Classroom Supplement Units Grade 2

Pre-writing

Colorado K-12 Academic Standards

Language Arts

Grade **2** - Adopted: **2010**

CONTENT AREA	CO.2.1.	Oral Expression and Listening
STANDARD	2.1.1.	Discussions contribute and expand on the ideas of self and others. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.1.a.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CCSS: SL.2.4)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.1.e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
CONTENT AREA	CO.2.1.	Oral Expression and Listening
STANDARD	2.1.2.	New information can be learned and better dialogue created by listening actively. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.2.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)
EVIDENCE OUTCOMES	2.1.2.a.i.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.2.1a)
EVIDENCE OUTCOMES	2.1.2.a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
EVIDENCE OUTCOMES	2.1.2.a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)
CONTENT AREA	CO.2.1.	Oral Expression and Listening
STANDARD	2.1.2.	New information can be learned and better dialogue created by listening actively. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.2.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)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.2.c.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (CCSS: SL.2.3)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	2.2.1.a.i.	Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences.
EVIDENCE OUTCOMES	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)
EVIDENCE OUTCOMES	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)
EVIDENCE OUTCOMES	2.2.1.a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS:

OUTCOMES		RL.2.3)
CONTENT AREA	**CO.2.2.**	**Reading for All Purposes**
STANDARD	**2.2.1.**	**Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	**2.2.1.b.**	**Use Craft and Structure to:**
EVIDENCE OUTCOMES	**2.2.1.b.i.**	**Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (CCSS: RL.2.4)**
EVIDENCE OUTCOMES	**2.2.1.b.iii.**	**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)**
CONTENT AREA	**CO.2.2.**	**Reading for All Purposes**
STANDARD	**2.2.1.**	**Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	**2.2.1.c.**	**Use Integration of Knowledge and Ideas to:**
EVIDENCE OUTCOMES	**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	**CO.2.2.**	**Reading for All Purposes**
STANDARD	**2.2.1.**	**Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	**2.2.1.d.**	**Use Range of Reading and Level of Text Complexity to:**
EVIDENCE OUTCOMES	**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	**CO.2.2.**	**Reading for All Purposes**
STANDARD	**2.2.1.**	**Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	**2.2.1.e.**	**Compare formal and informal uses of English. (CCSS: L.2.3a)**
CONTENT AREA	**CO.2.2.**	**Reading for All Purposes**
STANDARD	**2.2.2.**	**Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text. Students can:**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	**2.2.2.a.**	**Use Key Ideas and Details to:**
EVIDENCE OUTCOMES	**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)**
CONTENT AREA	**CO.2.2.**	**Reading for All Purposes**
STANDARD	**2.2.2.**	**Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text. Students can:**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	**2.2.2.b.**	**Use Craft and Structure to:**
EVIDENCE OUTCOMES	**2.2.2.b.i.**	**Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (CCSS: RI.2.)**
EVIDENCE OUTCOMES	**2.2.2.b.iii.**	**Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (CCSS: RI.2.6)**
CONTENT AREA	**CO.2.2.**	**Reading for All Purposes**
STANDARD	**2.2.2.**	**Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text. Students can:**
CONCEPTS AND SKILLS / EVIDENCE	**2.2.2.d.**	**Use Range of Reading and Level of Text Complexity to:**

OUTCOMES		
EVIDENCE OUTCOMES	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	CO.2.2.	Reading for All Purposes
STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)
EVIDENCE OUTCOMES	2.2.3.a.i.	Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS: RF.2.3a)
EVIDENCE OUTCOMES	2.2.3.a.ii.	Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b)
EVIDENCE OUTCOMES	2.2.3.a.iii.	Read multisyllabic words accurately and fluently.
EVIDENCE OUTCOMES	2.2.3.a.iv.	Decode regularly spelled two-syllable words with long vowels. (CCSS: RF.2.3c)
EVIDENCE OUTCOMES	2.2.3.a.v.	Decode words with common prefixes and suffixes. (CCSS: RF.2.3d)
EVIDENCE OUTCOMES	2.2.3.a.vi.	Identify words with inconsistent but common spelling-sound correspondences. (CCSS: RF.2.3e)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.2.4)
EVIDENCE OUTCOMES	2.2.3.b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.2.4a)
EVIDENCE OUTCOMES	2.2.3.b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.2.4c)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.c.	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)
EVIDENCE OUTCOMES	2.2.3.c.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.2.4a)
EVIDENCE OUTCOMES	2.2.3.c.ii.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). (CCSS: L.2.4b)
EVIDENCE OUTCOMES	2.2.3.c.iii.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). (CCSS: L.2.4c)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.d.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.2.5)
EVIDENCE OUTCOMES	2.2.3.d.ii.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). (CCSS: L.2.5b)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.e.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). (CCSS: L.2.6)
CONTENT AREA	CO.2.3.	Writing and Composition

