



★  
Colorado  
Academic Standards

# Reading, Writing and Communicating



Preschool – Second Grade



**COLORADO**  
Department of Education

ALL STUDENTS • ALL STANDARDS

# Reading, Writing, and Communicating Standards Review and Revision Committee

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## Purpose of Reading, Writing, and Communicating

“Read not to contradict and confute; nor to believe and take for granted; nor to find talk and discourse; but to weigh and consider. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested....”

--Francis Bacon

"If you cannot write well, you cannot think well, and if you cannot think well, others will do your thinking for you."

--George Orwell

A strong command of the language arts (reading, writing, speaking, and listening) is vital for being a successful student and ultimately a productive member of the 21st century workforce. Language skills have always been fundamental for academic and professional success. However, students in the 21st century are now facing more complex challenges in an ever-changing global society. These challenges have created the need for rigorous state standards in reading, writing, speaking, and listening.

Literacy – meaning the ability to construe a written, linguistic, alphabetic symbol system – is arguably the most important skill students acquire in preschool through twelfth-grade education because it makes all other forms of higher-order learning, critical thinking, and communication possible.

The study of reading, writing, and communicating is therefore essential to all other study in early childhood education, primary school, and secondary school. Such study comprises not only the fundamental knowledge and skills of language arts (reading, writing, speaking, and listening), but also the knowledge and skills of discourse (dialogue and discussion) and rhetoric (the ability to make arguments and to think critically about arguments made by others) and the knowledge and skills involved in responding to imaginative literature.

Language skills are necessary for academic success in all disciplines. The ability to integrate reading, writing, speaking, and listening effectively builds understanding across all academic subjects as well as allowing for the development of 21st century skills within the context of these subjects. Critical thinking and reasoning, information literacy, collaboration, self-direction, and innovation are vital 21st century skills.

Standards for reading, writing, and communicating in all grades must be clear and rigorous so that our public educational system gives students the skills, knowledge, and confidence they need to succeed in postsecondary education and the workforce, to be well-informed and responsible citizens, and to lead more fulfilling personal lives.

The Colorado Academic Standards in reading, writing, and communicating were written for all students using the content, concepts, skills and language conventions and structures found within the English language. This does not mean students must be native English speakers, nor fluent English proficient, but by utilizing the Colorado English Language Proficiency standards ([Office of Culturally and](#)

[Linguistically Diverse Education](#)) in tandem with the Colorado Academic Standards, qualified and well prepared educators can ensure that all English Learners receive appropriate support to ensure all students successfully meet the expectations in the standards.

## 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.
2. Deliver effective oral presentations for varied audiences and varied purposes.
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.
6. Craft arguments using techniques specific to the genre.
7. Craft informational/explanatory texts using techniques specific to the genre.
8. Craft narratives using techniques specific to the genre.
9. Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.
10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

# Standards in Reading, Writing, and Communicating

The Colorado Academic Standards in reading, writing, and communicating are the topical organization of the concepts and skills every Colorado student should know and be able to do throughout their preschool through twelfth-grade experience. The four standards of reading, writing, and communicating are:

## **1. Oral Expression and Listening**

Learning of word meanings occurs rapidly from birth through adolescence within communicative relationships. Everyday interactions with parents, teachers, peers, friends, and community members shape speech habits and knowledge of language. Language is the means to higher mental functioning, that which is a species-specific skill, unique to humans as a generative means for thinking and communication. Through linguistic oral communication, logical thinking develops and makes possible critical thinking, reasoning, development of information literacy, application of collaboration skills, self-direction, and invention.

Oral language foundation and written symbol systems concretize the way a student communicates. Thus, students in Colorado develop oral language skills in listening and speaking, and master the written language skills of reading and writing. Specifically, holding Colorado students accountable for language mastery from the perspectives of scientific research in linguistics, cognitive psychology, human information processing, brain-behavior relationships, and socio-cultural perspectives on language development will allow students to master 21<sup>st</sup> century skills and serve the state, region, and nation well.

## **2. Reading for All Purposes**

Literacy skills are essential for students to fully participate in and expand their understanding of today's global society. Whether they are reading functional texts (voting ballots, a map, a train schedule, a driver's test, a job application, a text message, product labels); reference materials (textbooks, technical manuals, electronic media); or print and non-print literary texts, students need reading skills to fully manage, evaluate, and use the myriad information available in their day-to-day lives.

## **3. Writing and Composition**

Writing is a fundamental component of literacy. Writing is a means of critical inquiry; it promotes problem solving and mastering new concepts. Adept writers can work through various ideas while producing informational, persuasive, and narrative or literary texts. In other words, writing can be used as a medium for reasoning and making intellectual connections. As students arrange ideas to persuade, describe, and inform, they engage in logical critique, and they are likely to gain new insights and a deeper understanding of concepts and content.

## **4. Research Inquiry and Design**

Effective researching involves critical thinking, thoughtful inquiry, and consideration of multiple points of view on a given topic. Students will generate engaging research questions and gather data, expert testimony, and information to support their analyses and conclusions.

Individually and in collaboration with others, students will learn the skills necessary to consider biases, evaluate sources, synthesize information, and defend their positions. In addition, as students' progress, they will consider opposing perspectives and address counterarguments to their claims and the evidence they provide in support of their argument.

*The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects include a separate standard for Language. In this document, those Language expectations are integrated into the four standards above as appropriate.*



## Instructional Implications with the Revised Standards

The Colorado Academic Standards identify the student expectations for year-end mastery of the skills and knowledge in each discipline. As we consider these student outcomes, we need to be aware of the instructional implications inherent in the Standards. Teacher behavior precedes student behavior, so we must be deliberate in our planning and classroom practices to achieve the desired student learning outcomes.

### Proportion of Informational Text to Literary Text

The proportion of literary text and expository/informational text will change throughout a student's academic career. The National Assessment of Educational Progress (NAEP) suggests that by 4<sup>th</sup> Grade, students read a 50/50 proportion of literary and informational texts. In addition, the What Works Clearinghouse, in its publication *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3<sup>rd</sup> Grade*, encourages teachers to use informational texts so students gain the academic language necessary to succeed across content areas (p.7). In addition, paired texts -- whether nonfiction and nonfiction; nonfiction and fiction; nonfiction and poetry -- has instructional payoff as students work with texts within and across genres to explore topics and themes.

The proportion of informational text to literary text in 8<sup>th</sup> grade is approximately 55% informational and 45% literary. By 12<sup>th</sup> grade, students should be reading and studying approximately 70% of informational texts and 30% literary texts.

This progression, particularly in grades 6-12, is seen across the curriculum **throughout the students' school day and academic life**. That is, English language arts teachers should maintain a robust reading list of literary works. In addition, teachers in other academic disciplines -- social studies, science, the arts, computer science, health, and technical areas -- should bolster their instruction with engaging and complex informational texts. The commitment to **disciplinary literacy** reinforces the importance to provide deliberate and intentional instruction that honors the language and types of texts found in all content areas. At year's end, a student will have received multiple and ongoing opportunities to engage in complex texts in all academic disciplines.

### Early Literacy: Kindergarten through Third Grade

The importance of developing a strong foundation in early literacy cannot be refuted.

Evidence Outcomes in Standard 1: Oral Expression and Listening and in Standard 2: Reading for all Purposes marked with an asterisk (\*) are the minimum competencies identified in the READ Act. The Standards, as represented by the minimum skills competencies, move students through the foundational skills to establish the strong foundation for proficient readers in phonemic awareness, phonics, fluency, and vocabulary. Ultimately, the end goal is for readers to be able to comprehend texts of varying levels of complexity, and in later grades, in all content areas.

