

Main Criteria: National Theatre for Children

Secondary Criteria: Pennsylvania Core and Academic Standards, Common Core State Standards

Subject: Language Arts

Grades: K, 1, 2

National Theatre for Children

How electricity is made

Common Core State Standards

Language Arts

Grade K - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.K.4	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.K	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.K.4	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	CCSS.EL A- Literacy.S L.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	CCSS.EL A- Literacy.S L.K.1b	Continue a conversation through multiple exchanges.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.K.2	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.
STANDARD	CCSS.EL A- Literacy.S L.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND /	CCSS.EL	Language Standards

DOMAIN	A-Literacy.L .K	
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.EL A-Literacy.L .K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	CCSS.EL A-Literacy.L .K.1d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
STRAND / DOMAIN	CCSS.EL A-Literacy.L .K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A-Literacy.L .K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
STRAND / DOMAIN	CCSS.EL A-Literacy.L .K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Common Core State Standards

Language Arts

Grade 1 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R I.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A-Literacy.R I.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
STRAND / DOMAIN	CCSS.EL A-Literacy.R F.1	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency

STANDARD	CCSS.EL A- Literacy.R F.1.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.1.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.1	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	CCSS.EL A- Literacy.S L.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	CCSS.EL A- Literacy.S L.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	CCSS.EL A- Literacy.S L.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.1	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STANDARD	CCSS.EL A- Literacy.S L.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .1	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A- Literacy.L .1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Common Core State Standards

Language Arts

Grade 2 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure

STANDARD	CCSS.EL A- Literacy.R I.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R I.2.10	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.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.2	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.2.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.2.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	CCSS.EL A- Literacy.S L.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	CCSS.EL A- Literacy.S L.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	CCSS.EL A- Literacy.S L.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD	CCSS.EL A- Literacy.S L.2.3	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.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .2	Language Standards
CATEGORY /		Vocabulary Acquisition and Use

CLUSTER		
STANDARD	CCSS.EL A- Literacy.L .2.5	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A- Literacy.L .2.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Pennsylvania Core and Academic Standards

Language Arts

Grade K - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1. 1.K.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.K. E.	Read emergent-reader text with purpose and understanding.
SUBJECT / STANDARD AREA	PA.CC.1. 2.K.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.K. F.	With prompting and support, ask and answer questions about unknown words in a text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.K.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.K. J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
SUBJECT / STANDARD AREA	PA.CC.1. 3.K.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.K. J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
SUBJECT / STANDARD AREA	PA.CC.1. 5.K.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.K. A.	Participate in collaborative conversations with peers and adults in small and larger groups.
SUBJECT / STANDARD AREA	PA.CC.1. 5.K.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.K. B.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SUBJECT / STANDARD AREA	PA.CC.1. 5.K.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Evaluating Information

STATEMENT		
STANDARD	CC.1.5.K.C.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Pennsylvania Core and Academic Standards

Language Arts

Grade 1 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.1.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.1.E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.1.E.1.	Read on-level text with purpose and understanding.
SUBJECT / STANDARD AREA	PA.CC.1.2.1.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.1.F.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
SUBJECT / STANDARD AREA	PA.CC.1.2.1.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.1.K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.
SUBJECT / STANDARD AREA	PA.CC.1.2.1.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.1.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.1.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.1.I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.
SUBJECT / STANDARD AREA	PA.CC.1.5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.1.A.	Participate in collaborative conversations with peers and adults in small and larger groups.
SUBJECT / STANDARD AREA	PA.CC.1.5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.1.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.
SUBJECT / STANDARD AREA	PA.CC.1.5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Evaluating Information
STANDARD	CC.1.5.1.C.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Pennsylvania Core and Academic Standards

Language Arts

Grade 2 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.2.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.2.E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.2.E.1.	Read on-level text with purpose and understanding.
SUBJECT / STANDARD AREA	PA.CC.1.2.2.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.2.C.	Describe the connection between a series of events, concepts, or steps in a procedure within a text.
SUBJECT / STANDARD AREA	PA.CC.1.2.2.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.2.F.	Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.
SUBJECT / STANDARD AREA	PA.CC.1.2.2.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.2.J.	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
STANDARD	CC.1.2.2.K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1.2.2.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.2.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.2.	Determine or clarify the meaning of unknown and multiple-meaning words and

	I.	phrases based on grade-level reading and content, choosing from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.2.J.	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.2.A.	Participate in collaborative conversations with peers and adults in small and larger groups.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.2.B.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Evaluating Information
STANDARD	CC.1.5.2.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.