STANDARD	2.3.2.	Exploring the writing process helps to plan and draft a variety of simple informational texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.2.e.	Use relevant details when responding in writing to questions about texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.2.f.	State a focus when responding to a given question, and use details from text to support a given focus.
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.3.	Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.3.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
EVIDENCE OUTCOMES	2.3.3.a.i.	Use collective nouns (e.g., group). (CCSS: L.2.1a)
EVIDENCE OUTCOMES	2.3.3.a.ii.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (CCSS: L.2.1b)
EVIDENCE OUTCOMES	2.3.3.a.iii.	Use reflexive pronouns (e.g., myself, ourselves). (CCSS: L.2.1c)
EVIDENCE OUTCOMES	2.3.3.a.vii.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). (CCSS: L.2.1f)
EVIDENCE OUTCOMES	2.3.3.a.viii.	Vary sentence beginning
EVIDENCE OUTCOMES	2.3.3.a.ix.	Spell high-frequency words correctly
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.3.	Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.3.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2)
EVIDENCE OUTCOMES	2.3.3.b.iv.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). (CCSS: L.2.2d)

Unit 1

Colorado K-12 Academic Standards

Language Arts

Grade **2** - Adopted: **2010**

CONTENT AREA	CO.2.1.	Oral Expression and Listening
STANDARD	2.1.1.	Discussions contribute and expand on the ideas of self and others. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.1.a.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CCSS: SL.2.4)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.1.e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
CONTENT AREA	CO.2.1.	Oral Expression and Listening
STANDARD	2.1.2.	New information can be learned and better dialogue created by listening actively. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.2.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)
EVIDENCE OUTCOMES	2.1.2.a.i.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.2.1a)

EVIDENCE OUTCOMES	2.1.2.a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
EVIDENCE OUTCOMES	2.1.2.a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)
CONTENT AREA	CO.2.1.	Oral Expression and Listening
STANDARD	2.1.2.	New information can be learned and better dialogue created by listening actively. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.2.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)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.2.c.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (CCSS: SL.2.3)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	2.2.1.a.i.	Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences.
EVIDENCE OUTCOMES	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)
EVIDENCE OUTCOMES	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)
EVIDENCE OUTCOMES	2.2.1.a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	2.2.1.b.i.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (CCSS: RL.2.4)
EVIDENCE OUTCOMES	2.2.1.b.ii.	Read high-frequency words with accuracy and speed.
EVIDENCE OUTCOMES	2.2.1.b.iii.	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)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	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	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.d.	Use Range of Reading and Level of Text Complexity to:
EVIDENCE OUTCOMES	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	CO.2.2.	Reading for All Purposes

STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.e.	Compare formal and informal uses of English. (CCSS: L.2.3a)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.2.	Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.2.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	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)
EVIDENCE OUTCOMES	2.2.2.a.iii.	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)
EVIDENCE OUTCOMES	2.2.2.a.iv.	Summarize the main idea using relevant and significant detail in a variety of texts read or read aloud.
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.2.	Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.2.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	2.2.2.b.i.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (CCSS: RI.2.)
EVIDENCE OUTCOMES	2.2.2.b.iii.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (CCSS: RI.2.6)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.2.	Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.2.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	2.2.2.c.ii.	Describe how reasons support specific points the author makes in a text. (CCSS: RI.2.8)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.2.	Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.2.d.	Use Range of Reading and Level of Text Complexity to:
EVIDENCE OUTCOMES	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	CO.2.2.	Reading for All Purposes
STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)
EVIDENCE OUTCOMES	2.2.3.a.i.	Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS: RF.2.3a)
EVIDENCE OUTCOMES	2.2.3.a.ii.	Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b)
EVIDENCE OUTCOMES	2.2.3.a.iii.	Read multisyllabic words accurately and fluently.
EVIDENCE OUTCOMES	2.2.3.a.iv.	Decode regularly spelled two-syllable words with long vowels. (CCSS: RF.2.3c)
EVIDENCE	2.2.3.a.v.	Decode words with common prefixes and suffixes. (CCSS: RF.2.3d)

OUTCOMES		
EVIDENCE OUTCOMES	2.2.3.a.vi.	Identify words with inconsistent but common spelling-sound correspondences. (CCSS: RF.2.3e)
EVIDENCE OUTCOMES	2.2.3.a.vii.	Recognize and read grade-appropriate irregularly spelled words. (CCSS: RF.2.3f)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.2.4)
EVIDENCE OUTCOMES	2.2.3.b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.2.4a)
EVIDENCE OUTCOMES	2.2.3.b.ii.	Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.2.4b)
EVIDENCE OUTCOMES	2.2.3.b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.2.4c)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.c.	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)
EVIDENCE OUTCOMES	2.2.3.c.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.2.4a)
EVIDENCE OUTCOMES	2.2.3.c.ii.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). (CCSS: L.2.4b)
EVIDENCE OUTCOMES	2.2.3.c.iii.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). (CCSS: L.2.4c)
EVIDENCE OUTCOMES	2.2.3.c.iv.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). (CCSS: L.2.4d)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.d.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.2.5)
EVIDENCE OUTCOMES	2.2.3.d.i.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). (CCSS: L.2.5a)
EVIDENCE OUTCOMES	2.2.3.d.ii.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). (CCSS: L.2.5b)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.e.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). (CCSS: L.2.6)
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.2.	Exploring the writing process helps to plan and draft a variety of simple informational texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.2.a.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (CCSS: W.2.2)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.2.c.	Organize informational texts using main ideas and specific supporting details.
CONCEPTS AND SKILLS /	2.3.2.e.	Use relevant details when responding in writing to questions about texts.