Teachers of reading in elementary schools throughout Colorado should teach students academic language skills, develop awareness of the segments of sounds, teach students to decode words and analyze word parts, and ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. While there is an abundance of instructional resources available to teachers, beginning with their own basal readers in their schools and districts, the What Works Clearinghouse has two very rich practice guides: *Improving Reading Comprehension in Kindergarten Through 3<sup>rd</sup> Grade* and *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3<sup>rd</sup> Grade*.



### **“Close Reading” Practices and Other Instructional Approaches**

Instructional practice should include establishing context for the reading, setting a purpose, and frontloading vocabulary to support students working with texts of varying levels of complexity. While “close reading” of complex texts is a valuable practice, teachers should use a range of strategies to develop strong readers in all disciplines. Developing effective question-generation strategies, writing text-dependent questions, using reciprocal teaching methods, and frontloading vocabulary are all worthy practices to engage students in reading materials in all content areas.

### **The Teaching of Writing**

Teachers in primary and intermediate grades should pay particular attention to the skills identified in Grade Level Expectations (GLE) 3 in Writing and Composition (Standard 3). Our younger writers will benefit from direct instruction in conventions to develop a written vocabulary, command over syntactical structures and rich sentences, logical ordering of sentences in paragraphs, and effective paragraphing. Writing instruction should move back and forth between “whole to part” and “part to whole”; that is, students should understand the concept of a larger piece of writing (e.g., a book, a brochure, an essay, a narrative) and the parts that comprise the piece of writing (e.g., word choice, varied sentence lengths and structure, order of ideas presented).

# How to Read the Colorado Academic Standards

CONTENT AREA Grade Level, Standard Category		 COLORADO Department of Education
<b>Prepared Graduates:</b> The <i>PG Statements</i> represent concepts and skills that all students who complete the Colorado education system must master to ensure their success in postsecondary and workforce settings.		
<b>Grade Level Expectation:</b> The <i>GLEs</i> are an articulation of the concepts and skills for a grade, grade band, or range that students must master to ensure their progress toward becoming a prepared graduate.		
<u>Evidence Outcomes</u> The <i>EOs</i> describe the evidence that demonstrates that a student is meeting the GLE at a mastery level.	<u>Academic Context and Connections</u> The <i>ACCs</i> provide context for interpreting, connecting, and applying the content and skills of the GLE. This includes the <a href="#">Colorado Essential Skills</a> , which are the critical skills needed to prepare students to successfully enter the workforce or educational opportunities beyond high school embedded within statute (C.R.S. 22-7-1005) and identified by the Colorado Workforce Development Committee.  The <i>ACCs</i> contain information unique to each content area. Content-specific elements of the <i>ACCs</i> are described below.	
Grade Level, Standard Category	2020 Colorado Academic Standards	GLE Code 

## Academic Context and Connections in Reading, Writing, and Communicating:

**Colorado Essential Skills:** These statements describe how the learning of the content and skills described by the GLE and EOs connects to and supports the development of the [Colorado Essential Skills](#) named in the parentheses.

**Essential Questions:** These “big picture” questions ask students to more deeply explore the concepts and skills expressed in the GLE.

**Essential Reasoning Skills:** These skills develop critical thinking, building awareness to multiple perspectives, and engage students in “thinking about their thinking” and to consider their own attitudes, beliefs, and biases on issues.

**Minimum Skills Competencies:** Evidence Outcomes in *Standard 1: Oral Expression and Listening* and in *Standard 2: Reading for all Purposes* marked with an asterisk (\*) are the minimum competencies identified in the READ Act.

### Prepared Graduates:

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

### Preschool Learning and Development Expectation:

1. Children comprehend and understand the English language (Receptive Language).

### Indicators of Progress

*By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- a. Attend to language during conversations, songs, stories or other learning experiences.
- b. Comprehend increasingly complex and varied vocabulary.
- c. Follow two- to three-step directions.

### Examples of High-Quality Teaching and Learning Experiences

#### *Supportive Teaching Practices/ Adults May:*

1. Create opportunities for children to learn to use and recognize precise vocabulary that relates to math, science, art, and social experiences.
2. Frequently read books with rich descriptive vocabulary, exploring and extending children's understanding of the meaning of new words.
3. Talk with individual children often, encouraging them to express their ideas, needs and feelings, and ask them questions.
4. Provide a rich variety of frequently repeated songs, poems, finger plays, and storytelling, which encourage children's participation and exposes them to many cultures.
5. Provide a daily routine wherein simple directions are given for children to follow on a regular basis.

#### *Examples of Learning/ Children May:*

1. At the sensory table, children use various tools and instruments, such as tubes, scoops, funnels, and eggbeaters, to explore and describe the manipulation of water with the support of the paraprofessional who uses parallel talk to model (e.g., "Billy, you're using the eggbeater to whip the water.")
2. On a trip to a pumpkin farm, the farmer talks to the children about planting, using words like tractor, hoe, growing season, and fertilizer. Later that week, Mark uses the toy garden hoe in the sand and tells another child to "Get the fertilizer."
3. When asked whether she wants a snack before playing, Angela uses her communication board to indicate her choice of the snack first.
4. Every day, Marius enters the classroom and hangs up his backpack and jacket. Sometimes he needs a reminder to wash his hands before choosing an activity.

### Prepared Graduates:

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

### Preschool Learning and Development Expectation:

2. Children use language to convey thoughts and feelings (Expressive Language).

### Indicators of Progress

*By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- a. Participate in conversations of more than three exchanges with peers and adults.
- b. Use language to express ideas and needs.
- c. Use increasingly complex and varied vocabulary.
- d. Understand the difference between a question and a statement.
- e. Practice asking questions and making statements.
- f. Speak in sentences of five or six words.

### Examples of High-Quality Teaching and Learning Experiences

*Supportive Teaching Practices/Adults May:*

1. The classroom environment provides a variety of play centers that encourage children to interact and communicate with one another.
2. Child-initiated play time occurs at least 1/3 of the day to provide ample opportunity to practice using vocabulary and conversational skills.
3. Talk with children frequently, encouraging them to share their experiences and ideas and listening attentively to their contributions.

4. For children with limited expressive capabilities, use the language stimulation technique of expansion (e.g., Child: "That a dog," Teacher: "That's a brown dog with a long tail.")
5. Facilitate the use of words between children to express ideas, desires, feelings, and to resolve conflicts.
6. Ask children questions, explaining how questions are different from statements, and allow children to practice asking questions to classroom visitors, on field trips, during read alouds, etc.

*Examples of Learning/Children May:*

1. To create a graph, children are asked "What kind of pet do you have?" and they place a sticky note with their name beside the animal(s).
2. Aaliyah approaches a group of children in the dramatic play center and asks, "What're you playing?" When they answer "Spaceship," she asks, "Can I play too?" She then offers her ideas, "I'm the princess." The play continues for over 10 minutes.
3. When Max's dad visits the class to show how to make pots on a pottery wheel, the children have an opportunity to ask questions. The teaching staff reminds what a question is to help children along ("a question helps you find out things").

### Prepared Graduates:

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.

### Preschool Learning and Development Expectation:

1. Children understand and obtain meaning from stories and information from books and other texts.

### Indicators of Progress

*By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- a. Show interest in shared reading experiences and looking at books independently.
- b. Recognize how books are read, such as front-to-back and one page at a time, and recognize basic characteristics, such as title, author, and illustrator.
- c. Ask and answer questions and make comments about print materials.
- d. Demonstrate interest in different kinds of literature, such as fiction and nonfiction books and poetry, on a range of topics.
- e. Begin to identify key features of reality versus fantasy in stories, pictures, and events.
- f. Retell stories or information from books through conversation, artistic works, creative movement, or drama.
- g. Make predictions based on illustrations.
- h. Begin to identify key features of reality versus fantasy in stories, pictures, and events.