Identifying dangerous electrical situations

Common Core State Standards

Language Arts

Grade K - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R I.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R I.K.4	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / DOMAIN	CCSS.EL A-Literacy.R F.K	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A-Literacy.R F.K.4	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.K	Speaking and Listening Standards
CATEGORY /		Comprehension and Collaboration

CLUSTER		
STANDARD	CCSS.EL A- Literacy.S L.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	CCSS.EL A- Literacy.S L.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	CCSS.EL A- Literacy.S L.K.1b	Continue a conversation through multiple exchanges.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.K.2	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.
STANDARD	CCSS.EL A- Literacy.S L.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .K	Language Standards
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.EL A- Literacy.L .K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	CCSS.EL A- Literacy.L .K.1d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A- Literacy.L .K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Grade 1 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R I.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.1	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.1.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.1.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.1	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	CCSS.EL A- Literacy.S L.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	CCSS.EL A- Literacy.S L.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	CCSS.EL A- Literacy.S L.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.1	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STANDARD	CCSS.EL	Ask and answer questions about what a speaker says in order to gather additional

	A-Literacy.S L.1.3	information or clarify something that is not understood.
STRAND / DOMAIN	CCSS.EL A-Literacy.L .1	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A-Literacy.L .1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Common Core State Standards

Language Arts

Grade 2 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R I.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R I.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A-Literacy.R I.2.10	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.
STRAND / DOMAIN	CCSS.EL A-Literacy.R F.2	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A-Literacy.R F.2.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A-Literacy.R F.2.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	CCSS.EL A-Literacy.S	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

	L.2.1a	
EXPECTATION	CCSS.EL A- Literacy.S L.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	CCSS.EL A- Literacy.S L.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD	CCSS.EL A- Literacy.S L.2.3	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.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .2	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .2.5	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A- Literacy.L .2.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Pennsylvania Core and Academic Standards

Language Arts

Grade K - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1. 1.K.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.K. E.	Read emergent-reader text with purpose and understanding.
SUBJECT / STANDARD AREA	PA.CC.1. 2.K.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.K. F.	With prompting and support, ask and answer questions about unknown words in a text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.K.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.K. J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
SUBJECT / STANDARD	PA.CC.1. 3.K.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas

AREA		and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.K.J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
SUBJECT / STANDARD AREA	PA.CC.1.5.K.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.K.A.	Participate in collaborative conversations with peers and adults in small and larger groups.
SUBJECT / STANDARD AREA	PA.CC.1.5.K.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.K.B.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SUBJECT / STANDARD AREA	PA.CC.1.5.K.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Evaluating Information
STANDARD	CC.1.5.K.C.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**Pennsylvania Core and Academic Standards
Language Arts**

Grade 1 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.1.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.1.E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.1.E.1.	Read on-level text with purpose and understanding.
SUBJECT / STANDARD AREA	PA.CC.1.2.1.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.1.F.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
SUBJECT / STANDARD AREA	PA.CC.1.2.1.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.1.K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.
SUBJECT / STANDARD AREA	PA.CC.1.2.1.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading

STATEMENT		
STANDARD	CC.1.2.1.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.1.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.1.I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.
SUBJECT / STANDARD AREA	PA.CC.1.5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.1.A.	Participate in collaborative conversations with peers and adults in small and larger groups.
SUBJECT / STANDARD AREA	PA.CC.1.5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.1.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.
SUBJECT / STANDARD AREA	PA.CC.1.5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Evaluating Information
STANDARD	CC.1.5.1.C.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Pennsylvania Core and Academic Standards

Language Arts

Grade 2 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.2.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.2.E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.2.E.1.	Read on-level text with purpose and understanding.
SUBJECT / STANDARD AREA	PA.CC.1.2.2.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.2.C.	Describe the connection between a series of events, concepts, or steps in a procedure within a text.
SUBJECT / STANDARD AREA	PA.CC.1.2.2.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.2.	Determine the meaning of words and phrases as they are used in grade-level text

	F.	including multiple-meaning words.
SUBJECT / STANDARD AREA	PA.CC.1.2.2.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.2.J.	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
STANDARD	CC.1.2.2.K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1.2.2.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.2.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.2.I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.2.J.	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.2.A.	Participate in collaborative conversations with peers and adults in small and larger groups.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.2.B.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Evaluating Information
STANDARD	CC.1.5.2.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.