EVIDENCE OUTCOMES		
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.2.f.	State a focus when responding to a given question, and use details from text to support a given focus.
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.3.	Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.3.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
EVIDENCE OUTCOMES	2.3.3.a.i.	Use collective nouns (e.g., group). (CCSS: L.2.1a)
EVIDENCE OUTCOMES	2.3.3.a.ii.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (CCSS: L.2.1b)
EVIDENCE OUTCOMES	2.3.3.a.iv.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). (CCSS: L.2.1d)
EVIDENCE OUTCOMES	2.3.3.a.v.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)
EVIDENCE OUTCOMES	2.3.3.a.vii.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). (CCSS: L.2.1f)
EVIDENCE OUTCOMES	2.3.3.a.viii.	Vary sentence beginning
EVIDENCE OUTCOMES	2.3.3.a.ix.	Spell high-frequency words correctly
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.3.	Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.3.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2)
EVIDENCE OUTCOMES	2.3.3.b.iii.	Use an apostrophe to form contractions and frequently occurring possessives. (CCSS: L.2.2c)
EVIDENCE OUTCOMES	2.3.3.b.iv.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). (CCSS: L.2.2d)

Unit 2

Colorado K-12 Academic Standards

Language Arts

Grade **2** - Adopted: **2010**

CONTENT AREA	CO.2.1.	Oral Expression and Listening
STANDARD	2.1.1.	Discussions contribute and expand on the ideas of self and others. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.1.a.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CCSS: SL.2.4)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.1.d.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (CCSS: SL.2.5)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.1.e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
CONTENT AREA	CO.2.1.	Oral Expression and Listening
STANDARD	2.1.2.	New information can be learned and better dialogue created by listening actively. Students can:
CONCEPTS AND SKILLS /	2.1.2.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)

EVIDENCE OUTCOMES		
EVIDENCE OUTCOMES	2.1.2.a.i.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.2.1a)
EVIDENCE OUTCOMES	2.1.2.a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
EVIDENCE OUTCOMES	2.1.2.a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)
CONTENT AREA	CO.2.1.	Oral Expression and Listening
STANDARD	2.1.2.	New information can be learned and better dialogue created by listening actively. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.2.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)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.2.c.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (CCSS: SL.2.3)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	2.2.1.a.i.	Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences.
EVIDENCE OUTCOMES	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)
EVIDENCE OUTCOMES	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)
EVIDENCE OUTCOMES	2.2.1.a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	2.2.1.b.i.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (CCSS: RL.2.4)
EVIDENCE OUTCOMES	2.2.1.b.ii.	Read high-frequency words with accuracy and speed.
EVIDENCE OUTCOMES	2.2.1.b.iii.	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)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	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	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.d.	Use Range of Reading and Level of Text Complexity to:

EVIDENCE OUTCOMES	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	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.e.	Compare formal and informal uses of English. (CCSS: L.2.3a)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.2.	Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.2.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	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)
EVIDENCE OUTCOMES	2.2.2.a.iii.	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	CO.2.2.	Reading for All Purposes
STANDARD	2.2.2.	Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.2.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	2.2.2.b.i.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (CCSS: RI.2.)
EVIDENCE OUTCOMES	2.2.2.b.iii.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (CCSS: RI.2.6)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.2.	Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.2.d.	Use Range of Reading and Level of Text Complexity to:
EVIDENCE OUTCOMES	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	CO.2.2.	Reading for All Purposes
STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)
EVIDENCE OUTCOMES	2.2.3.a.i.	Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS: RF.2.3a)
EVIDENCE OUTCOMES	2.2.3.a.ii.	Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b)
EVIDENCE OUTCOMES	2.2.3.a.iii.	Read multisyllabic words accurately and fluently.
EVIDENCE OUTCOMES	2.2.3.a.iv.	Decode regularly spelled two-syllable words with long vowels. (CCSS: RF.2.3c)
EVIDENCE OUTCOMES	2.2.3.a.v.	Decode words with common prefixes and suffixes. (CCSS: RF.2.3d)
EVIDENCE OUTCOMES	2.2.3.a.vi.	Identify words with inconsistent but common spelling-sound correspondences. (CCSS: RF.2.3e)
EVIDENCE OUTCOMES	2.2.3.a.vii.	Recognize and read grade-appropriate irregularly spelled words. (CCSS: RF.2.3f)
CONTENT AREA	CO.2.2.	Reading for All Purposes

STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.2.4)
EVIDENCE OUTCOMES	2.2.3.b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.2.4a)
EVIDENCE OUTCOMES	2.2.3.b.ii.	Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.2.4b)
EVIDENCE OUTCOMES	2.2.3.b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.2.4c)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.c.	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)
EVIDENCE OUTCOMES	2.2.3.c.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.2.4a)
EVIDENCE OUTCOMES	2.2.3.c.ii.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). (CCSS: L.2.4b)
EVIDENCE OUTCOMES	2.2.3.c.iii.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). (CCSS: L.2.4c)
EVIDENCE OUTCOMES	2.2.3.c.iv.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). (CCSS: L.2.4d)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.d.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.2.5)
EVIDENCE OUTCOMES	2.2.3.d.i.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). (CCSS: L.2.5a)
EVIDENCE OUTCOMES	2.2.3.d.ii.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). (CCSS: L.2.5b)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.e.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). (CCSS: L.2.6)
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.1.	Exploring the writing process helps to plan and draft a variety of literary genres. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.1.b.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (CCSS: W.2.3)
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.2.	Exploring the writing process helps to plan and draft a variety of simple informational texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.2.a.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (CCSS: W.2.2)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.2.c.	Organize informational texts using main ideas and specific supporting details.
CONCEPTS AND	2.3.2.e.	Use relevant details when responding in writing to questions about texts.

SKILLS / EVIDENCE OUTCOMES		
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.2.f.	State a focus when responding to a given question, and use details from text to support a given focus.
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.3.	Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.3.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
EVIDENCE OUTCOMES	2.3.3.a.i.	Use collective nouns (e.g., group). (CCSS: L.2.1a)
EVIDENCE OUTCOMES	2.3.3.a.ii.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (CCSS: L.2.1b)
EVIDENCE OUTCOMES	2.3.3.a.iii.	Use reflexive pronouns (e.g., myself, ourselves). (CCSS: L.2.1c)
EVIDENCE OUTCOMES	2.3.3.a.iv.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). (CCSS: L.2.1d)
EVIDENCE OUTCOMES	2.3.3.a.v.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)
EVIDENCE OUTCOMES	2.3.3.a.vii.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). (CCSS: L.2.1f)
EVIDENCE OUTCOMES	2.3.3.a.viii.	Vary sentence beginning
EVIDENCE OUTCOMES	2.3.3.a.ix.	Spell high-frequency words correctly
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.3.	Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.3.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2)
EVIDENCE OUTCOMES	2.3.3.b.i.	Capitalize holidays, product names, and geographic names. (CCSS: L.2.2a)
EVIDENCE OUTCOMES	2.3.3.b.iii.	Use an apostrophe to form contractions and frequently occurring possessives. (CCSS: L.2.2c)
EVIDENCE OUTCOMES	2.3.3.b.iv.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). (CCSS: L.2.2d)

Unit 3

Colorado K-12 Academic Standards

Language Arts

Grade **2** - Adopted: **2010**

CONTENT AREA	CO.2.1.	Oral Expression and Listening
STANDARD	2.1.1.	Discussions contribute and expand on the ideas of self and others. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.1.a.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CCSS: SL.2.4)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.1.d.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (CCSS: SL.2.5)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.1.e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)

CONTENT AREA	CO.2.1.	Oral Expression and Listening
STANDARD	2.1.2.	New information can be learned and better dialogue created by listening actively. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.2.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)
EVIDENCE OUTCOMES	2.1.2.a.i.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.2.1a)
EVIDENCE OUTCOMES	2.1.2.a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
EVIDENCE OUTCOMES	2.1.2.a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)
CONTENT AREA	CO.2.1.	Oral Expression and Listening
STANDARD	2.1.2.	New information can be learned and better dialogue created by listening actively. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.2.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)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.2.c.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (CCSS: SL.2.3)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	2.2.1.a.i.	Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences.
EVIDENCE OUTCOMES	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)
EVIDENCE OUTCOMES	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)
EVIDENCE OUTCOMES	2.2.1.a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	2.2.1.b.i.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (CCSS: RL.2.4)
EVIDENCE OUTCOMES	2.2.1.b.ii.	Read high-frequency words with accuracy and speed.
EVIDENCE OUTCOMES	2.2.1.b.iii.	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)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	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	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding

		strategies when reading literary text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.d.	Use Range of Reading and Level of Text Complexity to:
EVIDENCE OUTCOMES	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	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.e.	Compare formal and informal uses of English. (CCSS: L.2.3a)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)
EVIDENCE OUTCOMES	2.2.3.a.i.	Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS: RF.2.3a)
EVIDENCE OUTCOMES	2.2.3.a.ii.	Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b)
EVIDENCE OUTCOMES	2.2.3.a.iii.	Read multisyllabic words accurately and fluently.
EVIDENCE OUTCOMES	2.2.3.a.iv.	Decode regularly spelled two-syllable words with long vowels. (CCSS: RF.2.3c)
EVIDENCE OUTCOMES	2.2.3.a.v.	Decode words with common prefixes and suffixes. (CCSS: RF.2.3d)
EVIDENCE OUTCOMES	2.2.3.a.vi.	Identify words with inconsistent but common spelling-sound correspondences. (CCSS: RF.2.3e)
EVIDENCE OUTCOMES	2.2.3.a.vii.	Recognize and read grade-appropriate irregularly spelled words. (CCSS: RF.2.3f)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.2.4)
EVIDENCE OUTCOMES	2.2.3.b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.2.4a)
EVIDENCE OUTCOMES	2.2.3.b.ii.	Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.2.4b)
EVIDENCE OUTCOMES	2.2.3.b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.2.4c)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.c.	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)
EVIDENCE OUTCOMES	2.2.3.c.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.2.4a)
EVIDENCE OUTCOMES	2.2.3.c.ii.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). (CCSS: L.2.4b)
EVIDENCE OUTCOMES	2.2.3.c.iii.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). (CCSS: L.2.4c)
EVIDENCE OUTCOMES	2.2.3.c.iv.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). (CCSS: L.2.4d)

CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.d.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.2.5)
EVIDENCE OUTCOMES	2.2.3.d.i.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). (CCSS: L.2.5a)
EVIDENCE OUTCOMES	2.2.3.d.ii.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). (CCSS: L.2.5b)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.e.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). (CCSS: L.2.6)
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.1.	Exploring the writing process helps to plan and draft a variety of literary genres. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.1.b.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (CCSS: W.2.3)
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.3.	Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.3.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
EVIDENCE OUTCOMES	2.3.3.a.i.	Use collective nouns (e.g., group). (CCSS: L.2.1a)
EVIDENCE OUTCOMES	2.3.3.a.iv.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). (CCSS: L.2.1d)
EVIDENCE OUTCOMES	2.3.3.a.v.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)
EVIDENCE OUTCOMES	2.3.3.a.vii.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). (CCSS: L.2.1f)
EVIDENCE OUTCOMES	2.3.3.a.viii.	Vary sentence beginning
EVIDENCE OUTCOMES	2.3.3.a.ix.	Spell high-frequency words correctly
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.3.	Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.3.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2)
EVIDENCE OUTCOMES	2.3.3.b.iii.	Use an apostrophe to form contractions and frequently occurring possessives. (CCSS: L.2.2c)
EVIDENCE OUTCOMES	2.3.3.b.iv.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). (CCSS: L.2.2d)
EVIDENCE OUTCOMES	2.3.3.b.v.	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (CCSS: L.2.2e)

Unit 4

CONTENT AREA	CO.2.1.	Oral Expression and Listening
STANDARD	2.1.1.	Discussions contribute and expand on the ideas of self and others. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.1.a.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CCSS: SL.2.4)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.1.d.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (CCSS: SL.2.5)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.1.e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
CONTENT AREA	CO.2.1.	Oral Expression and Listening
STANDARD	2.1.2.	New information can be learned and better dialogue created by listening actively. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.2.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)
EVIDENCE OUTCOMES	2.1.2.a.i.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.2.1a)
EVIDENCE OUTCOMES	2.1.2.a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
EVIDENCE OUTCOMES	2.1.2.a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)
CONTENT AREA	CO.2.1.	Oral Expression and Listening
STANDARD	2.1.2.	New information can be learned and better dialogue created by listening actively. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.2.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)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.2.c.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (CCSS: SL.2.3)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	2.2.1.a.i.	Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences.
EVIDENCE OUTCOMES	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)
EVIDENCE OUTCOMES	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)
EVIDENCE OUTCOMES	2.2.1.a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	2.2.1.b.i.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (CCSS: RL.2.4)

EVIDENCE OUTCOMES	2.2.1.b.ii.	Read high-frequency words with accuracy and speed.
EVIDENCE OUTCOMES	2.2.1.b.iii.	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)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	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	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.d.	Use Range of Reading and Level of Text Complexity to:
EVIDENCE OUTCOMES	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	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.e.	Compare formal and informal uses of English. (CCSS: L.2.3a)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.2.	Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.2.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	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)
EVIDENCE OUTCOMES	2.2.2.a.ii.	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (CCSS: RI.2.2)
EVIDENCE OUTCOMES	2.2.2.a.iii.	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)
EVIDENCE OUTCOMES	2.2.2.a.iv.	Summarize the main idea using relevant and significant detail in a variety of texts read or read aloud.
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.2.	Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.2.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	2.2.2.b.i.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (CCSS: RI.2.)
EVIDENCE OUTCOMES	2.2.2.b.iii.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (CCSS: RI.2.6)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.2.	Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.2.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE	2.2.2.c.ii.	Describe how reasons support specific points the author makes in a text. (CCSS:

OUTCOMES		RI.2.8)
CONTENT AREA	**CO.2.2.**	**Reading for All Purposes**
STANDARD	**2.2.2.**	**Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text. Students can:**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	**2.2.2.d.**	**Use Range of Reading and Level of Text Complexity to:**
EVIDENCE OUTCOMES	**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	**CO.2.2.**	**Reading for All Purposes**
STANDARD	**2.2.3.**	**Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	**2.2.3.a.**	**Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)**
EVIDENCE OUTCOMES	**2.2.3.a.i.**	**Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS: RF.2.3a)**
EVIDENCE OUTCOMES	**2.2.3.a.ii.**	**Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b)**
EVIDENCE OUTCOMES	**2.2.3.a.iii.**	**Read multisyllabic words accurately and fluently.**
EVIDENCE OUTCOMES	**2.2.3.a.iv.**	**Decode regularly spelled two-syllable words with long vowels. (CCSS: RF.2.3c)**
EVIDENCE OUTCOMES	**2.2.3.a.v.**	**Decode words with common prefixes and suffixes. (CCSS: RF.2.3d)**
EVIDENCE OUTCOMES	**2.2.3.a.vi.**	**Identify words with inconsistent but common spelling-sound correspondences. (CCSS: RF.2.3e)**
EVIDENCE OUTCOMES	**2.2.3.a.vii.**	**Recognize and read grade-appropriate irregularly spelled words. (CCSS: RF.2.3f)**
CONTENT AREA	**CO.2.2.**	**Reading for All Purposes**
STANDARD	**2.2.3.**	**Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	**2.2.3.b.**	**Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.2.4)**
EVIDENCE OUTCOMES	**2.2.3.b.i.**	**Read grade-level text with purpose and understanding. (CCSS: RF.2.4a)**
EVIDENCE OUTCOMES	**2.2.3.b.ii.**	**Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.2.4b)**
EVIDENCE OUTCOMES	**2.2.3.b.iii.**	**Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.2.4c)**
CONTENT AREA	**CO.2.2.**	**Reading for All Purposes**
STANDARD	**2.2.3.**	**Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:**
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	**2.2.3.c.**	**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)**
EVIDENCE OUTCOMES	**2.2.3.c.i.**	**Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.2.4a)**
EVIDENCE OUTCOMES	**2.2.3.c.ii.**	**Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). (CCSS: L.2.4b)**
EVIDENCE OUTCOMES	**2.2.3.c.iii.**	**Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). (CCSS: L.2.4c)**
EVIDENCE OUTCOMES	**2.2.3.c.iv.**	**Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). (CCSS: L.2.4d)**
CONTENT AREA	**CO.2.2.**	**Reading for All Purposes**
STANDARD	**2.2.3.**	**Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:**

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.d.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.2.5)
EVIDENCE OUTCOMES	2.2.3.d.i.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). (CCSS: L.2.5a)
EVIDENCE OUTCOMES	2.2.3.d.ii.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). (CCSS: L.2.5b)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.e.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). (CCSS: L.2.6)
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.1.	Exploring the writing process helps to plan and draft a variety of literary genres. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.1.b.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (CCSS: W.2.3)
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.2.	Exploring the writing process helps to plan and draft a variety of simple informational texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.2.a.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (CCSS: W.2.2)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.2.c.	Organize informational texts using main ideas and specific supporting details.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.2.e.	Use relevant details when responding in writing to questions about texts.
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.2.f.	State a focus when responding to a given question, and use details from text to support a given focus.
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.3.	Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.3.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
EVIDENCE OUTCOMES	2.3.3.a.i.	Use collective nouns (e.g., group). (CCSS: L.2.1a)
EVIDENCE OUTCOMES	2.3.3.a.ii.	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (CCSS: L.2.1b)
EVIDENCE OUTCOMES	2.3.3.a.iii.	Use reflexive pronouns (e.g., myself, ourselves). (CCSS: L.2.1c)
EVIDENCE OUTCOMES	2.3.3.a.iv.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). (CCSS: L.2.1d)
EVIDENCE OUTCOMES	2.3.3.a.v.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)
EVIDENCE OUTCOMES	2.3.3.a.vi.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). (CCSS: L.2.1f)
EVIDENCE OUTCOMES	2.3.3.a.viii.	Vary sentence beginning
EVIDENCE OUTCOMES	2.3.3.a.ix.	Spell high-frequency words correctly
CONTENT AREA	CO.2.3.	Writing and Composition

STANDARD	2.3.3.	Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.3.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2)
EVIDENCE OUTCOMES	2.3.3.b.iii.	Use an apostrophe to form contractions and frequently occurring possessives. (CCSS: L.2.2c)
EVIDENCE OUTCOMES	2.3.3.b.iv.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). (CCSS: L.2.2d)
CONTENT AREA	CO.2.4.	Research and Reasoning
STANDARD	2.4.1.	Reference materials help us locate information and answer questions. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.4.1.e.	Recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.2.8)

Unit 5

Colorado K-12 Academic Standards

Language Arts

Grade **2** - Adopted: **2010**

CONTENT AREA	CO.2.1.	Oral Expression and Listening
STANDARD	2.1.1.	Discussions contribute and expand on the ideas of self and others. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.1.a.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CCSS: SL.2.4)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.1.d.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (CCSS: SL.2.5)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.1.e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
CONTENT AREA	CO.2.1.	Oral Expression and Listening
STANDARD	2.1.2.	New information can be learned and better dialogue created by listening actively. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.2.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)
EVIDENCE OUTCOMES	2.1.2.a.i.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.2.1a)
EVIDENCE OUTCOMES	2.1.2.a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
EVIDENCE OUTCOMES	2.1.2.a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)
CONTENT AREA	CO.2.1.	Oral Expression and Listening
STANDARD	2.1.2.	New information can be learned and better dialogue created by listening actively. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.2.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)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.2.c.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (CCSS: SL.2.3)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:

CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	2.2.1.a.i.	Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences.
EVIDENCE OUTCOMES	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)
EVIDENCE OUTCOMES	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)
EVIDENCE OUTCOMES	2.2.1.a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	2.2.1.b.i.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (CCSS: RL.2.4)
EVIDENCE OUTCOMES	2.2.1.b.ii.	Read high-frequency words with accuracy and speed.
EVIDENCE OUTCOMES	2.2.1.b.iii.	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)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	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	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.d.	Use Range of Reading and Level of Text Complexity to:
EVIDENCE OUTCOMES	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	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.e.	Compare formal and informal uses of English. (CCSS: L.2.3a)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)
EVIDENCE OUTCOMES	2.2.3.a.i.	Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS: RF.2.3a)
EVIDENCE OUTCOMES	2.2.3.a.ii.	Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b)
EVIDENCE OUTCOMES	2.2.3.a.iii.	Read multisyllabic words accurately and fluently.

EVIDENCE OUTCOMES	2.2.3.a.iv.	Decode regularly spelled two-syllable words with long vowels. (CCSS: RF.2.3c)
EVIDENCE OUTCOMES	2.2.3.a.v.	Decode words with common prefixes and suffixes. (CCSS: RF.2.3d)
EVIDENCE OUTCOMES	2.2.3.a.vi.	Identify words with inconsistent but common spelling-sound correspondences. (CCSS: RF.2.3e)
EVIDENCE OUTCOMES	2.2.3.a.vii.	Recognize and read grade-appropriate irregularly spelled words. (CCSS: RF.2.3f)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.2.4)
EVIDENCE OUTCOMES	2.2.3.b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.2.4a)
EVIDENCE OUTCOMES	2.2.3.b.ii.	Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.2.4b)
EVIDENCE OUTCOMES	2.2.3.b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.2.4c)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.c.	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)
EVIDENCE OUTCOMES	2.2.3.c.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.2.4a)
EVIDENCE OUTCOMES	2.2.3.c.ii.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). (CCSS: L.2.4b)
EVIDENCE OUTCOMES	2.2.3.c.iii.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). (CCSS: L.2.4c)
EVIDENCE OUTCOMES	2.2.3.c.iv.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). (CCSS: L.2.4d)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.d.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.2.5)
EVIDENCE OUTCOMES	2.2.3.d.i.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). (CCSS: L.2.5a)
EVIDENCE OUTCOMES	2.2.3.d.ii.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). (CCSS: L.2.5b)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.e.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). (CCSS: L.2.6)
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.1.	Exploring the writing process helps to plan and draft a variety of literary genres. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.1.b.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (CCSS: W.2.3)
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.2.	Exploring the writing process helps to plan and draft a variety of simple informational

		texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.2.a.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (CCSS: W.2.2)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.2.c.	Organize informational texts using main ideas and specific supporting details.
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.3.	Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.3.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
EVIDENCE OUTCOMES	2.3.3.a.i.	Use collective nouns (e.g., group). (CCSS: L.2.1a)
EVIDENCE OUTCOMES	2.3.3.a.iii.	Use reflexive pronouns (e.g., myself, ourselves). (CCSS: L.2.1c)
EVIDENCE OUTCOMES	2.3.3.a.v.	Use adjectives and adverbs, and choose between them depending on what is to be modified. (CCSS: L.2.1e)
EVIDENCE OUTCOMES	2.3.3.a.vii.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). (CCSS: L.2.1f)
EVIDENCE OUTCOMES	2.3.3.a.viii.	Vary sentence beginning
EVIDENCE OUTCOMES	2.3.3.a.ix.	Spell high-frequency words correctly
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.3.	Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.3.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2)
EVIDENCE OUTCOMES	2.3.3.b.iii.	Use an apostrophe to form contractions and frequently occurring possessives. (CCSS: L.2.2c)
EVIDENCE OUTCOMES	2.3.3.b.iv.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). (CCSS: L.2.2d)
CONTENT AREA	CO.2.4.	Research and Reasoning
STANDARD	2.4.1.	Reference materials help us locate information and answer questions. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.4.1.e.	Recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.2.8)

Unit 7

Colorado K-12 Academic Standards

Language Arts

Grade **2** - Adopted: **2010**

CONTENT AREA	CO.2.1.	Oral Expression and Listening
STANDARD	2.1.1.	Discussions contribute and expand on the ideas of self and others. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.1.d.	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (CCSS: SL.2.5)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.1.e.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
CONTENT AREA	CO.2.1.	Oral Expression and Listening
STANDARD	2.1.2.	New information can be learned and better dialogue created by listening actively.

		Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.2.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)
EVIDENCE OUTCOMES	2.1.2.a.i.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.2.1a)
EVIDENCE OUTCOMES	2.1.2.a.ii.	Build on others' talk in conversations by linking their comments to the remarks of others. (CCSS: SL.2.1b)
EVIDENCE OUTCOMES	2.1.2.a.iii.	Ask for clarification and further explanation as needed about the topics and texts under discussion. (CCSS: SL.2.1c)
CONTENT AREA	CO.2.1.	Oral Expression and Listening
STANDARD	2.1.2.	New information can be learned and better dialogue created by listening actively. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.2.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)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.1.2.c.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (CCSS: SL.2.3)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.a.	Use Key Ideas and Details to:
EVIDENCE OUTCOMES	2.2.1.a.i.	Demonstrate use of self-monitoring comprehension strategies: rereading, checking context clues, predicting, questioning, clarifying, activating schema/background knowledge to construct meaning and draw inferences.
EVIDENCE OUTCOMES	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)
EVIDENCE OUTCOMES	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)
EVIDENCE OUTCOMES	2.2.1.a.iv.	Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.b.	Use Craft and Structure to:
EVIDENCE OUTCOMES	2.2.1.b.i.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (CCSS: RL.2.4)
EVIDENCE OUTCOMES	2.2.1.b.ii.	Read high-frequency words with accuracy and speed.
EVIDENCE OUTCOMES	2.2.1.b.iii.	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)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.c.	Use Integration of Knowledge and Ideas to:
EVIDENCE OUTCOMES	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	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:
CONCEPTS AND	2.2.1.d.	Use Range of Reading and Level of Text Complexity to:

SKILLS / EVIDENCE OUTCOMES		
EVIDENCE OUTCOMES	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	CO.2.2.	Reading for All Purposes
STANDARD	2.2.1.	Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.1.e.	Compare formal and informal uses of English. (CCSS: L.2.3a)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.a.	Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)
EVIDENCE OUTCOMES	2.2.3.a.i.	Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS: RF.2.3a)
EVIDENCE OUTCOMES	2.2.3.a.ii.	Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b)
EVIDENCE OUTCOMES	2.2.3.a.iii.	Read multisyllabic words accurately and fluently.
EVIDENCE OUTCOMES	2.2.3.a.iv.	Decode regularly spelled two-syllable words with long vowels. (CCSS: RF.2.3c)
EVIDENCE OUTCOMES	2.2.3.a.v.	Decode words with common prefixes and suffixes. (CCSS: RF.2.3d)
EVIDENCE OUTCOMES	2.2.3.a.vi.	Identify words with inconsistent but common spelling-sound correspondences. (CCSS: RF.2.3e)
EVIDENCE OUTCOMES	2.2.3.a.vii.	Recognize and read grade-appropriate irregularly spelled words. (CCSS: RF.2.3f)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.b.	Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.2.4)
EVIDENCE OUTCOMES	2.2.3.b.i.	Read grade-level text with purpose and understanding. (CCSS: RF.2.4a)
EVIDENCE OUTCOMES	2.2.3.b.ii.	Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.2.4b)
EVIDENCE OUTCOMES	2.2.3.b.iii.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.2.4c)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.c.	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)
EVIDENCE OUTCOMES	2.2.3.c.i.	Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.2.4a)
EVIDENCE OUTCOMES	2.2.3.c.ii.	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). (CCSS: L.2.4b)
EVIDENCE OUTCOMES	2.2.3.c.iii.	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). (CCSS: L.2.4c)
EVIDENCE OUTCOMES	2.2.3.c.iv.	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). (CCSS: L.2.4d)
CONTENT AREA	CO.2.2.	Reading for All Purposes

STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.d.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.2.5)
EVIDENCE OUTCOMES	2.2.3.d.ii.	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). (CCSS: L.2.5b)
CONTENT AREA	CO.2.2.	Reading for All Purposes
STANDARD	2.2.3.	Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.2.3.e.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). (CCSS: L.2.6)
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.1.	Exploring the writing process helps to plan and draft a variety of literary genres. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.1.a.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. (CCSS: W.2.1)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.1.b.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (CCSS: W.2.3)
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.2.	Exploring the writing process helps to plan and draft a variety of simple informational texts. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.2.a.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (CCSS: W.2.2)
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.2.c.	Organize informational texts using main ideas and specific supporting details.
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.3.	Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.3.a.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.2.1)
EVIDENCE OUTCOMES	2.3.3.a.i.	Use collective nouns (e.g., group). (CCSS: L.2.1a)
EVIDENCE OUTCOMES	2.3.3.a.iii.	Use reflexive pronouns (e.g., myself, ourselves). (CCSS: L.2.1c)
EVIDENCE OUTCOMES	2.3.3.a.iv.	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). (CCSS: L.2.1d)
EVIDENCE OUTCOMES	2.3.3.a.vii.	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). (CCSS: L.2.1f)
EVIDENCE OUTCOMES	2.3.3.a.viii.	Vary sentence beginning
EVIDENCE OUTCOMES	2.3.3.a.ix.	Spell high-frequency words correctly
CONTENT AREA	CO.2.3.	Writing and Composition
STANDARD	2.3.3.	Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.3.3.b.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.2.2)
EVIDENCE OUTCOMES	2.3.3.b.iii.	Use an apostrophe to form contractions and frequently occurring possessives. (CCSS: L.2.2c)

EVIDENCE OUTCOMES	2.3.3.b.iv.	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). (CCSS: L.2.2d)
CONTENT AREA	CO.2.4.	Research and Reasoning
STANDARD	2.4.1.	Reference materials help us locate information and answer questions. Students can:
CONCEPTS AND SKILLS / EVIDENCE OUTCOMES	2.4.1.e.	Recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.2.8)