### Examples of High-Quality Teaching and Learning Experiences

*Supportive Teaching Practices/Adults May:*

1. The environment contains an ample number of quality, age-appropriate children's books.

2. Model how to use books while frequently reading with children individually and in small groups.
3. Engage the children in conversations and ask questions about what they have read.
4. Provide dramatic play props that link to the stories that are read and are rotated on an ongoing basis such as furniture (for example: table, chair, crib, store dividers), clothes (for example: hats, shoes, material, costumes) and props (for example: dolls, dishes, cash register).

*Examples of Learning/Children May:*

1. While reading a book, Ms. Danae points to the cover of the book and names it, describes how she opens the book to read, and points out the title, author, and illustrator, explaining what the latter two do.
2. In writing centers, children create products in which they are named "author and illustrator."
3. Mrs. Nguyen reads the book, *Tough Boris*, to a child who sits in her lap, observing how she handles the book. She then asks, "Why do you think *Tough Boris* cried when his parrot died?" Then the child draws a picture of *Tough Boris* and his parrot to describe who the main characters were.
4. The children love a book called "The Grocery Store." Mr. Jay sets up a "grocery store center" that includes empty food boxes and cans, receipt pads, price tags, newspaper food ads, a cash register, and shopping lists.
5. Mrs. Ramos, the librarian, reads some poems from Robert Lewis Stevenson's "Poems for the Very Young." The children especially like "I Have a Little Shadow." They talk about the shadows they have seen. Later, their teacher provides them a chance to experiment with shadow puppets in the classroom, discovering how shadows are made.

### Prepared Graduates:

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

### Preschool Learning and Development Expectation:

2. Phonological awareness is the building block for understanding language.

### Indicators of Progress

*By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- Identify and discriminate between words in language.
- Identify and discriminate between separate syllables in words.
- Identify and discriminate between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.
- Recognize patterns of sounds in songs, storytelling, and poetry through interactions and meaningful experiences.

### Examples of High-Quality Teaching and Learning Experiences

#### *Supportive Teaching Practices/ Adults May:*

- Adults are aware of the developmental progression within the component skills of phonological awareness: Rhyming comes first; Then alliteration (matching and producing words to the same beginning sounds); Then blending (combining syllables and sounds); Finally segmenting (pulling words apart into syllables and sounds). (Paulson and Moats)
- Adults plan activities and interact so as to draw attention to the phonemes (the smallest unit of speech) in spoken words, following the developmental progression of: Words as a whole (elephant) and Syllables (e-le-phant). Adults promote syllable-sound awareness by clapping or tapping out the syllables of words or slowly “sounding out” word. Onset-Rime (p-ad, br-ick): Adults practice onset-rime activities blending beginning sounds with ending sounds to make words.). Phonemes (/b/ /ă/ /t/): Adults break down words into phonemes when reading and/or when a child asks how to spell a word. (Paulson and Moats)

#### *Examples of Learning/ Children May:*

- During small group time, Ms. Brown plays a rhyming game with older 4- and 5-year-olds. They generate rhymes together for words like star, ring, and frog. Her assistant, Mrs. Oldshield, plays a different rhyming game with the three-year-olds and younger fours in which they listen to her read familiar nursery rhymes and fill in the missing rhyme at the end of the last line.
- Kendra claps out the syllables of her name when it's her turn.
- When pretending to be the teacher in a dramatic play, Kyle points to the words of the books while he “reads” the story.

### Prepared Graduates:

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

### Preschool Learning and Development Expectation:

3. Print concepts and conventions anchor concepts of early decoding.

### Indicators of Progress

*By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- Recognize print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs.
- Understand that print conveys meaning.
- Understand conventions, such as print moves from left to right and top to bottom of a page.
- Recognize words as a unit of print and understand that letters are grouped to form words.
- Recognize the association between spoken or signed and written words.

### Examples of High-Quality Teaching and Learning Experiences

#### *Supportive Teaching Practices/ Adults May:*

- The classroom environment provides opportunities for children to interpret the meaning of words and symbols, including pictures of toys on the shelves, photos of children, and labels on materials and areas.
- Name labels include symbols at the beginning of the year; when children no longer need the symbols, they are removed.
- Point to words as you read them out loud, showing the sweep of print from left to right and top to bottom.
- Print daily messages, saying the words as they are written. (Example: Today is Monday, March 18, 2018, and we have a special project today.)

#### *Examples of Learning/ Children May:*

- At the beginning of the year, cubbies are labeled with the child's name and a symbol of a certain color. After the winter break, the labels only have the child's name. Hondo arrives in class, finds his cubby, and points to the label, saying, "That's my name!"
- Mr. Bob calls children one at a time to wash hands. Before they go to the sink, they touch the letter on the wall that begins their names.
- Zena goes to the visual schedule and points to the picture and label for the playground and announces, "Hey, we go outside next!"
- In blocks, children create a castle village together. Miss Lupe brings them paper so they can draw pictures of it to use as building plans to build it again another day.
- Terrence points to a picture of the McDonald's arches in writing center, and says "I know what that is. That's McDonalds!"



### Prepared Graduates:

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

### Preschool Learning and Development Expectation:

4. The names and sounds associated with letters makes up alphabetic knowledge.

### Indicators of Progress

*By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- Recognize that the letters of the alphabet are a special category of visual graphics that can be individually named.
- Recognize that letters of the alphabet have distinct sound(s) associated with them.
- Attend to the beginning letters and sounds in familiar words.
- Identify letters and associate correct sounds with letters, including a minimum of ten letters, preferably including letters in the child's name.

### Examples of High-Quality Teaching and Learning Experiences

#### *Supportive Teaching Practices/ Adults May:*

- Use children's names, as well as other meaningful words like mom, dad, dog, cat, etc. as the basis for letter games and experiences.
- Keep alphabet displays and strips and word walls at children's eye level.
- Create opportunities for children to record their thoughts and stories by having children draw, and by writing words that the children dictate to them.
- Teach letter naming through developmentally appropriate games. For example, alphabet letters are hidden or scattered around the room. Children are given matching letters to identify and then they go on an "Alphabet Hunt" to find the matching letter.

#### *Examples of Learning/ Children May:*

- Kyle designs a menu for dramatic. He asks Mr. Kelly how to spell "hot dog." Mr. Kelly sounds out the word, telling Kyle which letters to write for each sound.
- Paola touches the letter P on the wall alphabet strip and says, "That's my letter!"
- Isabella picks out an alphabet book and points to and names the letters she recognizes (I, S, L, and A) as she reads.
- Ms. Tanisha plays Alphabet Bingo with the older 4- and 5-year-olds while her assistant Mr. Bryan plays a simple alphabet matching game with the three-year-olds and younger fours.

### Prepared Graduates:

6. Craft arguments using techniques specific to the genre.
7. Craft informational/explanatory texts using techniques specific to the genre.
8. Craft narratives using techniques specific to the genre.

### Preschool Learning and Development Expectation:

1. Familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.

### Indicators of Progress

*By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- a. Experiment with writing tools and materials.
- b. Recognize that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.
- c. Use scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.
- d. Copy, trace, or independently write letters or words.

