



Correlation of *Core Knowledge® Sequence* & Colorado Grade Level Expectations

Core Knowledge® Content (Language Arts-Grade 2)	Colorado Grade Level Expectations (Grade 2-Reading & Writing)
I. Reading and Writing	
A. Decoding, Word Recognition, and Oral Reading	
▪	2.1.B.1 use word attack skills to read new and unfamiliar words (graphophonics)
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B. Reading Comprehension and Response	
▪	2.1.A.2 use a variety of comprehension strategies before, during, and after reading
▪	2.1.A.2 use a variety of comprehension strategies before, during, and after reading
▪	2.1.A.2 use a variety of comprehension strategies before, during, and after reading
▪	2.1.A.1 gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository texts
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C. Writing	
▪	2.2.B align purpose (for example, to entertain, to inform, to communicate) with audience 2.2.C write a first draft with the necessary components for a specific genre
▪	
▪	2.2.D revise draft content (for example, organization, relevant details, clarity) 2.2.E edit revised draft using resources (for example, dictionary, word lists and banks, thesaurus, spell checker, glossary, style manual, grammar and usage reference) 2.2.F proofread revised draft 2.2.G present final copy according to purpose (for example, read aloud, display, publish, mail, send, and perform)
D. Spelling, Grammar, and Usage	
▪	2.3.A know and use standard, age-appropriate spelling, grammar, word usage (for example, basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)
▪	2.3.A know and use standard, age-appropriate spelling, grammar, word usage (for example, basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)
▪	2.3.B write legibly
▪	2.3.A know and use standard, age-appropriate spelling, grammar, word usage (for example, basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)
▪	2.3.A know and use standard, age-appropriate spelling, grammar, word usage (for example, basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)
▪	
▪	2.3.A know and use standard, age-appropriate spelling, grammar, word usage (for example, basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)
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▪	2.3.A know and use standard, age-appropriate spelling, grammar, word usage (for example, basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)
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II. Poetry	
▪	2.1.A.1 gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository texts 2.1.B.1 use word attack skills to read new and unfamiliar words (graphophonics) 2.1.B.2 use sentence structure, paragraph structure, and word order to predict meaning (syntax) 2.1.B.3 use and integrate background knowledge, experience, and context to construct meaning (semantics) 2.6.B identify a regular beat and similarities of sound in words in responding to rhythm and rhyme in poetry 2.6.E read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading
III. Fiction	
A. Stories	
▪	2.1.A.1 gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository texts 2.1.B.1 use word attack skills to read new and unfamiliar words (graphophonics) 2.1.B.2 use sentence structure, paragraph structure, and word order to predict meaning (syntax) 2.1.B.3 use and integrate background knowledge, experience, and context to construct meaning (semantics) 2.6.A identify the elements of plot, character, and setting in a favorite story 2.6.C identify words appealing to the senses or involving direct or indirect comparisons in literature 2.6.D compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors 2.6.E read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading
B. Mythology of Ancient Greece	
▪	2.1.A.1 gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository texts 2.1.B.1 use word attack skills to read new and unfamiliar words (graphophonics) 2.1.B.2 use sentence structure, paragraph structure, and word order to predict meaning (syntax) 2.1.B.3 use and integrate background knowledge, experience, and context to construct meaning (semantics) 2.6.D compare tales from different cultures by tracing the exploits of one character type or by observing the use of such natural phenomena as the seasons, constellations, land formations, or animal behaviors 2.6.E read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading
C. American Folk Heroes and Tall Tales	
▪	2.1.A.1 gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository texts 2.6.E read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading

Correlation of the *Core Knowledge Sequence* and the Colorado Grade Level Expectations

D. Literary Terms	
▪	
IV. Sayings and Phrases	2.6.E read, respond to, and discuss a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading
Grade level or other area Grade Level Expectations are covered in the <i>Core Knowledge Sequence</i>	Grade Level Expectations not directly covered in the <i>Core Knowledge Sequence</i>, but can be covered in other areas
This can be covered in many other areas	2.2.A generate topics through prewriting activities (for example, brainstorming, webbing, mapping, drawing, K-W-L charts, group discussion)
This can be covered in many other areas	2.5.A gather, organize, and accurately, clearly, and sequentially report information gained from personal observations and experiences such as science experiments, field trips, and classroom visitors
This can be covered in many other areas	2.5.B record observations (for example, logs, lists, graphs, charts, tables, illustrations)
This can be covered in many other areas	2.5.C report events sequentially
This can be covered in many other areas	2.5.D write a concluding statement
Grade 3: Language Arts: Writing	2.5.E use resources (for example, video tapes, magazines, informational books, reference materials, interviews, guest speakers, Internet) and report information in their own words
Grade 3: Language Arts: Writing	2.5.F list resources used by title