

**Main Criteria:** National Theatre for Children

**Secondary Criteria:** New York State Learning Standards and Core Curriculum, 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

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

<b>DOMAIN</b>	<b>A-Literacy.R I.K</b>	
<b>CATEGORY / CLUSTER</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R I.K.4</b>	<b>With prompting and support, ask and answer questions about unknown words in a text.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.R I.K</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R I.K.8</b>	<b>With prompting and support, identify the reasons an author gives to support points in a text.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.R I.K</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R I.K.10</b>	<b>Actively engage in group reading activities with purpose and understanding.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.R F.K</b>	<b>Reading Standards: Foundational Skills</b>
<b>CATEGORY / CLUSTER</b>		<b>Fluency</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R F.K.4</b>	<b>Read emergent-reader texts with purpose and understanding.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy. W.K</b>	<b>Writing Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy. W.K.1</b>	<b>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 . . .).</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.S L.K</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.S L.K.1</b>	<b>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.K.1a</b>	<b>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.K.1b</b>	<b>Continue a conversation through multiple exchanges.</b>
<b>STRAND /</b>	<b>CCSS.EL</b>	<b>Speaking and Listening Standards</b>

<b>DOMAIN</b>	A-Literacy.S L.K	
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	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.
<b>STRAND / DOMAIN</b>	CCSS.EL A-Literacy.L .K	Language Standards
<b>CATEGORY / CLUSTER</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	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

<b>STRAND / DOMAIN</b>	CCSS.EL A-Literacy.R L.1	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	CCSS.EL A-Literacy.R L.1.1	Ask and answer questions about key details in a text.
<b>STANDARD</b>	CCSS.EL A-Literacy.R L.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<b>STANDARD</b>	CCSS.EL A-Literacy.R L.1.3	Describe characters, settings, and major events in a story, using key details.
<b>STRAND / DOMAIN</b>	CCSS.EL A-Literacy.R L.1	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	CCSS.EL A-Literacy.R L.1.7	Use illustrations and details in a story to describe its characters, setting, or events.
<b>STRAND / DOMAIN</b>	CCSS.EL A-Literacy.R I.1	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	CCSS.EL A-Literacy.R I.1.1	Ask and answer questions about key details in a text.
<b>STANDARD</b>	CCSS.EL A-Literacy.R I.1.2	Identify the main topic and retell key details of a text.
<b>STRAND / DOMAIN</b>	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.
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.S L.1</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.S L.1.2</b>	<b>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.S L.1</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Presentation of Knowledge and Ideas</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.S L.1.5</b>	<b>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.L .1</b>	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.L .1.4</b>	<b>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.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.L .1.4a</b>	<b>Use sentence-level context as a clue to the meaning of a word or phrase.</b>

### Common Core State Standards

#### Language Arts

Grade 2 - Adopted: 2010

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

	L.2	
<b>CATEGORY / CLUSTER</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD</b>	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.
<b>STRAND / DOMAIN</b>	CCSS.EL A-Literacy.R I.2	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	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.
<b>STANDARD</b>	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.
<b>STANDARD</b>	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.
<b>STRAND / DOMAIN</b>	CCSS.EL A-Literacy.R I.2	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	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.
<b>STRAND / DOMAIN</b>	CCSS.EL A-Literacy.R I.2	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD</b>	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.
<b>STANDARD</b>	CCSS.EL A-Literacy.R I.2.8	Describe how reasons support specific points the author makes in a text.
<b>STRAND / DOMAIN</b>	CCSS.EL A-Literacy.R I.2	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD</b>	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.
<b>STRAND / DOMAIN</b>	CCSS.EL A-Literacy.R F.2	<b>Reading Standards: Foundational Skills</b>
<b>CATEGORY / CLUSTER</b>		<b>Fluency</b>
<b>STANDARD</b>	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.

**New York State Learning Standards and Core Curriculum**

**Language Arts**

Grade K - Adopted: 2011

STRAND / DOMAIN / UNIFYING THEME	NY.CC.K. RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD / CONCEPTUAL	K.RL.1.	With prompting and support, ask and answer questions about key details in a text.

UNDERSTANDING		
STANDARD / CONCEPTUAL UNDERSTANDING	K.RL.3.	With prompting and support, identify characters, settings, and major events in a story.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD / CONCEPTUAL UNDERSTANDING	K.RL.4.	Ask and answer questions about unknown words in a text.
STANDARD / CONCEPTUAL UNDERSTANDING	K.RL.5.	Recognize common types of texts (e.g., storybooks, poems).
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	K.RL.9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
EXPECTATION / CONTENT SPECIFICATION	K.RL.9.a.	With prompting and support, students will make cultural connections to text and self.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Range of Reading and Level of Text Complexity
STANDARD / CONCEPTUAL UNDERSTANDING	K.RL.10.	Actively engage in group reading activities with purpose and understanding.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD / CONCEPTUAL UNDERSTANDING	K.RI.1.	With prompting and support, ask and answer questions about key details in a text.
STANDARD / CONCEPTUAL UNDERSTANDING	K.RI.2.	With prompting and support, identify the main topic and retell key details of a text.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
STANDARD /	K.RI.4.	With prompting and support, ask and answer questions about unknown words in a