### Examples of High-Quality Teaching and Learning Experiences

*Supportive Teaching Practices/ Adults May:*

1. Provide opportunities for children to develop fine motor skills, which support grasps using tongs, Play-Doh, spray bottles, tweezers, etc.
2. The classroom environment provides an easily accessible writing center, filled with a wide variety of materials: markers, pens, pencils, crayons; paper of different shapes, sizes, textures, as well as envelopes, cards, sticky notes, and postcards, etc.

3. Similar materials are available in each center throughout the room.
4. Expect the following progression in children's writing Pre-alphabetic (ages 2-5) [Pictures and scribbles, Letter-like forms, Letters from names and the environment, Strings of letters, One letter (first sound) to represent a word.] Semiphonetic/Early Alphabetic [(4-6) Letter sound connection begins (One letter (first sound) to represent a word.)]

*Examples of Learning/ Children May:*

1. Jesse uses tweezers to pick up cotton balls and drop them in cups. This builds the strength in his hands for fine motor skill tasks like writing.
2. Children sign in their names everyday on a white board as their family members sign them in.
3. Alejandro and Holly are in a dramatic play area which is set up like a grocery store. Holly discovers the pad of paper and markers Mrs. Martinez has provided. "Look! We can use these to make a grocery list." Next, she draws squiggles down the paper as she names milk, cookies, and grapes.
4. Miss Mary sits with Sofia to assist her in holding the pencil grip correctly as the occupational therapist showed them.

### Prepared Graduates:

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

### Preschool Learning and Development Expectation:

1. Begin research by asking a question to identify and define a problem and its possible solutions.

#### Indicators of Progress

*By the end of the preschool experience (approximately 60 months/5 years old), students may:*

- a. Differentiate between questions and statements
- b. Identify problems and search for solutions by asking questions during collaborative explorations of the topic; begin to state facts about the topic.

#### Examples of High-Quality Teaching and Learning Experiences

##### *Colorado Essential Skills:*

1. Researchers know the difference between sharing a statement (something they know) and a question (something they wonder about).
2. Researchers know how to stay on topic and ask relevant questions that pertain to real problems.

##### *Essential Questions:*

1. What is the difference between a question and a statement?
2. How do asking questions help us learn and solve problems?

##### *Essential Reasoning Skills:*

1. Researchers know the world is full of information.
2. Researchers understand that for thinking to improve, it is necessary to seek out alternative ways to solve problems.
3. People who reason know thinking has potential strengths and weaknesses.

### Prepared Graduates:

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

### Grade Level Expectation:

1. Communicate using verbal and nonverbal language.

### Evidence Outcomes

#### *Students Can:*

- a. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. (CCSS: SL.K.1)\*
  - i. Follow agreed-upon rules for discussions (for example: listening to others and taking turns speaking about the topics and texts under discussion). (CCSS: SL.K.1a)
  - ii. Continue a conversation through multiple exchanges. (CCSS: SL.K.1b)
- b. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (CCSS: SL.K.2) \*
- c. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CCSS: SL.K.3) \*
- d. Listen with comprehension to follow two-step directions. \*
- e. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS: L.K.6) \*

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Accurately recognize one's own emotions, thoughts, and values and how they influence behavior. (Personal Skills, Self-Awareness)
2. Demonstrate an understanding of cause and effect related to personal decisions. (Civic/Interpersonal Skills, Character)
3. Appropriately express a range of emotions to communicate personal ideas/needs. (Professional Skills, Self-Advocacy)

#### *Essential Questions:*

1. How do we have conversations?
2. Why is it important for people to wait their turn before speaking?
3. What does it mean to be a good listener?

#### *Essential Reasoning Skills:*

1. Questions are where learning begins.
2. Thoughtful speakers and listeners establish agreed upon rules for communicating in their environment.

#### *Minimum Skills Competencies:*

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

### Prepared Graduates:

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

### Grade Level Expectation:

2. Develop oral communication skills through a language-rich environment.

### Evidence Outcomes

#### *Students Can:*

- a. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (CCSS: SL.K.4)
- b. Add drawings or other visual displays to descriptions as desired to provide additional detail. (CCSS: SL.K.5)
- c. Speak audibly and express thoughts, feelings, and ideas clearly. (CCSS: SL.K.6)
- d. Sort common objects into categories (for example: shapes, foods) to gain a sense of the concepts the categories represent. (CCSS: L.K.5a)
- e. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (CCSS: L.K.5b)
- f. Identify real-life connections between words and their use (for example: note places at school that are colorful). (CCSS: L.K.5c)
- g. Distinguish shades of meaning among verbs describing the same general action (for example: *walk, march, strut, prance*) by acting out the meanings. (CCSS: L.K.5d)
- h. Use new vocabulary that is directly taught through reading, speaking, and listening. \*
- i. Relate new vocabulary to prior knowledge. \*

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Articulate personal strengths and challenges using different forms of communication to express themselves. (Information and Communications Technologies)
2. Ask questions and learn more about careers and other life pursuits. (Professional Skills, Career Awareness)
3. Appropriately express a range of emotions to communicate personal ideas/needs. (Professional Skills, Self-Advocacy)

#### *Essential Questions:*

1. Why is it important to learn new words and build speaking vocabularies?
2. Why is it important to speak clearly and use words the person understands?
3. How do we describe how objects belong together?

#### *Essential Reasoning Skills:*

1. Effective communicators expand their vocabulary.

#### *Minimum Skills Competencies:*

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

### Prepared Graduates:

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

### Grade Level Expectation:

1. Develop and apply the concepts of print and comprehension of literary texts.

### Evidence Outcomes

#### *Students Can:*

- a. Use Key Ideas and Details to:
  - i. With prompting and support, ask and answer questions about key details in a text. (CCSS: RL.K.1) \*
  - ii. With prompting and support, retell familiar stories, including key details. (CCSS: RL.K.2)
  - iii. With prompting and support, identify characters, settings, and major events in a story. (CCSS: RL.K.3) \*
- b. Use Craft and Structure to:
  - i. Ask and answer questions about unknown words in a text. (CCSS: RL.K.4)
  - ii. Recognize common types of texts (for example: storybooks, poems). (CCSS: RL.K.5) \*
  - iii. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (CCSS: RL.K.6)
- c. Use Integration of Knowledge and Ideas to:
  - i. With prompting and support, describe the relationship between illustrations and the story in which they appear (for example: what moment in a story an illustration depicts). (CCSS: RL.K.7)
  - ii. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (CCSS: RL.K.9)
- d. Use Range of Reading and Level of Text Complexity to:
  - i. Actively engage in group reading activities with purpose and understanding. (CCSS: RL.K.10)

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Demonstrate curiosity, imagination, and eagerness to learn more. (Entrepreneurial Skills, Creativity/Innovation)
2. Demonstrate a willingness to try new things. (Entrepreneurial Skills, Informed Risk Taking)
3. Articulate task requirements and identify deadlines. (Professional Skills, Task/Time Management)

#### *Essential Questions:*

1. How do pictures help us understand a story?
2. What are different ways to tell a story?
3. How do we determine what a story is about?

