

Main Criteria: National Theatre for Children
Secondary Criteria: Massachusetts Curriculum Frameworks, Common Core State Standards
Subject: Language Arts
Grades: K, 1, 2

National Theatre for Children

What YOU can do to conserve energy

Common Core State Standards

Language Arts

Grade K - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R L.K	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R L.K.1	With prompting and support, ask and answer questions about key details in a text.
STANDARD	CCSS.EL A- Literacy.R L.K.3	With prompting and support, identify characters, settings, and major events in a story.
STRAND / DOMAIN	CCSS.EL A- Literacy.R L.K	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R L.K.4	Ask and answer questions about unknown words in a text.
STANDARD	CCSS.EL A- Literacy.R L.K.5	Recognize common types of texts (e.g., storybooks, poems).
STRAND / DOMAIN	CCSS.EL A- Literacy.R L.K	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R L.K.10	Actively engage in group reading activities with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R I.K.1	With prompting and support, ask and answer questions about key details in a text.
STANDARD	CCSS.EL A- Literacy.R I.K.2	With prompting and support, identify the main topic and retell key details of a text.
STRAND /	CCSS.EL	Reading Standards for Informational Text

DOMAIN	A-Literacy.R I.K	
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 I.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.EL A-Literacy.R I.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A-Literacy.R I.K.10	Actively engage in group reading activities with purpose and understanding.
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. W.K	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.EL A-Literacy. W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
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 /	CCSS.EL	Speaking and Listening Standards

DOMAIN	A-Literacy.S L.K	
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.
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 L.1	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-Literacy.R L.1.1	Ask and answer questions about key details in a text.
STANDARD	CCSS.EL A-Literacy.R L.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD	CCSS.EL A-Literacy.R L.1.3	Describe characters, settings, and major events in a story, using key details.
STRAND / DOMAIN	CCSS.EL A-Literacy.R L.1	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.EL A-Literacy.R L.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-Literacy.R I.1.1	Ask and answer questions about key details in a text.
STANDARD	CCSS.EL A-Literacy.R I.1.2	Identify the main topic and retell key details of a text.
STRAND / DOMAIN	CCSS.EL A-Literacy.R	Reading Standards for Informational Text

	I.1	
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.
STANDARD	CCSS.EL A-Literacy.R I.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.EL A-Literacy.R I.1.7	Use the illustrations and details in a text to describe its key ideas.
STANDARD	CCSS.EL A-Literacy.R I.1.8	Identify the reasons an author gives to support points 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.
EXPECTATION	CCSS.EL A-Literacy.R F.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.
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.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.1	Speaking and Listening Standards
CATEGORY / CLUSTER		Presentation of Knowledge and Ideas
STANDARD	CCSS.EL A-Literacy.S L.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
STRAND / DOMAIN	CCSS.EL A-Literacy.L .1	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	CCSS.EL A-Literacy.L .1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.

Common Core State Standards

Language Arts

Grade 2 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R L.2	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-Literacy.R L.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD	CCSS.EL A-Literacy.R L.2.3	Describe how characters in a story respond to major events and challenges.
STRAND / DOMAIN	CCSS.EL A-Literacy.R L.2	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.EL A-Literacy.R L.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
STRAND / DOMAIN	CCSS.EL A-Literacy.R	Reading Standards for Literature

	L.2	
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A-Literacy.R L.2.10	By the end of the year, read and comprehend literature, including stories and poetry, 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 I.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-Literacy.R I.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD	CCSS.EL A-Literacy.R I.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
STANDARD	CCSS.EL A-Literacy.R I.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
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		Integration of Knowledge and Ideas
STANDARD	CCSS.EL A-Literacy.R I.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
STANDARD	CCSS.EL A-Literacy.R I.2.8	Describe how reasons support specific points the author makes in a text.
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.
EXPECTATION	CCSS.EL A- Literacy.R F.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .2	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	CCSS.EL A- Literacy.L .2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.

Massachusetts Curriculum Frameworks

Language Arts

Grade K - Adopted: 2011

FOCUS / COURSE	MA.CC.R L.K.	Reading Standards for Literature Pre-K-5
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD / CONCEPT /	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.

