identify how word choice (for example: sensory details, figurative language) enhances meaning in poetry. Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts.

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

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 OUT COMES		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 OUT COMES		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 OUT COMES	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)

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Colorado Academic Standards (CAS)

		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
	RW.2.1.	Oral Expression and Listening Deliver presentations while maintaining focus on topic and be prepared to discuss.
AREA		
STANDARD CONCEPTS AND SKILLS / EVIDENCE		Deliver presentations while maintaining focus on topic and be prepared to discuss.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE	RW.2.1.2. RW.2.1.2. b.	Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes Contribute knowledge to a small group or class discussion to develop a topic. Produce complete sentences when appropriate to task and situation in order to provide requested
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT	RW.2.1.2. b. RW.2.1.2. e.	Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes Contribute knowledge to a small group or class discussion to develop a topic. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA	RW.2.1.2. b. RW.2.1.2. e.	Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes Contribute knowledge to a small group or class discussion to develop a topic. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6) Reading for All Purposes
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.2.1.2. b. RW.2.1.2. e.	Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes Contribute knowledge to a small group or class discussion to develop a topic. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6) Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts.

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 OUT COMES		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.	Use Range of Reading and Level of Text Complexity to:
OUTCOMES	d.	ose Range of Reading and Level of Fext complexity to.
INDICATOR	d. 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)
	RW.2.2.1.	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.
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)
INDICATOR CONTENT AREA	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) Reading for All Purposes
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	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) Reading for All Purposes Apply specific skills to comprehend and fluently read informational texts.

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 I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	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 OUT COMES	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 OUT COMES	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 OUT COMES	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)

		Grade 2 - Adopted: 2018
CONTENT		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 OUT COMES	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 OUT COMES	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.
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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
OUTCOMES		
EVIDENCE OUTCOMES	RW.2.2.1. d.	Use Range of Reading and Level of Text Complexity to:
EVIDENCE		Use Range of Reading and Level of Text Complexity to: 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)
EVIDENCE OUT COMES	d. RW.2.2.1.	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.
EVIDENCE OUT COMES 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)
EVIDENCE OUT COMES INDICATOR CONTENT AREA	d. 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) Reading for All Purposes
EVIDENCE OUT COMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	d. 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) Reading for All Purposes Apply specific skills to comprehend and fluently read informational texts.
EVIDENCE OUT COMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	d. RW.2.2.1. d.i. RW.2.2.2. RW.2.2.2.	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) Reading for All Purposes Apply specific skills to comprehend and fluently read informational texts. Evidence Outcomes
EVIDENCE OUT COMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES	d. RW.2.2.1. d.i. RW.2.2.2. RW.2.2.2. RW.2.2.2. a.	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) Reading for All Purposes Apply specific skills to comprehend and fluently read informational texts. Evidence Outcomes Use Key Ideas and Details to: Describe the connection between a series of historical events, scientific ideas or concepts, or

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	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 OUT COMES	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
	RW.2.2. RW.2.2.3.	Reading for All Purposes Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
AREA		Apply knowledge of complex spelling patterns (orthography) and word meanings
STANDARD CONCEPTS AND SKILLS / EVIDENCE		Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy. Evidence Outcomes 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.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.2.2.3. d.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy. Evidence Outcomes 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) Use a known root word as a clue to the meaning of an unknown word with the same root (for
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR	RW.2.2.3. d. RW.2.2.3. d.iii.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy. Evidence Outcomes 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) 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)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR	RW.2.2.3. d. RW.2.2.3. d.iii. RW.2.2.3. d.iv.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy. Evidence Outcomes 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) 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) 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)
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT	RW.2.2.3. d. RW.2.2.3. d.iii. RW.2.2.3. d.iv.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy. Evidence Outcomes 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) 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) 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) Create new words by combining base words with affixes to connect known words to new words.