#### *Essential Reasoning Skills:*

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

#### *Minimum Skills Competencies:*

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



### Prepared Graduates:

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

### Grade Level Expectation:

2. Develop and apply the concepts of print and comprehension of informational texts.

### Evidence Outcomes

#### *Students Can:*

- a. Use Key Ideas and Details to:
  - i. With prompting and support, ask and answer questions about key details in a text. (CCSS: RI.K.1) \*
  - ii. With prompting and support, identify the main topic and retell key details of a text. (CCSS: RI.K.2)
  - iii. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.K.3)
- b. Use Craft and Structure to:
  - i. With prompting and support, ask and answer questions about unknown words in a text. (CCSS: RI.K.4)
  - ii. Identify the front cover, back cover, and title page of a book. (CCSS: RI.K.5) \*
  - iii. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (CCSS: RI.K.6)
- c. Use Integration of Knowledge and Ideas to:
  - i. With prompting and support, describe the relationship between illustrations and the text in which they appear (for example: what person, place, thing, or idea in the text an illustration depicts). (CCSS: RI.K.7)
  - ii. With prompting and support, identify the reasons an author gives to support points in a text. (CCSS: RI.K.8)
  - iii. With prompting and support, identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures). (CCSS: RI.K.9)

- d. Use Range of Reading and Level of Text Complexity to:
  - i. Actively engage in group reading activities with purpose and understanding. (CCSS: RI.K.10)

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Demonstrate curiosity, imagination, and eagerness to learn more. (Entrepreneurial Skills, Creativity/Innovation)
2. Demonstrate a willingness to try new things. (Entrepreneurial Skills, Informed Risk Taking)
3. Identify key attributes of a variety of information products. (e.g., books, newspapers, online or print articles, social media) (Professional Skills, Information Literacy)

#### *Essential Questions:*

1. How do the illustrations help us figure out the meaning of the text?
2. How are informational texts read differently than literary texts?

#### *Essential Reasoning Skills:*

1. Critical readers understand that print informs and explains.

#### *Minimum Skills Competencies:*

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

### Prepared Graduates:

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

### Grade Level Expectation:

3. Develop basic reading skills through the use of foundational skills.

### Evidence Outcomes

#### *Students Can:*

- a. Demonstrate understanding of the organization and basic features of print. (CCSS: RF.K.1) \*
  - i. Follow words from left to right, top to bottom, and page by page. (CCSS: RF.K.1a)
  - ii. Recognize that spoken words are represented in written language by specific sequences of letters. (CCSS: RF.K.1b) \*
  - iii. Understand that words are separated by spaces in print (concept of word). (CCSS: RF.K.1c) \*
  - iv. Recognize and name all upper- and lowercase letters of the alphabet. (CCSS: RF.K.1d) \*
- b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.K.2)
  - i. Recognize and produce rhyming words. (CCSS: RF.K.2a) \*
  - ii. Count, pronounce, blend, and segment syllables in spoken words. (CCSS: RF.K.2b) \*
  - iii. Blend and segment the onset and rime of single-syllable spoken words. (adapted from CCSS: RF.K.2c) \*
  - iv. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (adapted from CCSS: RF.K.2d) \*
  - v. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CCSS: RF.K.2e) \*
  - vi. Read text consisting of short sentences comprised of learned sight words and consonant-vowel-consonant (CVC) words. \*
  - vii. Identify phonemes for letters. \*
- c. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.K.3)
  - i. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (adapted from CCSS: RF.K.3a) \*
  - ii. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (CCSS: RF.K.3b) \*
  - iii. Read common high-frequency words by sight (for example: *the, of, to, you, she, my, is, are, do, does*). \*(CCSS: RF.K.3c)
  - iv. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (CCSS: RF.K.3d) \*
- d. Read emergent-reader texts with purpose and understanding. (CCSS: RF.K.4)
- e. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (CCSS: L.K.4)
  - i. Identify new meanings for familiar words and apply them accurately (for example: knowing *duck* is a bird and learning the verb *to duck*). (CCSS: L.K.4a) \*
  - ii. Use the most frequently occurring inflections and affixes (for example: *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word. (CCSS: L.K.4b) \*
- f. Identify and manipulate sounds.
  - i. Identify and produce groups of words that begin with the same sound (alliteration). \*
  - ii. Identify the initial, medial, and final phoneme (speech sound) of spoken words. \*





## Academic Context and Connections

### *Colorado Essential Skills:*

1. Recognize and describe cause-and-effect relationships and patterns in everyday experiences. (Entrepreneurial Skills, Inquiry/Analysis)
2. Demonstrate a willingness to try new things. (Entrepreneurial Skills, Informed Risk Taking)
3. Resist distractions, maintain attention, and continue the task at hand through frustration or challenges. (Personal Skills, Perseverance/Resilience)

### *Essential Questions:*

1. How do letters connect to sounds?
2. What are the parts of words?
3. How do parts of words help us understand their meaning and how they sound?

### *Essential Reasoning Skills:*

1. Critical readers understand the connection between letters and sounds.
2. Critical readers understand that groups of letters are words.

### *Minimum Skills Competencies:*

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



### Prepared Graduates:

6. Craft arguments using techniques specific to the genre.

### Grade Level Expectation:

1. Write opinions using labels, dictation, and drawing.

### Evidence Outcomes

#### *Students Can:*

- a. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (for example: *My favorite book is...*). (CCSS: W.K.1)
- b. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)
- c. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6)

### Academic Context and Connections

#### *Colorado Essential Skills:*

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

#### *Essential Questions:*

1. How do we express our opinions in writing?
2. Why is it important to express our opinions in writing?

#### *Essential Reasoning Skills:*

1. Critical writers can describe their opinions.



### Prepared Graduates:

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

### Grade Level Expectation:

2. Write informative/explanatory texts on a topic using labels, dictation, and drawing.

### Evidence Outcomes

#### *Students Can:*

- a. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (CCSS: W.K.2)
- b. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)
- c. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6)

### Academic Context and Connections

#### *Colorado Essential Skills:*

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

#### *Essential Questions:*

1. How do people share ideas in print?
2. Why is it important to explain ideas in writing?
3. How can writers use pictures and words to explain ideas?

#### *Essential Reasoning Skills:*

1. Critical writers can explain a topic.



### Prepared Graduates:

8. Craft narratives using techniques specific to the genre.

### Grade Level Expectation:

3. Write real or imagined narratives using labels, dictation, and drawing.

### Evidence Outcomes

#### *Students Can:*

- a. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (CCSS: W.K.3)
- b. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)
- c. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6)

### Academic Context and Connections

#### *Colorado Essential Skills:*

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

#### *Essential Questions:*

1. How do people share stories in writing?
2. Why is it important for us to write our stories?
3. Why does writing our own story require us to be creative and original?

#### *Essential Reasoning Skills:*

1. Critical writers can produce narratives with beginnings, middles, and ends.



### Prepared Graduates:

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

### Grade Level Expectation:

4. Use appropriate mechanics and conventions when creating simple texts.

### Evidence Outcomes

#### *Students Can:*

- a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS: L.K.1)
  - i. Print many upper- and lowercase letters. (CCSS: L.K.1a)
  - ii. Use frequently occurring nouns and verbs. (CCSS: L.K.1b)
  - iii. Form regular plural nouns orally by adding /s/ or /es/ (for example: *dog, dogs; wish, wishes*). (CCSS: L.K.1c)
  - iv. Understand and use question words (interrogatives) (for example: *who, what, where, when, why, how*). (CCSS: L.K.1d)
  - v. Use the most frequently occurring prepositions (for example: *to, from, in, out, on, off, for, of, by, with*). (CCSS: L.K.1e)
  - vi. Produce and expand complete sentences in shared language activities. (CCSS: L.K.1f)
- b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.K.2)
  - i. Capitalize the first word in a sentence and the pronoun I. (CCSS: L.K.2a)
  - ii. Recognize and name end punctuation. (CCSS: L.K.2b)
  - iii. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CCSS: L.K.2c)
  - iv. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CCSS: L.K.2d)

