### APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT:** Writing  
**GRADE:** 2

<table>
<thead>
<tr>
<th>Strand/Concept</th>
<th>Student Friendly Learning Objective</th>
<th>Level of Thinking</th>
<th>Academic Vocabulary</th>
</tr>
</thead>
</table>
| **Student Expectation** | I can write about something that happened, what I have seen, or something I remember.  
I can include actions, thoughts and feelings in my writing.  
I can use words such as first, next, and then to tell events in order in my writing.  
I can write a closing statement. | Application | Closing statement  
Closure  
Details  
Narratives  
Recount  
Sequences  
Time order words |
| **Strand:** Writing Standards  
**Text Types and Purposes** | 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. |  |
| **Colorado SS:** W.3 | 1. Organize ideas using pictures, graphic organizers, or story maps  
2. Write simple, descriptive poems  
3. Write with precise nouns, active verbs, and descriptive adjectives  
4. Use a knowledge of structure and crafts of various forms of writing gained through reading and listening to mentor texts  
5. Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing) |  |
| **Strand:** Writing Standards  
**Production and Distribution of Writing** | 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |  |
| **Colorado SS:** W.5 | 1. Organize ideas using pictures, graphic organizers, or story maps  
2. Write simple, descriptive poems  
3. Write with precise nouns, active verbs, and descriptive adjectives  
4. Use a knowledge of structure and crafts of various forms of writing gained through reading and listening to mentor texts  
5. Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing) |  |

**TIMELINE:** Quarter 1

6/16/15
### Strand: Language
#### Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Use collective nouns (e.g., group).
   b. Form and use frequency occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
   c. Use reflexive pronouns (e.g., myself, ourselves).
   d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
   e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

<table>
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<tr>
<th>Student Expectation</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Apply accurate subject-verb agreement while writing</td>
<td>I can use nouns when I am writing.</td>
<td>Application</td>
<td>Adjectives</td>
</tr>
<tr>
<td>Vary sentence beginning</td>
<td>I can use plural nouns that don’t follow the rules like feet, children, teeth and fish.</td>
<td>Synthesis</td>
<td>Adverbs</td>
</tr>
<tr>
<td>Spell high-frequency words correctly</td>
<td>I can use pronouns like myself and himself that tell the subject in a sentence.</td>
<td></td>
<td>Groups</td>
</tr>
<tr>
<td></td>
<td>I can use verbs that talk about the past that don’t follow the rules like hid, sat and told.</td>
<td></td>
<td>Irregular plural nouns</td>
</tr>
<tr>
<td></td>
<td>I can use adjectives and adverbs to make a sentence clearer.</td>
<td></td>
<td>Nouns</td>
</tr>
</tbody>
</table>

**Colorado SS: L.1a – L.1e**

1. Apply accurate subject-verb agreement while writing
2. Vary sentence beginning
3. Spell high-frequency words correctly
# APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT:** Writing  
**GRADE:** 2

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| Strand: Language Conventions of Standard English  
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
d. Generalize learned spelling patterns when writing words (e.g., cage badge; boy boil).  
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | I can spell words using patterns.  
I can use dictionaries or other resources to check my spelling. | Application | Apostrophe  
Closing  
Comma  
Contractions  
Dictionaries  
Greeting  
Letter  
Possessive personal pronoun  
Possessives  
Reference materials  
Spelling patterns  
Thesaurus |

**Colorado SS:** L.2d – L.2e
### APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT:** Writing  
**GRADE:** 2

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**RESOURCES AND NOTES FOR QUARTER 1:**
### APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT:** Writing  
**GRADE:** 2

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I can include actions, thoughts and feelings in my writing.  
I can use words such as first, next, and then to tell events in order in my writing.  
I can write a closing statement. | Application | Closing statement  
Closure  
Details  
Narratives  
Recount  
Sequences  
Time order words |
| Strand: Writing Standards  
Text Types and Purposes  
3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | | | |
| Colorado SS: W.3 | | | |
| 1. Organize ideas using pictures, graphic organizers, or story maps  
2. Write simple, descriptive poems  
3. Write with precise nouns, active verbs, and descriptive adjectives  
4. Use a knowledge of structure and crafts of various forms of writing gained through reading and listening to mentor texts  
5. Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing) | | | |
| Strand: Writing Standards  
Production and Distribution of Writing  
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | | | |
| Colorado SS: W.5 | | | |

6/16/15
**Strand: Language**  
**Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Use collective nouns (e.g., group).
   b. Form and use frequency occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
   c. Use reflexive pronouns (e.g., myself, ourselves).
   d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
   e. Use adjectives and adverbs, and choose between them depending on what is to be modified.

