

Main Criteria: National Theatre for Children

Secondary Criteria: Minnesota Academic Standards, Common Core State Standards

Subject: Language Arts

Grades: K, 1, 2

National Theatre for Children

The importance of water

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).

Minnesota Academic Standards

Language Arts

Grade K - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.0.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	0.2.4.4.	With prompting and support, ask and answer questions about unknown words in a text.
CONTENT STANDARD / DOMAIN	MN.0.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	0.3.0.4.	Read emergent-reader texts with purpose and understanding.
CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.1.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	0.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATORS OF PROGRESS	0.8.1.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.2.2.	Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.
INDICATORS OF PROGRESS / STRAND	0.8.3.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN		Conventions of Standard English

COMPONENT		
INDICATORS OF PROGRESS / STRAND	0.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	0.10.1.1. d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	0.10.5.5.	With guidance and support from adults, explore word relationships and nuances in word meanings to develop word consciousness.
INDICATORS OF PROGRESS	0.10.5.5. c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	0.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Minnesota Academic Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.1.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.2.4.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CONTENT STANDARD / DOMAIN	MN.1.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	1.2.10.10.	With prompting and support, read informational texts appropriately complex for grade 1, as well as select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	1.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	1.3.0.4. a.	Read on-level text with purpose and understanding.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	1.8.1.1.a.	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).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATORS OF PROGRESS	1.8.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).
INDICATORS OF PROGRESS / STRAND	1.8.3.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	1.10.5.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
INDICATORS OF PROGRESS	1.10.5.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Minnesota Academic Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.2.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	2.2.4.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
CONTENT STANDARD / DOMAIN	MN.2.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	2.2.10.10.	By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.
CONTENT	MN.2.3.	Reading Benchmarks: Foundational Skills K-5

STANDARD / DOMAIN		
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	2.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	2.3.0.4.a.	Read on-level text with purpose and understanding.
CONTENT STANDARD / DOMAIN	MN.2.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	2.8.1.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	2.8.1.1.a.	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).
INDICATORS OF PROGRESS	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATORS OF PROGRESS	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MN.2.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
INDICATORS OF PROGRESS / STRAND	2.8.3.3.	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.
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	2.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
INDICATORS OF PROGRESS	2.10.5.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

The uses of water

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	With prompting and support, ask and answer questions about unknown words in a

	A-Literacy.R I.K.4	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 / 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	Build on others' talk in conversations by responding to the comments of others

	A-Literacy.S L.1.1b	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	Read with sufficient accuracy and fluency to support comprehension.

	F.2.4	
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).

Minnesota Academic Standards

Language Arts

Grade K - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.0.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS /	0.2.4.4.	With prompting and support, ask and answer questions about unknown words in a text.

STRAND		
CONTENT STANDARD / DOMAIN	MN.0.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	0.3.0.4.	Read emergent-reader texts with purpose and understanding.
CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.1.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	0.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATORS OF PROGRESS	0.8.1.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.2.2.	Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.
INDICATORS OF PROGRESS / STRAND	0.8.3.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	0.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	0.10.1.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	0.10.5.5.	With guidance and support from adults, explore word relationships and nuances in word meanings to develop word consciousness.
INDICATORS OF PROGRESS	0.10.5.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE		Vocabulary Acquisition and Use

INDICATOR / DOMAIN COMPONENT		
INDICATORS OF PROGRESS / STRAND	0.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Minnesota Academic Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.1.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.2.4.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CONTENT STANDARD / DOMAIN	MN.1.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	1.2.10.10	With prompting and support, read informational texts appropriately complex for grade 1, as well as select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	1.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	1.3.0.4.a.	Read on-level text with purpose and understanding.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	1.8.1.1.a.	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).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATORS OF PROGRESS	1.8.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration

INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).
INDICATORS OF PROGRESS / STRAND	1.8.3.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	1.10.5.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
INDICATORS OF PROGRESS	1.10.5.5. c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Minnesota Academic Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.2.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	2.2.4.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
CONTENT STANDARD / DOMAIN	MN.2.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	2.2.10.10	By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.2.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	2.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	2.3.0.4.a.	Read on-level text with purpose and understanding.
CONTENT STANDARD / DOMAIN	MN.2.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	2.8.1.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	2.8.1.1.a.	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).
INDICATORS OF PROGRESS	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATORS OF PROGRESS	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MN.2.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
INDICATORS OF PROGRESS / STRAND	2.8.3.3.	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.
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	2.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
INDICATORS OF PROGRESS	2.10.5.5. a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Ways to conserve water

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 / 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
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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	Language Standards

	.1	
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 / 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).