### Academic Context and Connections

#### *Colorado Essential Skills:*

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

#### *Essential Questions:*

1. How do we write a complete sentence?
2. How does a writer show that one sentence ends and another begins?

#### *Essential Reasoning Skills:*

1. Critical writers use complete sentences.

### Prepared Graduates:

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

### Grade Level Expectation:

1. Explore the purposes for research and inquiry by accessing resources in collaborative settings.

### Evidence Outcomes

#### *Students Can:*

- a. Participate in shared research and writing projects (for example: explore a number of books by a favorite author and express opinions about them). (CCSS:W.K.7)
- b. Identify a clear purpose for research or inquiry (for example: *If the class is learning about trees, is my need to know more about pets related?*).
- c. Ask a specific question and gather relevant information from various sources related to that question that inform clarity of purpose and conclusions about research.
- d. Ask primary questions of clarity, significance, relevance, and accuracy to improve quality of thinking.
- e. Use a variety of resources to answer questions of interest through guided inquiry (for example: texts read aloud or viewed, direct observation).
- f. Gather relevant information and check various information sources for accuracy (for example: In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.).
- g. With guidance and support from adults, recall information from experience or gather information from provided sources to answer a question. (CCSS:W.K.8)

### Academic Context and Connections

#### *Colorado Essential Skills:*

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

#### *Essential Questions:*

1. Why do researchers ask questions?
2. How do researchers use resources to help find the answers to their questions?

#### *Essential Reasoning Skills:*

1. Researchers continually find resources to support, challenge, or change thinking.
2. Researchers understand that a variety of sources may be explored to find answers (for example: direct observation, trade books, texts read aloud or viewed) to answer questions or interest through guided inquiry.
3. Researchers know that for thinking to improve, it is necessary to ask critical questions.

### Prepared Graduates:

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

### Grade Level Expectation:

1. Communicate using verbal and nonverbal language to express and receive information.

### Evidence Outcomes

#### *Students Can:*

- a. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. (CCSS: SL.1.1)
  - i. Follow agreed-upon rules for discussions (for example: listening to others with care, speaking one at a time about the topics and texts under discussion). (CCSS: SL.1.1a)
  - ii. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (CCSS: SL.1.1b)
  - iii. Ask questions to clear up any confusion about the topics and texts under discussion. (CCSS: SL.1.1c)
- b. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CCSS: SL.1.2)
- c. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (CCSS: SL.1.3)

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Articulate personal strengths and challenges using different forms of communication to express themselves. (Information and Communication Technologies)
2. Find information through the use of technologies. (Professional Skills, Use Information and Communication Technologies)
3. Appropriately express a range of emotions to communicate personal ideas/needs. (Professional Skills, Self-Advocacy)

#### *Essential Questions:*

1. What does it mean to communicate courteously in conversations?
2. How do we effectively communicate in conversations?

#### *Essential Reasoning Skills:*

1. Thoughtful speakers and listeners are curious and seek to understand answers to their questions and others.

### Prepared Graduates:

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

### Grade Level Expectation:

2. Use multiple strategies to develop and expand oral communication.

### Evidence Outcomes

#### *Students Can:*

- a. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS: SL.1.4)
- b. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (CCSS: SL.1.1.)
- c. Produce complete sentences when appropriate to task and situation. (CCSS: SL.1.6) \*
- d. Give and follow simple two-step directions.

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Demonstrate curiosity, imagination, and eagerness to learn more. (Entrepreneurial Skills, Creativity/Innovation)
2. Find information through the use of technologies. (Professional Skills, Use Information and Communication Technologies)
3. Appropriately express a range of emotions to communicate personal ideas/needs. (Professional Skills, Self-Advocacy)

#### *Essential Questions:*

1. Why is it important to learn new words?
2. How do presenters decide which words to use when they speak?
3. How do we give and follow directions?

#### *Essential Reasoning Skills:*

1. Effective communicators can express ideas and feelings clearly.

#### *Minimum Skills Competencies:*

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



### Prepared Graduates:

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

### Grade Level Expectation:

1. Apply foundational reading strategies to fluently read and comprehend literary texts.

### Evidence Outcomes

#### *Students Can:*

- a. Use Key Ideas and Details to:
  - i. Ask and answer questions about key details in a text. (CCSS: RL.1.1) \*
  - ii. Retell stories, including key details, and demonstrate understanding of their central message or lesson. (CCSS: RL.1.2)
  - iii. Describe characters, settings, and major events in a story, using key details. (CCSS: RL.1.3) \*
  - iv. Make predictions about what will happen in the text and explain whether they were confirmed or not and why, providing evidence from the text. \*
- b. Use Craft and Structure to:
  - i. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (CCSS: RL.1.4)
  - ii. Explain major differences between books that tell stories and books that give information. (adapted from CCSS: RL.1.5) \*
  - iii. Identify who is telling the story at various points in a text. (CCSS: RL.1.6) \*
  - iv. Follow and replicate patterns in predictable poems.
- c. Use Integration of Knowledge and Ideas to:
  - i. Use illustrations and details in a story to describe its characters, setting, or events. (CCSS: RL.1.7)
  - ii. Compare and contrast the adventures and experiences of characters in stories. (CCSS: RL.1.9) \*
- d. Use Range of Reading and Level of Text Complexity to:
  - i. With prompting and support, read prose and poetry of appropriate complexity for grade 1. (CCSS: RL.1.10)

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Read a minimum of 53 words per minute in the spring with fluency. \*
2. Demonstrate curiosity, imagination, and eagerness to learn more. (Entrepreneurial Skills, Creativity/Innovation)
3. Demonstrate a willingness to try new things. (Entrepreneurial Skills, Informed Risk Taking)
4. Articulate personal strengths and challenges using different forms of communication to express themselves. (Civic/Interpersonal Skills, Communication (using information and communications technologies))

#### *Essential Questions:*

1. How do we know if a text is fiction or nonfiction?
2. How do details help us understand key parts of a story?

#### *Essential Reasoning Skills:*

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

#### *Minimum Skills Competencies:*

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

### Prepared Graduates:

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

### Grade Level Expectation:

2. Apply foundational reading strategies to fluently read and comprehend informational texts.

### Evidence Outcomes

#### *Students Can:*

- a. Use Key Ideas and Details to:
  - i. Ask and answer questions about key details in a text. (CCSS: RI.1.1) \*
  - ii. Identify the main topic and retell key details of a text. (CCSS: RI.1.2)
  - iii. Describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.1.3) \*
  - iv. Activate schema and background knowledge to construct meaning
- b. Use Craft and Structure to:
  - i. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (CCSS: RI.1.4)
  - ii. Know and use various text features (for example: headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (CCSS: RI.1.5) \*
  - iii. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (CCSS: RI.1.6)
- c. Use Integration of Knowledge and Ideas to:
  - i. Use the illustrations and details in a text to describe its key ideas. (CCSS: RI.1.7)
  - ii. Identify the reasons an author gives to support points in a text. (CCSS: RI.1.8) \*
  - iii. Identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures). (CCSS: RI.1.9) \*
- d. Use Range of Reading and Level of Text Complexity to:
  - i. With prompting and support, read informational texts appropriately complex for grade 1. (CCSS: RI.1.10)

### Academic Context and Connections

#### *Colorado Essential Skills:*

1. Read a minimum of 53 words per minute in the spring with fluency. \*
2. Demonstrate a willingness to try new things. (Entrepreneurial Skills, Informed Risk Taking)
3. Articulate task requirements and identify deadlines. (Professional Skills, Task/Time Management)
4. Identify key attributes of a variety of information products (e.g., books, newspapers, online or print articles, social media). (Professional Skills, Information Literacy)

#### *Essential Questions:*

1. Why do we use different punctuation marks?
2. How does a reader's voice change when a sentence uses a specific punctuation mark?
3. In informational texts, why is the main idea important? How do the details support the main idea?