CONCEPTS AND SKILLS / EVIDENCE OUT COMES		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

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	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)

		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 I EVIDENCE OUTCOMES		Evidence Outcomes
EVIDENCE OUT COMES	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 OUT COMES		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 OUT COMES		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
AREA	RW.2.2.	Reading for All Purposes
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.2.2.	Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.2.2.1.	Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts. Evidence Outcomes
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.2.2.1. RW.2.2.1. RW.2.2.1. c.	Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts. Evidence Outcomes Use Integration of Knowledge and Ideas to: Use information gained from the illustrations and words in a print or digital text to demonstrate
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT	RW.2.2.1. RW.2.2.1. c. RW.2.2.1. c.	Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts. Evidence Outcomes Use Integration of Knowledge and Ideas to: 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)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA	RW.2.2.1. RW.2.2.1. c. RW.2.2.1. RW.2.2.1.	Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts. Evidence Outcomes Use Integration of Knowledge and Ideas to: 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) Reading for All Purposes
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.2.2.1. RW.2.2.1. c. RW.2.2.1. RW.2.2.1.	Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts. Evidence Outcomes Use Integration of Knowledge and Ideas to: 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) Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts.

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 OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	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
	RW.2.2.3.	Reading for All Purposes Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
AREA		Apply knowledge of complex spelling patterns (orthography) and word meanings
STANDARD CONCEPTS AND SKILLS / EVIDENCE		Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	RW.2.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy. Evidence Outcomes 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
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUTCOMES CONTENT	RW.2.2.3. RW.2.2.3. f.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy. Evidence Outcomes 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)
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA	RW.2.2.3. f. RW.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy. Evidence Outcomes 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) Writing and Composition Write informative/explanatory texts organized around main ideas which are supported
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.2.2.3. f. RW.2.3.	Apply knowledge of complex spelling patterns (orthography) and word meanings (morphology) to decode words with accuracy. Evidence Outcomes 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) Writing and Composition Write informative/explanatory texts organized around main ideas which are supported by relevant details, facts, and definitions.

CONTENT

RW.2.2.

Reading for All Purposes

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 I 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.	Destining to in characterists and inquiry gethering information from a variety of
STANDARD	RVV.2.4.1.	Participate in shared research and inquiry, gathering information from a variety of resources to answer questions.
CONCEPTS AND SKILLS / EVIDENCE OUT COMES	RVV.2.4.1.	
CONCEPTS AND SKILLS I EVIDENCE	RW.2.4.1. a.	resources to answer questions.

Colorado Academic Standards (CAS)

Grade 2 - Adopted: 2018			
	Prepared Graduates in Reading, Writing, and Communicating		
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.		
3	Read a wide range of literary texts to build knowledge and to better understand the human experience.		
4	Read a wide range of informational texts to build knowledge and to better understand the human experience.		
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.		
9	Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.		
RW.2.1.	Oral Expression and Listening		
RW.2.1.1.	Engage in dialogue and learn new information through active listening.		
	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)		
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)		
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)		
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)		
RW.2.1.	Oral Expression and Listening		
RW.2.1.1.	Engage in dialogue and learn new information through active listening.		
	Evidence Outcomes		
	3 4 5 9 RW.2.1.1 RW.2.1.1. a.i. RW.2.1.1. a.iii. RW.2.1.1. RW.2.1.1.		

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 OUT COMES	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 OUT COMES		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 OUT COMES		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 OUT COMES		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 OUT COMES		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 OUT COMES		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

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)

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Colorado Academic Standards (CAS)

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
	RW.2.3.	Writing and Composition Write real or imagined narratives that describe events in sequence and provide a sense of closure.
AREA		Write real or imagined narratives that describe events in sequence and provide a sense
STANDARD CONCEPTS AND SKILLS / EVIDENCE		Write real or imagined narratives that describe events in sequence and provide a sense of closure.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	RW.2.3.3.	Write real or imagined narratives that describe events in sequence and provide a sense of closure. Evidence Outcomes
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE	RW.2.3.3. RW.2.3.3. a. RW.2.3.3.	Write real or imagined narratives that describe events in sequence and provide a sense of closure. Evidence Outcomes Include details to describe actions, thoughts, and feelings. (CCSS: W.2.3)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.2.3.3. a. RW.2.3.3. c.	Write real or imagined narratives that describe events in sequence and provide a sense of closure. Evidence Outcomes Include details to describe actions, thoughts, and feelings. (CCSS: W.2.3) Provide a sense of closure. (CCSS: W.2.3)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT	RW.2.3.3. a. RW.2.3.3. c. RW.2.3.3. d.	Write real or imagined narratives that describe events in sequence and provide a sense of closure. Evidence Outcomes Include details to describe actions, thoughts, and feelings. (CCSS: W.2.3) Provide a sense of closure. (CCSS: W.2.3) Write simple, descriptive poems.
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENTAREA	RW.2.3.3. RW.2.3.3. c. RW.2.3.3. d.	Write real or imagined narratives that describe events in sequence and provide a sense of closure. Evidence Outcomes Include details to describe actions, thoughts, and feelings. (CCSS: W.2.3) Provide a sense of closure. (CCSS: W.2.3) Write simple, descriptive poems. Writing and Composition Use a process to revise and edit so that thoughts and ideas are communicated clearly

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)

		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
	RW.2.1.	Oral Expression and Listening Deliver presentations while maintaining focus on topic and be prepared to discuss.
AREA		
STANDARD CONCEPTS AND SKILLS / EVIDENCE		Deliver presentations while maintaining focus on topic and be prepared to discuss.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE	RW.2.1.2. RW.2.1.2. b.	Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes Contribute knowledge to a small group or class discussion to develop a topic. Produce complete sentences when appropriate to task and situation in order to provide requested
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT	RW.2.1.2. b. RW.2.1.2. e.	Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes Contribute knowledge to a small group or class discussion to develop a topic. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA	RW.2.1.2. b. RW.2.1.2. e.	Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes Contribute knowledge to a small group or class discussion to develop a topic. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6) Reading for All Purposes
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.2.1.2. b. RW.2.1.2. e.	Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes Contribute knowledge to a small group or class discussion to develop a topic. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6) Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts.

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

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.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	RW.2.3.4.	

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

Colorado Academic Standards (CAS)

		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 OUT COMES	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
	RW.2.1.	Oral Expression and Listening Deliver presentations while maintaining focus on topic and be prepared to discuss.
AREA		
STANDARD CONCEPTS AND SKILLS / EVIDENCE		Deliver presentations while maintaining focus on topic and be prepared to discuss.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	RW.2.1.2. RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE	RW.2.1.2. RW.2.1.2. b.	Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes Contribute knowledge to a small group or class discussion to develop a topic. Produce complete sentences when appropriate to task and situation in order to provide requested
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT	RW.2.1.2. b. RW.2.1.2. e.	Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes Contribute knowledge to a small group or class discussion to develop a topic. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA	RW.2.1.2. b. RW.2.1.2. e. RW.2.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes Contribute knowledge to a small group or class discussion to develop a topic. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6) Reading for All Purposes
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.2.1.2. b. RW.2.1.2. e. RW.2.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes Contribute knowledge to a small group or class discussion to develop a topic. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6) Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts.

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

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 OUT COMES		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)

		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 I 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	RW.2.1.	Oral Expression and Listening
AREA		
STANDARD	RW.2.1.1.	Engage in dialogue and learn new information through active listening.
	RW.2.1.1.	Engage in dialogue and learn new information through active listening. Evidence Outcomes
STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.2.1.1. RW.2.1.1. b.	
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	RW.2.1.1.	Evidence Outcomes Recount or describe key ideas or details from a text read aloud or information presented orally or
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT	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)
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA	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) Oral Expression and Listening
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.2.1.1. b.	Evidence Outcomes Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS: SL.2.2) Oral Expression and Listening Deliver presentations while maintaining focus on topic and be prepared to discuss.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.2.1.1. b. RW.2.1.2.	Evidence Outcomes Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS: SL.2.2) Oral Expression and Listening Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.2.1.1. b. RW.2.1.2. RW.2.1.2. b.	Evidence Outcomes Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS: SL.2.2) Oral Expression and Listening Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes Contribute knowledge to a small group or class discussion to develop a topic. Produce complete sentences when appropriate to task and situation in order to provide requested
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT CONCEPTS AND SKILLS / EVIDENCE OUTCOMES CONTENT	RW.2.1.1. b. RW.2.1.2. RW.2.1.2. b.	Evidence Outcomes Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (CCSS: SL.2.2) Oral Expression and Listening Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes Contribute knowledge to a small group or class discussion to develop a topic. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)