The uses of electricity

Language Arts

Grade K - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R I.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R I.K.4	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / DOMAIN	CCSS.EL A-Literacy.R F.K	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A-Literacy.R F.K.4	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	CCSS.EL A-Literacy.S L.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	CCSS.EL A-Literacy.S L.K.1b	Continue a conversation through multiple exchanges.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.K.2	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.
STANDARD	CCSS.EL A-Literacy.S L.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / DOMAIN	CCSS.EL A-Literacy.L .K	Language Standards
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.EL A-Literacy.L .K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	CCSS.EL A-Literacy.L .K.1d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

STRAND / DOMAIN	CCSS.EL A- Literacy.L .K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A- Literacy.L .K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**Common Core State Standards
Language Arts
Grade 1 - Adopted: 2010**

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R I.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.1	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.1.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.1.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.1	Speaking and Listening Standards
CATEGORY /		Comprehension and Collaboration

CLUSTER		
STANDARD	CCSS.EL A- Literacy.S L.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	CCSS.EL A- Literacy.S L.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	CCSS.EL A- Literacy.S L.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	CCSS.EL A- Literacy.S L.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.1	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STANDARD	CCSS.EL A- Literacy.S L.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .1	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A- Literacy.L .1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Common Core State Standards

Language Arts

Grade 2 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R	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.

	I.2.10	
STRAND / DOMAIN	CCSS.EL A-Literacy.R F.2	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A-Literacy.R F.2.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A-Literacy.R F.2.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	CCSS.EL A-Literacy.S L.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	CCSS.EL A-Literacy.S L.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	CCSS.EL A-Literacy.S L.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD	CCSS.EL A-Literacy.S L.2.3	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.
STRAND / DOMAIN	CCSS.EL A-Literacy.L .2	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .2.5	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A-Literacy.L .2.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Grade K - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.K.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.K.E.	Read emergent-reader text with purpose and understanding.
SUBJECT / STANDARD AREA	PA.CC.1.2.K.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.K.F.	With prompting and support, ask and answer questions about unknown words in a text.
SUBJECT / STANDARD AREA	PA.CC.1.2.K.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.K.J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
SUBJECT / STANDARD AREA	PA.CC.1.3.K.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.K.J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
SUBJECT / STANDARD AREA	PA.CC.1.5.K.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.K.A.	Participate in collaborative conversations with peers and adults in small and larger groups.
SUBJECT / STANDARD AREA	PA.CC.1.5.K.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.K.B.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SUBJECT / STANDARD AREA	PA.CC.1.5.K.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Evaluating Information
STANDARD	CC.1.5.K.C.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Pennsylvania Core and Academic Standards

Language Arts

Grade 1 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.1.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD		Fluency

AREA / STATEMENT		
STANDARD	CC.1.1.1.E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.1.E.1.	Read on-level text with purpose and understanding.
SUBJECT / STANDARD AREA	PA.CC.1.2.1.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.1.F.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
SUBJECT / STANDARD AREA	PA.CC.1.2.1.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.1.K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.
SUBJECT / STANDARD AREA	PA.CC.1.2.1.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.1.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.1.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.1.I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.
SUBJECT / STANDARD AREA	PA.CC.1.5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.1.A.	Participate in collaborative conversations with peers and adults in small and larger groups.
SUBJECT / STANDARD AREA	PA.CC.1.5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.1.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.
SUBJECT / STANDARD AREA	PA.CC.1.5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Evaluating Information
STANDARD	CC.1.5.1.C.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Language Arts

Grade 2 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.2.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.2.E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.2.E.1.	Read on-level text with purpose and understanding.
SUBJECT / STANDARD AREA	PA.CC.1.2.2.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.2.C.	Describe the connection between a series of events, concepts, or steps in a procedure within a text.
SUBJECT / STANDARD AREA	PA.CC.1.2.2.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.2.F.	Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.
SUBJECT / STANDARD AREA	PA.CC.1.2.2.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.2.J.	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
STANDARD	CC.1.2.2.K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1.2.2.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.2.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.2.I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.2.J.	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
SUBJECT / STANDARD	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group

AREA		discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.2.A.	Participate in collaborative conversations with peers and adults in small and larger groups.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.2.B.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Evaluating Information
STANDARD	CC.1.5.2.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.

Ways to stay safe around electricity

Common Core State Standards

Language Arts

Grade K - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R I.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R I.K.4	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / DOMAIN	CCSS.EL A-Literacy.R F.K	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A-Literacy.R F.K.4	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
EXPECTATION	CCSS.EL A-Literacy.S L.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION	CCSS.EL A-Literacy.S	Continue a conversation through multiple exchanges.