#### *Essential Reasoning Skills:*

1. Critical readers connect their existing knowledge to new information.

#### *Minimum Skills Competencies:*

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

### Prepared Graduates:

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

### Grade Level Expectation:

3. Refine foundational reading skills through understanding word structure, word relationships, and word families.

### Evidence Outcomes

#### *Students Can:*

- a. Demonstrate understanding of the organization and basic features of print. (CCSS: RF.1.1)
  - i. Recognize the distinguishing features of a sentence (for example: first word, capitalization, ending punctuation). (CCSS: RF.1.1a) \*
- b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.1.2)
  - i. Distinguish long from short vowel sounds in spoken single-syllable words. (CCSS: RF.1.2a) \*
  - ii. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (adapted from CCSS: RF.1.2b) \*
  - iii. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (CCSS: RF.1.2c)
  - iv. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (CCSS: RF.1.2d) \*
- c. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.1.3)
  - i. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (CCSS: RF.1.3a) \*
  - ii. Decode regularly spelled one-syllable words. (CCSS: RF.1.3b)
  - iii. Know final -e and common vowel team conventions for representing long vowel sounds. (CCSS: RF.1.3c) \*
  - iv. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (CCSS: RF.1.3d) \*
  - v. Decode two-syllable words following basic patterns by breaking the words into syllables. (CCSS: RF.1.3e) \*
  - vi. Read words with inflectional endings. (CCSS: RF.1.3f) \*
  - vii. Read grade-appropriate irregularly spelled words. (adapted from CCSS: RF.1.3g) \*
  - viii. Use onsets and rimes to create new words (for example: *ip* to make *dip*, *lip*, *slip*, *ship*) \*
  - ix. Accurately decode unknown words that follow a predictable letter/sound relationship \*
- d. Read with sufficient accuracy and fluency to support comprehension: (CCSS: RF.1.4)
  - i. Read grade-level text with purpose and understanding. (CCSS: RF.1.4a)
  - ii. Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b)
  - iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)
- e. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. (CCSS: L.1.4)
  - i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.1.4a) \*
  - ii. Use frequently occurring affixes as a clue to the meaning of a word. (CCSS: L.1.4b)
  - iii. Identify frequently occurring root words (for example: *look*) and their inflectional forms (for example: *looks*, *looked*, *looking*).\* (CCSS: L.1.4c)
  - iv. Identify and understand compound words. \*



- f. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.1.5)
- Sort words into categories (for example: colors, clothing) to gain a sense of the concepts the categories represent. (CCSS: L.1.5a)
  - Define words by category and by one or more key attributes (for example: a duck is a bird that swims; a tiger is a large cat with stripes). (CCSS: L.1.5b)
  - Identify real-life connections between words and their use (for example: note places at home that are cozy). (CCSS: L.1.5c)
  - Distinguish shades of meaning among verbs differing in manner (for example: *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (for example: *large, gigantic*) by defining or choosing them or by acting out the meanings. (CCSS: L.1.5d)
- g. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (for example: *because*). (CCSS: L.1.6)

## Academic Context and Connections

### *Colorado Essential Skills:*

1. Read a minimum of 53 words per minute in the spring with fluency. \*
2. Recognize and describe cause-and-effect relationships and patterns in everyday experiences. (Entrepreneurial Skills, Inquiry/Analysis)
3. Demonstrate a willingness to try new things. (Entrepreneurial Skills, Informed Risk Taking)
4. Resist distractions, maintain attention, and continue the task at hand through frustration or challenges. (Personal Skills, Perseverance/Resilience)

### *Essential Questions:*

1. How does understanding the parts of words help us decide what they mean?
2. How do we understand what words mean?

### *Essential Reasoning Skills:*

1. Critical readers use appropriate strategies to decode and understand the meaning of words.

### *Minimum Skills Competencies:*

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



### Prepared Graduates:

6. Craft arguments using techniques specific to the genre.

### Grade Level Expectation:

1. Write an opinion supported by reasons.

### Evidence Outcomes

#### *Students Can:*

- a. Introduce the topic or name the book they are writing about. (adapted from CCSS: W.1.1)
- b. State an opinion. (adapted from CCSS: W.1.1)
- c. Supply a reason for the opinion. (adapted from CCSS: W.1.1)
- d. Provide some sense of closure. (adapted from CCSS: W.1.1)

### Academic Context and Connections

#### *Colorado Essential Skills:*

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

#### *Essential Questions:*

1. How can thoughts and ideas be organized to prepare for writing?
2. How do we support our opinions in writing?

#### *Essential Reasoning Skills:*

1. Critical writers can explain their opinions.



### Prepared Graduates:

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

### Grade Level Expectation:

2. Write informative/explanatory texts by naming a topic, providing related details, and giving the audience a sense of closure.

### Evidence Outcomes

#### *Students Can:*

- a. Name a topic. (CCSS: W.1.2)
- b. Supply some facts about the topic. (CCSS: W.1.2)
- c. Provide some sense of closure. (CCSS: W.1.2)

### Academic Context and Connections

#### *Colorado Essential Skills:*

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

#### *Essential Questions:*

1. How can thoughts and ideas be organized to prepare for writing?
2. Why do writers give facts to help their reader understand the topic?

#### *Essential Reasoning Skills:*

1. Critical writers can explain a topic with facts.



### Prepared Graduates:

8. Craft narratives using techniques specific to the genre.

### Grade Level Expectation:

3. Recount real or imagined, sequenced events that include details and a sense of closure.

### Evidence Outcomes

#### *Students Can:*

- a. Recount two or more appropriately sequenced events. (CCSS: W.1.3)
- b. Include some details regarding what happened. (CCSS: W.1.3)
- c. Provide some sense of closure. (CCSS: W.1.3)

### Academic Context and Connections

#### *Colorado Essential Skills:*

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

#### *Essential Questions:*

1. How can thoughts and ideas be organized to prepare for writing?
2. Why is it important to plan before beginning to write?
3. Why is it important for people to share stories?

#### *Essential Reasoning Skills:*

1. Critical writers produce narratives based on real/imagined experiences.

### Prepared Graduates:

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

### Grade Level Expectation:

4. Use appropriate grammar, spelling, capitalization, and punctuation.

### Evidence Outcomes

#### *Students Can:*

- a. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (CCSS: L.1.1)
  - i. Print all upper- and lowercase letters. (CCSS: L.1.1a)
  - ii. Use common, proper, and possessive nouns. (CCSS: L.1.1b)
  - iii. Use singular and plural nouns with matching verbs in basic sentences (for example: *He hops; We hop*). (CCSS: L.1.1c)
  - iv. Use personal, possessive, and indefinite pronouns (for example: *I, me, my; they, them, their, anyone, everything*). (CCSS: L.1.1d)
  - v. Use verbs to convey a sense of past, present, and future (for example: Yesterday I *walked* home; Today I *walk* home; Tomorrow I *will walk* home). (CCSS: L.1.1e)
  - vi. Use frequently occurring adjectives. (CCSS: L.1.1f)
  - vii. Use frequently occurring conjunctions (for example: *and, but, or, so, because*). (CCSS: L.1.1g)
  - viii. Use determiners (for example: articles, demonstratives). (CCSS: L.1.1h)
  - ix. Use frequently occurring prepositions (for example: *during, beyond,\* toward\**). (CCSS: L.1.1i)
  - x. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCSS: L.1.1j)

- b. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. (CCSS: L.1.2)
  - i. Write complete simple sentences.
  - ii. Capitalize dates and names of people. (CCSS: L.1.2a)
  - iii. Use end punctuation for sentences. (CCSS: L.1.2b)
  - iv. Use commas in dates and to separate single words in a series. (CCSS: L.1.2c)
  - v. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS: L.1.2d)
  - vi. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS: L.1.2e)
- c. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (CCSS: W.1.5)
- d. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.1.6)

### Academic Context and Connections

#### *Colorado Essential Skills:*

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





*Essential Questions:*

1. How does clear communication impact our readers?
2. How do we help others improve their writing?
3. How do we improve our writing?