CONCEPTUAL UNDERSTANDING		text.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	K.RI.8.	With prompting and support, identify the reasons an author gives to support points in a text.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Range of Reading and Level of Text Complexity
STANDARD / CONCEPTUAL UNDERSTANDING	K.RI.10.	Actively engage in group reading activities with purpose and understanding.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.RF.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER / KEY IDEA		Fluency
STANDARD / CONCEPTUAL UNDERSTANDING	K.RF.4.	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	K.W.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 / UNIFYING THEME	NY.CC.K.W.	Writing Standards
CATEGORY / CLUSTER / KEY IDEA		Responding to Literature
STANDARD / CONCEPTUAL UNDERSTANDING	K.W.11.	Create and/or present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	K.SL.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

EXPECTATION / CONTENT SPECIFICATION	K.SL.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
EXPECTATION / CONTENT SPECIFICATION	K.SL.1.b.	Continue a conversation through multiple exchanges.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.K.SL.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDING	K.SL.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 / UNIFYING THEME	NY.CC.K.L.	Language Standards
CATEGORY / CLUSTER / KEY IDEA		Vocabulary Acquisition and Use
STANDARD / CONCEPTUAL UNDERSTANDING	K.L.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

New York State Learning Standards and Core Curriculum  
Language Arts  
Grade 1 - Adopted: 2011

STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.1.	Ask and answer questions about key details in a text.
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.3.	Describe characters, settings, and major events in a story, using key details.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RL.	Reading Standards for Literature
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDING	1.RL.7.	Use illustrations and details in a story to describe its characters, setting, or events.
STRAND / DOMAIN / UNIFYING THEME	NY.CC.1.RI.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details

<b>IDEA</b>		
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	1.RI.1.	Ask and answer questions about key details in a text.
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	1.RI.2.	Identify the main topic and retell key details of a text.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.CC.1.RI.	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Craft and Structure
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	1.RI.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	1.RI.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.CC.1.RI.	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Integration of Knowledge and Ideas
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	1.RI.7.	Use the illustrations and details in a text to describe its key ideas.
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	1.RI.8.	Identify the reasons an author gives to support points in a text.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.CC.1.RI.	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Range of Reading and Level of Text Complexity
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	1.RI.10.	With prompting and support, read informational texts appropriately complex for grade
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.CC.1.RF.	Reading Standards: Foundational Skills
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Fluency
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	1.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	1.RF.4.a.	Read on-level text with purpose and understanding.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	1.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.CC.1.W.	Writing Standards

<b>UNIFYING THEME</b>		
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Responding to Literature
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	1.W.11.	Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.CC.1.SL.	Speaking and Listening Standards
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Comprehension and Collaboration
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	1.SL.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	1.SL.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).
<b>EXPECTATION / CONTENT SPECIFICATION</b>	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.CC.1.SL.	Speaking and Listening Standards
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Comprehension and Collaboration
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	1.SL.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.CC.1.SL.	Speaking and Listening Standards
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Presentation of Knowledge and Ideas
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	1.SL.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.CC.1.L.	Language Standards
<b>CATEGORY / CLUSTER / KEY IDEA</b>		Vocabulary Acquisition and Use
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	1.L.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.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

New York State Learning Standards and Core Curriculum  
Language Arts  
Grade 2 - Adopted: 2011

<b>STRAND / DOMAIN /</b>	NY.CC.2.RL.	Reading Standards for Literature
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<b>UNIFYING THEME</b>		
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Key Ideas and Details</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2.RL.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2.RL.3.	Describe how characters in a story respond to major events and challenges.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.CC.2.RL.	<b>Reading Standards for Literature</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2.RL.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.CC.2.RL.	<b>Reading Standards for Literature</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2.RL.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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.CC.2.RI.	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Key Ideas and Details</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2.RI.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2.RI.2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.CC.2.RI.	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Craft and Structure</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2.RI.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	NY.CC.2.RI.	<b>Reading Standards for Informational Text</b>

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2.RI.7.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2.RI.8.	Describe how reasons support specific points the author makes in a text.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.CC.2.RI.</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2.RI.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.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.CC.2.RF.</b>	<b>Reading Standards: Foundational Skills</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Fluency</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2.RF.4.a.	Read on-level text with purpose and understanding.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.CC.2.W.</b>	<b>Writing Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Responding to Literature</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2.W.11.	Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed.
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.CC.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	2.SL.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2.SL.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).
<b>EXPECTATION / CONTENT SPECIFICATION</b>	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
<b>EXPECTATION / CONTENT</b>	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

<b>SPECIFICATION</b>		
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.CC.2.SL.</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2.SL.2.</b>	<b>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</b>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.CC.2.L.</b>	<b>Language Standards</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2.L.4.</b>	<b>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.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>2.L.4.a.</b>	<b>Use sentence-level context as a clue to the meaning of a word or phrase.</b>