	L.K.1b	
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.K.2	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.
STANDARD	CCSS.EL A-Literacy.S L.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / DOMAIN	CCSS.EL A-Literacy.L .K	Language Standards
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.EL A-Literacy.L .K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	CCSS.EL A-Literacy.L .K.1d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
STRAND / DOMAIN	CCSS.EL A-Literacy.L .K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A-Literacy.L .K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
STRAND / DOMAIN	CCSS.EL A-Literacy.L .K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Common Core State Standards

Language Arts

Grade 1 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R I.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

STRAND / DOMAIN	CCSS.EL A-Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A-Literacy.R I.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
STRAND / DOMAIN	CCSS.EL A-Literacy.R F.1	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A-Literacy.R F.1.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A-Literacy.R F.1.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.1	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	CCSS.EL A-Literacy.S L.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	CCSS.EL A-Literacy.S L.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	CCSS.EL A-Literacy.S L.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.1	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STANDARD	CCSS.EL A-Literacy.S L.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / DOMAIN	CCSS.EL A-Literacy.L .1	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

	.1.5	
EXPECTATION	CCSS.EL A- Literacy.L .1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Common Core State Standards

Language Arts

Grade 2 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R I.2.10	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.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.2	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.2.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.2.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	CCSS.EL A- Literacy.S L.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	CCSS.EL A- Literacy.S L.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	CCSS.EL A- Literacy.S L.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	CCSS.EL A- Literacy.S	Speaking and Listening Standards

	L.2	
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD	CCSS.EL A-Literacy.S L.2.3	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.
STRAND / DOMAIN	CCSS.EL A-Literacy.L .2	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .2.5	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A-Literacy.L .2.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Pennsylvania Core and Academic Standards

Language Arts

Grade K - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1. 1.K.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.K. E.	Read emergent-reader text with purpose and understanding.
SUBJECT / STANDARD AREA	PA.CC.1. 2.K.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.K. F.	With prompting and support, ask and answer questions about unknown words in a text.
SUBJECT / STANDARD AREA	PA.CC.1. 2.K.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.K. J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
SUBJECT / STANDARD AREA	PA.CC.1. 3.K.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.K. J.	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
SUBJECT / STANDARD AREA	PA.CC.1. 5.K.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion

STATEMENT		
STANDARD	CC.1.5.K.A.	Participate in collaborative conversations with peers and adults in small and larger groups.
SUBJECT / STANDARD AREA	PA.CC.1.5.K.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.K.B.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
SUBJECT / STANDARD AREA	PA.CC.1.5.K.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Evaluating Information
STANDARD	CC.1.5.K.C.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Pennsylvania Core and Academic Standards

Language Arts

Grade 1 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.1.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.1.E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.1.E.1.	Read on-level text with purpose and understanding.
SUBJECT / STANDARD AREA	PA.CC.1.2.1.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.1.F.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
SUBJECT / STANDARD AREA	PA.CC.1.2.1.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.1.K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.
SUBJECT / STANDARD AREA	PA.CC.1.2.1.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.1.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.1.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.1.I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.

SUBJECT / STANDARD AREA	PA.CC.1.5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.1.A.	Participate in collaborative conversations with peers and adults in small and larger groups.
SUBJECT / STANDARD AREA	PA.CC.1.5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.1.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.
SUBJECT / STANDARD AREA	PA.CC.1.5.1.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Evaluating Information
STANDARD	CC.1.5.1.C.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Pennsylvania Core and Academic Standards

Language Arts

Grade 2 - Adopted: 2014

SUBJECT / STANDARD AREA	PA.CC.1.1.2.	Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
STANDARD AREA / STATEMENT		Fluency
STANDARD	CC.1.1.2.E.	Read with accuracy and fluency to support comprehension.
DESCRIPTOR / STANDARD	CC.1.1.2.E.1.	Read on-level text with purpose and understanding.
SUBJECT / STANDARD AREA	PA.CC.1.2.2.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Key Ideas and Details: Text Analysis
STANDARD	CC.1.2.2.C.	Describe the connection between a series of events, concepts, or steps in a procedure within a text.
SUBJECT / STANDARD AREA	PA.CC.1.2.2.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Craft and Structure: Vocabulary
STANDARD	CC.1.2.2.F.	Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.
SUBJECT / STANDARD AREA	PA.CC.1.2.2.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.2.2.J.	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
STANDARD	CC.1.2.2.K.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of

		strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1.2.2.	Reading Informational Text: Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
STANDARD AREA / STATEMENT		Range of Reading
STANDARD	CC.1.2.2.L.	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use: Strategies
STANDARD	CC.1.3.2.I.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
SUBJECT / STANDARD AREA	PA.CC.1.3.2.	Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.
STANDARD AREA / STATEMENT		Vocabulary Acquisition and Use
STANDARD	CC.1.3.2.J.	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Collaborative Discussion
STANDARD	CC.1.5.2.A.	Participate in collaborative conversations with peers and adults in small and larger groups.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Critical Listening
STANDARD	CC.1.5.2.B.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SUBJECT / STANDARD AREA	PA.CC.1.5.2.	Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
STANDARD AREA / STATEMENT		Comprehension and Collaboration: Evaluating Information
STANDARD	CC.1.5.2.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.