Minnesota Academic Standards

Language Arts

Grade K - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.0.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	0.2.4.4.	With prompting and support, ask and answer questions about unknown words in a text.
CONTENT STANDARD / DOMAIN	MN.0.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	0.3.0.4.	Read emergent-reader texts with purpose and understanding.
CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.1.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	0.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

INDICATORS OF PROGRESS	0.8.1.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.2.2.	Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.
INDICATORS OF PROGRESS / STRAND	0.8.3.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	0.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	0.10.1.1. d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	0.10.5.5.	With guidance and support from adults, explore word relationships and nuances in word meanings to develop word consciousness.
INDICATORS OF PROGRESS	0.10.5.5. c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	0.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Minnesota Academic Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.1.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.2.4.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CONTENT STANDARD / DOMAIN	MN.1.2.	Reading Benchmarks: Informational Text K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	1.2.10.10	With prompting and support, read informational texts appropriately complex for grade 1, as well as select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	1.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	1.3.0.4.a.	Read on-level text with purpose and understanding.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	1.8.1.1.a.	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).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATORS OF PROGRESS	1.8.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).
INDICATORS OF PROGRESS / STRAND	1.8.3.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	1.10.5.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
INDICATORS OF PROGRESS	1.10.5.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Minnesota Academic Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.2.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	2.2.4.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
CONTENT STANDARD / DOMAIN	MN.2.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	2.2.10.10	By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.2.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	2.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	2.3.0.4.a.	Read on-level text with purpose and understanding.
CONTENT STANDARD / DOMAIN	MN.2.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	2.8.1.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	2.8.1.1.a.	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).
INDICATORS OF PROGRESS	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATORS OF PROGRESS	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MN.2.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
INDICATORS OF PROGRESS / STRAND	2.8.3.3.	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.
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR /		Vocabulary Acquisition and Use

DOMAIN COMPONENT		
INDICATORS OF PROGRESS / STRAND	2.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
INDICATORS OF PROGRESS	2.10.5.5. a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Ways water is wasted

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 / DOMAIN	CCSS.EL A-	Language Standards

	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	Read with sufficient accuracy and fluency to support comprehension.

	A-Literacy.R F.1.4	
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	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or

	A-Literacy.R I.2.4	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 / 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).

Minnesota Academic Standards

Language Arts

Grade K - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.0.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	0.2.4.4.	With prompting and support, ask and answer questions about unknown words in a text.
CONTENT STANDARD / DOMAIN	MN.0.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	0.3.0.4.	Read emergent-reader texts with purpose and understanding.
CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.1.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	0.8.1.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
INDICATORS OF PROGRESS	0.8.1.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD / DOMAIN	MN.0.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	0.8.2.2.	Confirm understanding of a text read aloud or information presented orally or through other media (e.g., poems, rhymes, songs) by asking and answering questions about key details and requesting clarification if something is not understood.
INDICATORS OF PROGRESS / STRAND	0.8.3.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English

INDICATORS OF PROGRESS / STRAND	0.10.1.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATORS OF PROGRESS	0.10.1.1. d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	0.10.5.5.	With guidance and support from adults, explore word relationships and nuances in word meanings to develop word consciousness.
INDICATORS OF PROGRESS	0.10.5.5. c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
CONTENT STANDARD / DOMAIN	MN.0.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	0.10.6.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Minnesota Academic Standards

Language Arts

Grade 1 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.1.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	1.2.4.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CONTENT STANDARD / DOMAIN	MN.1.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	1.2.10.10.	With prompting and support, read informational texts appropriately complex for grade 1, as well as select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.1.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	1.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	1.3.0.4.a.	Read on-level text with purpose and understanding.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE		Comprehension and Collaboration

INDICATOR / DOMAIN COMPONENT		
INDICATORS OF PROGRESS / STRAND	1.8.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	1.8.1.1.a.	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).
INDICATORS OF PROGRESS	1.8.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
INDICATORS OF PROGRESS	1.8.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
INDICATORS OF PROGRESS	1.8.1.1.d.	Listen to others' ideas and identify others' points of view.
CONTENT STANDARD / DOMAIN	MN.1.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	1.8.2.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media (e.g., stories, poems, rhymes, songs).
INDICATORS OF PROGRESS / STRAND	1.8.3.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD / DOMAIN	MN.1.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	1.10.5.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
INDICATORS OF PROGRESS	1.10.5.5. c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Minnesota Academic Standards

Language Arts

Grade 2 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.2.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	2.2.4.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
CONTENT STANDARD / DOMAIN	MN.2.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	2.2.10.10.	By the end of year, select, 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 for personal interest, enjoyment, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.2.3.	Reading Benchmarks: Foundational Skills K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Fluency
INDICATORS OF PROGRESS / STRAND	2.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATORS OF PROGRESS	2.3.0.4.a.	Read on-level text with purpose and understanding.
CONTENT STANDARD / DOMAIN	MN.2.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	2.8.1.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATORS OF PROGRESS	2.8.1.1.a.	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).
INDICATORS OF PROGRESS	2.8.1.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATORS OF PROGRESS	2.8.1.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN	MN.2.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Comprehension and Collaboration
INDICATORS OF PROGRESS / STRAND	2.8.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
INDICATORS OF PROGRESS / STRAND	2.8.3.3.	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.
CONTENT STANDARD / DOMAIN	MN.2.10.	Language Benchmarks K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	2.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
INDICATORS OF PROGRESS	2.10.5.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).