**Student Friendly Learning Objective**

- I can use nouns when I am writing.
- I can use plural nouns that don’t follow the rules like feet, children, teeth and fish.
- I can use pronouns like myself and himself that tell the subject in a sentence.
- I can use verbs that talk about the past that don’t follow the rules like hid, sat and told.
- I can use adjectives and adverbs to make a sentence clearer.

**Level of Thinking**

- Application
- Synthesis

**Academic Vocabulary**

- Adjectives
- Adverbs
- Groups
- Irregular plural nouns
- Nouns
- Past tense verbs
- Plural nouns
- Pronouns

**Colorado SS: L.1a – L.1e**

1. Apply accurate subject-verb agreement while writing
2. Vary sentence beginning
3. Spell high-frequency words correctly
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<th>Academic Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>a. Capitalize holidays, product names, and geographic names.</td>
<td>I can use commas in greetings and closings of letters.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Use commas in greetings and closing of a letter.</td>
<td>I can use apostrophes in contractions to show possession (ownership).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Use an apostrophe to form contractions and frequently occurring possessives.</td>
<td>I can spell words using patterns.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Generalize learned spelling patterns when writing words (e.g., cage badge; boy boil).</td>
<td>I can use dictionaries or other resources to check my spelling.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
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Colorado SS: L.2a – L.2e
# APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT:** Writing  
**GRADE:** 2

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<th>Academic Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Expectation</td>
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</tbody>
</table>

RESOURCES AND NOTES FOR QUARTER 2:
## APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT:** Writing  
**GRADE:** 2

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<tbody>
<tr>
<td><strong>Student Expectation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Strand:</strong> Writing Standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Text Types and Purposes</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1. Write opinion pieces in which they introduce the topic or book they are writing about, state and opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. **IM** | I can write my thoughts and ideas about a topic or a book I have read.  
I can give reasons for my opinions.  
I can use words that link my ideas and my reasons.  
I can write a closing statement.  
I can write my thoughts and ideas about a topic or a book I have read. | Synthesis | Closing statement  
Conclusion  
Concluding Statement  
Conclusion  
Definitions  
Details  
Explanatory  
Facts  
Informational  
Linking Words  
Narratives  
Non-fiction  
Opinion  
Reasons  
Recount  
Sequences  
Time order words  
Topic  
Topic Sentence  
Writing Strategies |
| 2. Write information/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. **IM** | I can write about something that happened, what I have seen, or something I remember.  
I can include actions, thoughts and feelings in my writing.  
I can use words such as first, next, and then to tell events in order in my writing.  
I can write a closing statement. | Synthesis | **Application** |
| 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **IM** | | | |

**Colorado SS: W.1, W.2, W.3**

1. Write letters and “how-to’s” (procedures, directions, recipes) that follow a logical order and appropriate format  
2. Organize informational texts using main ideas and specific supporting details  
3. Organize ideas using a variety of pictures, graphic organizers or bulleted lists  
4. Use relevant details when responding in writing to questions about texts  
5. State a focus when responding to a given question, and use details from text to support a given focus  
6. Apply appropriate transition words to writing

1. Organize ideas using pictures, graphic organizers, or story maps  
2. Write simple, descriptive poems  
3. Write with precise nouns, active verbs, and descriptive  
4. Use a knowledge of structure and crafts of various forms of writing gained through reading and listening to mentor texts  
5. Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing)