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 OUT COMES	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 OUT COMES	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 OUT COMES	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 OUT COMES	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 OUT COMES	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	RW.2.4.1.	Participate in shared research and writing projects. For example: read a number of books on a
OUTCOMES	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)

		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 OUT COMES		Evidence Outcomes
EVIDENCE OUT COMES	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
	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 OUT COMES	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	RW.2.2.2.	Apply specific skills to comprehend and fluently read informational texts. Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE	RW.2.2.2. RW.2.2.2. a.	
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE	RW.2.2.2.	Evidence Outcomes
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES	RW.2.2.2. a.	Evidence Outcomes Use Key Ideas and Details to: Ask and answer such questions as who, what, where, when, why, and how to demonstrate
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES INDICATOR	RW.2.2.2. a. RW.2.2.2. a.i.	Use Key Ideas and Details to: 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) Describe the connection between a series of historical events, scientific ideas or concepts, or
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT	RW.2.2.2. a.i. RW.2.2.2. a.i. RW.2.2.2. a.iv.	Use Key Ideas and Details to: 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) 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)
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT AREA	RW.2.2.2. a. RW.2.2.2. a.i. RW.2.2.2. a.iv.	Use Key Ideas and Details to: 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) 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) Reading for All Purposes
CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE OUT COMES INDICATOR INDICATOR CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.2.2.2. a. RW.2.2.2. a.i. RW.2.2.2. a.iv.	Use Key Ideas and Details to: 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) 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) Reading for All Purposes Apply specific skills to comprehend and fluently read informational texts.

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 OUT COMES		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 OUT COMES		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 OUT COMES	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)

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Colorado Academic Standards (CAS)

		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
	RW.2.1.	Oral Expression and Listening Deliver presentations while maintaining focus on topic and be prepared to discuss.
AREA		
STANDARD CONCEPTS AND SKILLS / EVIDENCE		Deliver presentations while maintaining focus on topic and be prepared to discuss.
STANDARD CONCEPTS AND SKILLS / EVIDENCE OUT COMES EVIDENCE	RW.2.1.2.	Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE	RW.2.1.2. RW.2.1.2. b.	Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes Contribute knowledge to a small group or class discussion to develop a topic. Produce complete sentences when appropriate to task and situation in order to provide requested
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT	RW.2.1.2. b. RW.2.1.2. e.	Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes Contribute knowledge to a small group or class discussion to develop a topic. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA	RW.2.1.2. b. RW.2.1.2. e.	Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes Contribute knowledge to a small group or class discussion to develop a topic. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6) Reading for All Purposes
AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE OUTCOMES EVIDENCE OUTCOMES EVIDENCE OUTCOMES CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	RW.2.1.2. b. RW.2.1.2. e.	Deliver presentations while maintaining focus on topic and be prepared to discuss. Evidence Outcomes Contribute knowledge to a small group or class discussion to develop a topic. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6) Reading for All Purposes Apply specific skills to comprehend and fluently read literary texts.

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 OUT COMES		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.	Use Range of Reading and Level of Text Complexity to:
OUTCOMES	d.	ose Range of Reading and Level of Fext complexity to.
INDICATOR	d. 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)
	RW.2.2.1.	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.
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)
INDICATOR CONTENT AREA	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) Reading for All Purposes
CONTENT AREA STANDARD CONCEPTS AND SKILLS / EVIDENCE	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) Reading for All Purposes Apply specific skills to comprehend and fluently read informational texts.

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 OUT COMES	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 OUT COMES		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)