*Essential Reasoning Skills:*

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

### Prepared Graduates:

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

### Grade Level Expectation:

1. Participate in shared research and inquiry projects, writing, recalling, or gathering information to answer questions.

### Evidence Outcomes

#### *Students Can:*

- a. Participate in shared research and writing projects. For example: explore a number of “how-to” books on a given topic and use them to write a sequence of instructions. (CCSS: W.1.7)
- b. Write or dictate questions for inquiry that arise during instruction.
- c. With peers, use a variety of resources (for example: direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry.
- d. Use text features (for example: titles, illustrations, headings, bold type) to locate, interpret, and use information.
- e. Identify a clear and significant purpose for research. (for example: *Is my purpose for researching frogs clear and is it important to understanding more about mammals?*)
- f. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.1.8)

### Academic Context and Connections

#### *Colorado Essential Skills:*

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

#### *Essential Questions:*

1. Why must we be clear about our purpose for research and inquiry?
2. Why is it important for us to use several resources to find the answers to our questions?
3. Why is it critical for us to use accurate and supported data?

#### *Essential Reasoning Skills:*

1. Researchers generate questions for inquiry.
2. Researchers identify possible resources to answer questions.
3. Researchers determine whether a source contains useful information to answer the question.
4. Researchers develop an answer to the research questions.
5. Researchers explain the answer to others.

### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

#### *Colorado Essential Skills:*

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

#### *Essential Questions:*

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

#### *Essential Reasoning Skills:*

1. Thoughtful speakers and listeners share and expand on each other's ideas.

#### *Minimum Skills Competencies:*

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

### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (CCSS: SL.2.4)
- b. Contribute knowledge to a small group or class discussion to develop a topic.
- c. Maintain focus on the topic.
- d. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (CCSS: SL.2.5)
- e. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (CCSS: SL.2.6)
- f. Use content-specific vocabulary to ask questions and provide information. \*

### Academic Context and Connections

#### *Colorado Essential Skills:*

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

#### *Essential Questions:*

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

#### *Essential Reasoning Skills:*

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

#### *Minimum Skills Competencies:*

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

### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

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

- c. Use Integration of Knowledge and Ideas to:
  - i. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (CCSS: RL.2.7)
  - ii. Compare and contrast two or more versions of the same story (for example: Cinderella stories) by different authors or from different cultures. (CCSS: RL.2.9) \*
- d. Use Range of Reading and Level of Text Complexity to:
  - i. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.2.10)

### Academic Context and Connections

#### *Colorado Essential Skills:*

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

#### *Essential Questions:*

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



*Essential Reasoning Skills:*

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

*Minimum Skills Competencies:*

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



### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

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

- c. Use Integration of Knowledge and Ideas to:
  - i. Explain how specific images (for example: a diagram showing how a machine works) contribute to and clarify a text. (CCSS: RI.2.7) \*
  - ii. Describe how reasons support specific points the author makes in a text. (CCSS: RI.2.8)
  - iii. Compare and contrast the most important points presented by two texts on the same topic. (CCSS: RI.2.9) \*
- d. Use Range of Reading and Level of Text Complexity to:
  - i. Adjust reading rate according to type of text and purpose for reading.
  - ii. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RI.2.10) \*

### Academic Context and Connections

#### *Colorado Essential Skills:*

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

#### *Essential Questions:*

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





*Essential Reasoning Skills:*

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

*Minimum Skills Competencies:*

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



### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

- a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.2.3)
  - i. Distinguish long and short vowels when reading regularly spelled one-syllable words. (CCSS: RF.2.3a) \*
  - ii. Know spelling-sound correspondences for additional common vowel teams. (CCSS: RF.2.3b) \*
  - iii. Read multisyllabic words accurately and fluently. \*
  - iv. Decode regularly spelled two-syllable words with long vowels. (CCSS: RF.2.3c) \*
  - v. Decode words with common prefixes and suffixes. (CCSS: RF.2.3d) \*
  - vi. Identify words with inconsistent but common spelling-sound correspondences. (CCSS: RF.2.3e) \*
  - vii. Read grade-appropriate irregularly spelled words. (adapted from CCSS: RF.2.3f) \*
- b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.2.4)
  - i. Read grade-level text with purpose and understanding. (CCSS: RF.2.4a)
  - ii. Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.2.4b)
  - iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.2.4c) \*
  - iv. Read grade-level text accurately and fluently, attending to phrasing, intonation, and punctuation. \*
- c. Compare formal and informal uses of English. (CCSS: L.2.3a)
- d. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. (CCSS: L.2.4)
  - i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.2.4a)
  - ii. Determine the meaning of the new word formed when a known prefix is added to a known word (for example: *happy/unhappy, tell/retell*). (CCSS: L.2.4b) \*
  - iii. Use a known root word as a clue to the meaning of an unknown word with the same root (for example: *addition, additional*). (CCSS: L.2.4c) \*
  - iv. Use knowledge of the meaning of individual words to predict the meaning of compound words (for example: *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). (CCSS: L.2.4d) \*
  - v. Create new words by combining base words with affixes to connect known words to new words. \*
  - vi. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (CCSS: L.2.4e)
- e. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.2.5)
  - i. Identify real-life connections between words and their use (for example: *describe foods that are spicy or juicy*). (CCSS: L.2.5a)
  - ii. Distinguish shades of meaning among closely related verbs (for example: *toss, throw, hurl*) and closely related adjectives (for example: *thin, slender, skinny, scrawny*). (CCSS: L.2.5b)



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

### Academic Context and Connections

#### *Colorado Essential Skills:*

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

#### *Essential Questions:*

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

#### *Essential Reasoning Skills:*

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

#### *Minimum Skills Competencies:*

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

### Prepared Graduates:

6. Craft arguments using techniques specific to the genre.

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

#### *Colorado Essential Skills:*

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

#### *Essential Questions:*

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

#### *Essential Reasoning Skills:*

1. Critical writers can convince others of their opinion.



### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

#### *Colorado Essential Skills:*

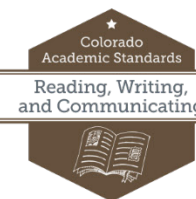
1. Recognize that problems can be identified and possible solutions can be created. (Entrepreneurial Skills, Critical Thinking/Problem Solving)
2. Identify key attributes of a variety of information products (e.g., books, newspapers, online or print articles, social media). (Professional Skills, Information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

#### *Essential Questions:*

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

#### *Essential Reasoning Skills:*

1. Critical writers can use facts to inform others.



### Prepared Graduates:

8. Craft narratives using techniques specific to the genre.

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

#### *Colorado Essential Skills:*

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

#### *Essential Questions:*

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

#### *Essential Reasoning Skills:*

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

### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

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

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

### Academic Context and Connections

#### *Colorado Essential Skills:*

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

#### *Essential Questions:*

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

#### *Essential Reasoning Skills:*

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

### Prepared Graduates:

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

### Grade Level Expectation:

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

### Evidence Outcomes

#### *Students Can:*

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

### Academic Context and Connections

#### *Colorado Essential Skills:*

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

#### *Essential Questions:*

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

#### *Essential Reasoning Skills:*

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