SKILL		
FOCUS / COURSE	MA.CC.R L.K.	Reading Standards for Literature Pre-K-5
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.K.4.	Ask and answer questions about unknown words in a text.
STANDARD / CONCEPT / SKILL	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).
FOCUS / COURSE	MA.CC.R L.K.	Reading Standards for Literature Pre-K-5
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.K.10.	Actively engage in group reading activities with purpose and understanding.
FOCUS / COURSE	MA.CC.RI .K.	Reading Standards for Informational Text Pre-K-5
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD / CONCEPT / SKILL	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
FOCUS / COURSE	MA.CC.RI .K.	Reading Standards for Informational Text Pre-K-5
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text.
FOCUS / COURSE	MA.CC.RI .K.	Reading Standards for Informational Text Pre-K-5
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
FOCUS / COURSE	MA.CC.RI .K.	Reading Standards for Informational Text Pre-K-5
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.K.10.	Actively engage in group reading activities with purpose and understanding.
FOCUS / COURSE	MA.CC.R F.K.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.K.4.	Read emergent-reader texts with purpose and understanding.
FOCUS / COURSE	MA.CC.W K.	Writing Standards Pre-K-5
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.K.1.	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
FOCUS / COURSE	MA.CC.S L.K.	Speaking and Listening Standards Pre-K-5
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.K.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

INDICATOR	SL.K.1.b.	Continue a conversation through multiple exchanges.
FOCUS / COURSE	MA.CC.S L.K.	Speaking and Listening Standards Pre-K-5
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.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.
FOCUS / COURSE	MA.CC.L. K.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Massachusetts Curriculum Frameworks

Language Arts

Grade 1 - Adopted: 2011

FOCUS / COURSE	MA.CC.R L.1.	Reading Standards for Literature Pre-K-5
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.1.1.	Ask and answer questions about key details in a text.
STANDARD / CONCEPT / SKILL	RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD / CONCEPT / SKILL	RL.1.3.	Describe characters, settings, and major events in a story, using key details.
FOCUS / COURSE	MA.CC.R L.1.	Reading Standards for Literature Pre-K-5
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.
FOCUS / COURSE	MA.CC.RI .1.	Reading Standards for Informational Text Pre-K-5
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.1.1.	Ask and answer questions about key details in a text.
STANDARD / CONCEPT / SKILL	RI.1.2.	Identify the main topic and retell key details of a text.
FOCUS / COURSE	MA.CC.RI .1.	Reading Standards for Informational Text Pre-K-5
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
STANDARD / CONCEPT / SKILL	RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
FOCUS / COURSE	MA.CC.RI .1.	Reading Standards for Informational Text Pre-K-5
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
STANDARD / CONCEPT / SKILL	RI.1.8.	Identify the reasons an author gives to support points in a text.
FOCUS /	MA.CC.RI	Reading Standards for Informational Text Pre-K-5

COURSE	.1.	
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.1.10.	With prompting and support, read informational texts appropriately complex for grade 1.
FOCUS / COURSE	MA.CC.R F.1.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.1.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.1.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	MA.CC.S L.1.	Speaking and Listening Standards Pre-K-5
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.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).
INDICATOR	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
FOCUS / COURSE	MA.CC.S L.1.	Speaking and Listening Standards Pre-K-5
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
FOCUS / COURSE	MA.CC.S L.1.	Speaking and Listening Standards Pre-K-5
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
FOCUS / COURSE	MA.CC.L. 1.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.1.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

Massachusetts Curriculum Frameworks

Language Arts

Grade 2 - Adopted: 2011

FOCUS / COURSE	MA.CC.R L.2.	Reading Standards for Literature Pre-K-5
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD / CONCEPT / SKILL	RL.2.3.	Describe how characters in a story respond to major events and challenges.
FOCUS / COURSE	MA.CC.R L.2.	Reading Standards for Literature Pre-K-5
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

FOCUS / COURSE	MA.CC.R L.2.	Reading Standards for Literature Pre-K-5
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
FOCUS / COURSE	MA.CC.RI .2.	Reading Standards for Informational Text Pre-K-5
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD / CONCEPT / SKILL	RI.2.2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
STANDARD / CONCEPT / SKILL	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
FOCUS / COURSE	MA.CC.RI .2.	Reading Standards for Informational Text Pre-K-5
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
FOCUS / COURSE	MA.CC.RI .2.	Reading Standards for Informational Text Pre-K-5
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.2.7.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
STANDARD / CONCEPT / SKILL	RI.2.8.	Describe how reasons support specific points the author makes in a text.
FOCUS / COURSE	MA.CC.RI .2.	Reading Standards for Informational Text Pre-K-5
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.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.
FOCUS / COURSE	MA.CC.R F.2.	Reading Standards: Foundational Skills Pre-K-5
STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
INDICATOR	RF.2.4.a.	Read grade-level text with purpose and understanding.
INDICATOR	RF.2.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
FOCUS / COURSE	MA.CC.S L.2.	Speaking and Listening Standards Pre-K-5
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
INDICATOR	SL.2.1.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).
INDICATOR	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
INDICATOR	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
FOCUS / COURSE	MA.CC.S L.2.	Speaking and Listening Standards Pre-K-5

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
FOCUS / COURSE	MA.CC.L. 2.	Language Standards Pre-K-5
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
INDICATOR	L.2.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.