**TIMELINE:** Quarter 3

**6/16/15**
### APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT:** Writing  
**GRADE:** 2

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<tr>
<td><strong>Student Expectation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Strand: Writing Standards</strong></td>
<td><strong>Production and Distribution of Writing</strong></td>
<td>With help, I can edit to make my writing clearer. With help, I can revise my writing to make sure I stay on topic to make my writing clearer.</td>
<td>Synthesis</td>
</tr>
<tr>
<td>5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. M</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Colorado SS: W.5**

<table>
<thead>
<tr>
<th>Strand: Writing Standards</th>
<th>I can remember what I have been taught to answer a question.</th>
<th>Knowledge</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research to build and present knowledge</strong></td>
<td></td>
<td></td>
<td>Synthesis</td>
</tr>
<tr>
<td>8. Recall information from experiences or gather information from provided sources to answer a question. I M</td>
<td></td>
<td>Knowledge</td>
<td>Application</td>
</tr>
</tbody>
</table>

**Colorado SS: W.8**

1. Identify a variety of resources and the information they might contain (dictionary, trade book, library databases, Internet web page)  
2. Identify a specific question and gather information for purposeful investigation and inquiry  
3. Use text features to locate, interpret, and use information (table of contents, illustrations, diagrams, headings, bold type)  
4. Use a variety of multimedia sources to answer questions of interest

6/16/15
**Subject:** Writing  
**Grade:** 2

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<td><strong>Strand: Language</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>Conventions of Standard English</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
<td>I can use nouns when I am writing. I can use plural nouns that don't follow the rules like feet, children, teeth and fish. I can use pronouns like myself and himself that tell the subject in a sentence. I can use verbs that talk about the past that don't follow the rules like hid, sat and told. I can use adjectives and adverbs to make a sentence clearer. Add description or rearrange sentences to create new sentences.</td>
<td>Application Synthesis</td>
<td>Adjectives Adverbs Groups Irregular plural nouns Nouns Past tense verbs Plural nouns Pronouns</td>
</tr>
<tr>
<td>a. Use collective nouns (e.g., group). C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Form and use frequency occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Use reflexive pronouns (e.g., myself, ourselves). C</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). C</td>
<td></td>
<td></td>
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<tr>
<td>e. Use adjectives and adverbs, and choose between them depending on what is to be modified. C</td>
<td></td>
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<tr>
<td>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The action movie was watched by the little boy).</td>
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**Colorado SS: L.1a – L.1f**

1. Apply accurate subject-verb agreement while writing
2. Vary sentence beginning
3. Spell high-frequency words correctly
## APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT:** Writing  
**GRADE:** 2

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| Strand: Language  
Conventions of Standard English  
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
a. Capitalize holidays, product names, and geographic names.  
b. Use commas in greetings and closing of a letter.  
c. Use an apostrophe to form contractions and frequently occurring possessives.  
d. Generalize learned spelling patterns when writing words (e.g., cage badge: boy boil).  
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | I can capitalize proper nouns.  
I can use commas in greetings and closings of letters.  
I can use apostrophes in contractions to show possession (ownership).  
I can spell words using patterns.  
I can use dictionaries or other resources to check my spelling. | Knowledge  
Application  
Synthesis | Apostrophe  
Closing  
Comma  
Contractions  
Dictionaries  
Greeting  
Letter  
Possessive personal pronoun  
Possessives  
Reference materials  
Spelling patterns  
Thesaurus |

**Colorado SS:** L.2a – L.2e
# APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

## SUBJECT: Writing

## GRADE: 2

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**RESOURCES AND NOTES FOR QUARTER 3:**
# APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT:** Writing  
**GRADE:** 2

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### Strand: Writing

**Text Types and Purposes**

1. Write letters and “how-to’s” (procedures, directions, recipes) that follow a logical order and appropriate format
2. Organize informational texts using main ideas and specific supporting details
3. Organize ideas using a variety of pictures, graphic organizers or bulleted lists
4. Use relevant details when responding in writing to questions about texts
5. State a focus when responding to a given question, and use details from text to support a given focus
6. Apply appropriate transition words to writing

