



The reading, writing, and communicating standards in preschool are aligned to the expectations within Colorado’s Early Learning and Development Guidelines and the latest revision of the Head Start Early Learning Outcomes Framework. They outline development expectations and indicators of progress for preschool age students in receptive and expressive language; understanding and obtaining meaning from stories and information from books and other texts; phonological awareness; concepts of early decoding; names and sounds associated with alphabetic knowledge; emerging skills to communicate through written representations, symbols, and letters; and asking a question to identify and define a problem and its possible solution.

Expectations for 2nd Grade Students:

- **Oral Expression and Listening:** Learn new information, expand understanding, and engage in better conversations by listening actively (eye contact, asking questions, body posture).
- **Reading for All Purposes:** Decode (sound out and pronounce) words with accuracy based on spelling patterns and word parts (root words, prefixes, suffixes); read fluently (with proper speed, accuracy, and expression) by using skills and strategies to help them understand books, stories, poems and informational books (“how to” books, instructions).
- **Writing and Composition:** Use the writing process (plan, write, clean up, share) to write stories, information, and opinion pieces; use correct spelling, capitalization, grammar, and punctuation at grade level.
- **Research Inquiry and Design:** Use different materials and resources to find information and answer questions about a topic; use questions to determine if something “makes sense” in the resources.

Throughout 2nd Grade You May Find Students:

- Using phonics and knowledge of words (spelling patterns, root words, prefixes, and suffixes) to read fluently (with appropriate speed, accuracy, and expression); using decoding skills (sound out and pronounce) to read and understand stories, informational books (“how to” books, books about inventors and inventions), and opinion pieces (favorite movies, activities, games); identifying key ideas and supporting details in reading to understand and talk about a story, poem, or book.
- Drawing and writing in response to readings as a way to “think through” ideas; sharing ideas about topics or the readings in small group discussions; building on others' comments in shared discussions; asking questions of group members; actively listening (using eye contact, body posture) when working with fellow students.
- Discussing the author’s word choices and use of images in a story, poem, or book; explaining how words and illustrations, charts, visuals and photos work together in a story or book; comparing two stories (characters, themes, setting) or two informational books (main ideas, details, illustrations).
- Writing narratives (real or imagined stories) to describe events; writing to explain a topic (“how to” steps, instructions); writing to express an opinion (favorite writer, favorite character); using resources to find answers to questions; using details to improve writing; talking about writing with classmates and adults; using writing mechanics (capitalization, commas, apostrophes, and different sentence beginnings) consistently.