### Student Expectation

1. Organize ideas using pictures, graphic organizers, or story maps
2. Write simple, descriptive poems
3. Write with precise nouns, active verbs, and descriptive
4. Use a knowledge of structure and crafts of various forms of writing gained through reading and listening to mentor texts
5. Develop characters both internally (thoughts and feelings) and externally (physical features, expressions, clothing)

### Colorado SS:

**W.2, W.3**

- Write letters and “how-to’s” (procedures, directions, recipes) that follow a logical order and appropriate format
- Organize informational texts using main ideas and specific supporting details
- Organize ideas using a variety of pictures, graphic organizers or bulleted lists
- Use relevant details when responding in writing to questions about texts
- State a focus when responding to a given question, and use details from text to support a given focus
- Apply appropriate transition words to writing

### TIMELINE:

**Quarter 4**

- I can write my thoughts and ideas about a topic or a book I have read.
- I can write about something that happened, what I have seen, or something I remember.
- I can include actions, thoughts and feelings in my writing.
- I can use words such as first, next, and then to tell events in order in my writing.
- I can write a closing statement.

### Academic Vocabulary

- Synthesis
- Closing statement
- Closure
- Concluding Statement
- Conclusion
- Definitions
- Details
- Explanatory
- Facts
- Informational
- Linking Words
- Narratives
- Non-fiction
- Opinion
- Reasons
- Recount
- Sequences
- Time order words
- Topic
- Topic Sentence
- Writing Strategies
## APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

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<tr>
<td>Research to Build and Present Knowledge</td>
<td>7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</td>
<td>I can research and write with my classmates.</td>
<td>Comprehension Application</td>
<td></td>
</tr>
</tbody>
</table>

**Colorado SS: W.7**

1. Ask primary questions of depth and breadth
2. Acknowledge the need to treat all viewpoints fair-mindedly
# APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

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   a. Use collective nouns (e.g., group).  
   b. Form and use frequency occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).  
   c. Use reflexive pronouns (e.g., myself, ourselves).  
   d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).  
   e. Use adjectives and adverbs, and choose between them depending on what is to be modified.  
   f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The action movie was watched by the little boy). | I can use nouns when I am writing.  
I can use plural nouns that don't follow the rules like feet, children, teeth and fish.  
I can use pronouns like myself and himself that tell the subject in a sentence.  
I can use verbs that talk about the past that don't follow the rules like hid, sat and told.  
I can use adjectives and adverbs to make a sentence clearer.  
Add description or rearrange sentences to create new sentences. | Application  
Synthesis | Adjectives  
Groups  
Irregular plural nouns  
Nouns  
Past tense verbs  
Plural nouns  
Pronouns |

**Colorado SS: L.1a – L.1f**

1. Apply accurate subject-verb agreement while writing
2. Vary sentence beginning
3. Spell high-frequency words correctly
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<td>Knowledge</td>
<td>Application</td>
<td>Synthesis</td>
</tr>
<tr>
<td>Conventions of Standard English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. M</td>
<td>I can capitalize proper nouns.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Capitalize holidays, product names, and geographic names. M</td>
<td>I can use commas in greetings and closings of letters.</td>
<td>Knowledge</td>
<td></td>
</tr>
<tr>
<td>b. Use commas in greetings and closing of a letter. M</td>
<td>I can use apostrophes in contractions to show possession (ownership).</td>
<td>Application</td>
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</tr>
<tr>
<td>c. Use an apostrophe to form contractions and frequently occurring possessives. M</td>
<td>I can spell words using patterns.</td>
<td>Synthesis</td>
<td></td>
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<tr>
<td>d. Generalize learned spelling patterns when writing words (e.g., cage badge: boy boil). M</td>
<td>I can use dictionaries or other resources to check my spelling.</td>
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<td></td>
</tr>
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<td>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. M</td>
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Colorado SS: L.2a – L.2e
## APPROVED FACILITY SCHOOLS CURRICULUM GUIDE

**SUBJECT:** Writing  
**GRADE:** 2

<table>
<thead>
<tr>
<th>Strand/Concept</th>
<th>Student Friendly Learning Objective</th>
<th>Level of Thinking</th>
<th>Academic Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Expectation</td>
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### RESOURCES AND NOTES FOR QUARTER 4: