

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

## National Theatre for Children

### Ways to stay safe around electricity

**Arkansas Curriculum Frameworks**  
**Language Arts**  
**Grade K - Adopted: 2010**

|   |                 |   |
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| <b>STRAND/CONTENT STANDARD</b>                | <b>AR.RL.K.</b> | <b>Reading Standards for Literature</b>   |
| <b>STANDARD/STUDENT LEARNING EXPECTATION</b>  |                 | <b>Key Ideas and Details</b>  |
| <b>STUDENT LEARNING EXPECTATION/BENCHMARK</b> | <b>RL.K.1.</b>  | With prompting and support, ask and answer questions about key details in a text.       |
| <b>STUDENT LEARNING EXPECTATION/BENCHMARK</b> | <b>RL.K.2.</b>  | With prompting and support, retell familiar stories, including key details.             |
| <b>STUDENT LEARNING EXPECTATION/BENCHMARK</b> | <b>RL.K.3.</b>  | With prompting and support, identify characters, settings, and major events in a story. |
| <b>STRAND/CONTENT STANDARD</b>                | <b>AR.RL.K.</b> | <b>Reading Standards for Literature</b>   |
| <b>STANDARD/STUDENT LEARNING EXPECTATION</b>  |                 | <b>Craft and Structure</b>  |
| <b>STUDENT LEARNING EXPECTATION/BENCHMARK</b> | <b>RL.K.4.</b>  | Ask and answer questions about unknown words in a text.                                 |
| <b>STUDENT LEARNING EXPECTATION/BENCHMARK</b> | <b>RL.K.5.</b>  | Recognize common types of texts (e.g., storybooks, poems).                              |
| <b>STRAND/CONTENT STANDARD</b>                | <b>AR.RL.K.</b> | <b>Reading Standards for Literature</b>   |
| <b>STANDARD/STUDENT LEARNING EXPECTATION</b>  |                 | <b>Range of Reading and Level of Text Complexity</b>                                    |
| <b>STUDENT LEARNING EXPECTATION/BENCHMARK</b> | <b>RL.K.10.</b> | Actively engage in group reading activities with purpose and understanding.             |
| <b>STRAND/CONTENT STANDARD</b>                | <b>AR.RI.K.</b> | <b>Reading Standards for Informational Text</b>   |
| <b>STANDARD/STUDENT LEARNING EXPECTATION</b>  |                 | <b>Key Ideas and Details</b>  |
| <b>STUDENT LEARNING EXPECTATION/BENCHMARK</b> | <b>RI.K.1.</b>  | With prompting and support, ask and answer questions about key details in a text.       |
| <b>STUDENT</b>                                | <b>RI.K.2.</b>  | With prompting and support, identify the main topic and retell key details of a text.   |

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| LEARNING EXPECTATION/BENCHMARK         |           |   |
| STRAND/CONTENT STANDARD                | AR.RI.K.  | Reading Standards for Informational Text  |
| STANDARD/STUDENT LEARNING EXPECTATION  |           | Craft and Structure   |
| STUDENT LEARNING EXPECTATION/BENCHMARK | RI.K.4.   | With prompting and support, ask and answer questions about unknown words in a text.   |
| STRAND/CONTENT STANDARD                | AR.RI.K.  | Reading Standards for Informational Text  |
| STANDARD/STUDENT LEARNING EXPECTATION  |           | Integration of Knowledge and Ideas  |
| STUDENT LEARNING EXPECTATION/BENCHMARK | RI.K.8.   | With prompting and support, identify the reasons an author gives to support points in a text.   |
| STRAND/CONTENT STANDARD                | AR.RI.K.  | Reading Standards for Informational Text  |
| STANDARD/STUDENT LEARNING EXPECTATION  |           | Range of Reading and Level of Text Complexity   |
| STUDENT LEARNING EXPECTATION/BENCHMARK | RI.K.10.  | Actively engage in group reading activities with purpose and understanding.   |
| STRAND/CONTENT STANDARD                | AR.RF.K.  | Reading Standards: Foundational Skills  |
| STANDARD/STUDENT LEARNING EXPECTATION  |           | Fluency   |
| STUDENT LEARNING EXPECTATION/BENCHMARK | RF.K.4.   | Read emergent-reader texts with purpose and understanding.  |
| STRAND/CONTENT STANDARD                | AR.W.K.   | Writing Standards   |
| STANDARD/STUDENT LEARNING EXPECTATION  |           | Text Types and Purposes   |
| STUDENT LEARNING EXPECTATION/BENCHMARK | 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/CONTENT STANDARD                | AR.SL.K.  | Speaking and Listening Standards  |
| STANDARD/STUDENT LEARNING EXPECTATION  |           | Comprehension and Collaboration   |
| STUDENT LEARNING EXPECTATION/BENCHMARK | SL.K.1.   | Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  |
| BENCHMARK/PROFICIENCY                  | 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).   |
| BENCHMARK/PROFICIENCY                  | SL.K.1(b) | Continue a conversation through multiple exchanges.   |
| STRAND/CONTENT STANDARD                | AR.SL.K.  | Speaking and Listening Standards  |

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| <b>NT STANDARD</b>                            |                |  |
| <b>STANDARD/STUDENT LEARNING EXPECTATION</b>  |                | <b>Comprehension and Collaboration</b>   |
| <b>STUDENT LEARNING EXPECTATION/BENCHMARK</b> | <b>SL.K.2.</b> | Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. |
| <b>STRAND/CONTENT STANDARD</b>                | <b>AR.L.K.</b> | <b>Language Standards</b>  |
| <b>STANDARD/STUDENT LEARNING EXPECTATION</b>  |                | <b>Vocabulary Acquisition and Use</b>  |
| <b>STUDENT LEARNING EXPECTATION/BENCHMARK</b> | <b>L.K.6.</b>  | Use words and phrases acquired through conversations, reading and being read to, and responding to texts.  |

## Arkansas Curriculum Frameworks

### Language Arts

Grade 1 - Adopted: 2010

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| <b>STRAND/CONTENT STANDARD</b>                | <b>AR.RL.1.</b> | <b>Reading Standards for Literature</b>  |
| <b>STANDARD/STUDENT LEARNING EXPECTATION</b>  |                 | <b>Key Ideas and Details</b>   |
| <b>STUDENT LEARNING EXPECTATION/BENCHMARK</b> | <b>RL.1.1.</b>  | Ask and answer questions about key details in a text.  |
| <b>STUDENT LEARNING EXPECTATION/BENCHMARK</b> | <b>RL.1.2.</b>  | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| <b>STUDENT LEARNING EXPECTATION/BENCHMARK</b> | <b>RL.1.3.</b>  | Describe characters, settings, and major events in a story, using key details.                           |
| <b>STRAND/CONTENT STANDARD</b>                | <b>AR.RL.1.</b> | <b>Reading Standards for Literature</b>  |
| <b>STANDARD/STUDENT LEARNING EXPECTATION</b>  |                 | <b>Integration of Knowledge and Ideas</b>  |
| <b>STUDENT LEARNING EXPECTATION/BENCHMARK</b> | <b>RL.1.7.</b>  | Use illustrations and details in a story to describe its characters, setting, or events.                 |
| <b>STRAND/CONTENT STANDARD</b>                | <b>AR.RI.1.</b> | <b>Reading Standards for Informational Text</b>  |
| <b>STANDARD/STUDENT LEARNING EXPECTATION</b>  |                 | <b>Key Ideas and Details</b>   |
| <b>STUDENT LEARNING EXPECTATION/BENCHMARK</b> | <b>RI.1.1.</b>  | Ask and answer questions about key details in a text.  |
| <b>STUDENT LEARNING EXPECTATION/BENCHMARK</b> | <b>RI.1.2.</b>  | Identify the main topic and retell key details of a text.  |
| <b>STRAND/CONTENT STANDARD</b>                | <b>AR.RI.1.</b> | <b>Reading Standards for Informational Text</b>  |

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| STANDARD/STUDENT LEARNING EXPECTATION  |           | Craft and Structure   |
| STUDENT LEARNING EXPECTATION/BENCHMARK | RI.1.4.   | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.   |
| STUDENT LEARNING EXPECTATION/BENCHMARK | RI.1.6.   | Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.                        |
| STRAND/CONTENT STANDARD                | AR.RI.1.  | Reading Standards for Informational Text  |
| STANDARD/STUDENT LEARNING EXPECTATION  |           | Integration of Knowledge and Ideas  |
| STUDENT LEARNING EXPECTATION/BENCHMARK | RI.1.7.   | Use the illustrations and details in a text to describe its key ideas.  |
| STUDENT LEARNING EXPECTATION/BENCHMARK | RI.1.8.   | Identify the reasons an author gives to support points in a text.   |
| STRAND/CONTENT STANDARD                | AR.RI.1.  | Reading Standards for Informational Text  |
| STANDARD/STUDENT LEARNING EXPECTATION  |           | Range of Reading and Level of Text Complexity   |
| STUDENT LEARNING EXPECTATION/BENCHMARK | RI.1.10.  | With prompting and support, read informational texts appropriately complex for grade  |
| STRAND/CONTENT STANDARD                | AR.RF.1.  | Reading Standards: Foundational Skills  |
| STANDARD/STUDENT LEARNING EXPECTATION  |           | Fluency   |
| STUDENT LEARNING EXPECTATION/BENCHMARK | RF.1.4.   | Read with sufficient accuracy and fluency to support comprehension.   |
| BENCHMARK/PROFICIENCY                  | RF.1.4(a) | Read on-level text with purpose and understanding.  |
| BENCHMARK/PROFICIENCY                  | RF.1.4(c) | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| STRAND/CONTENT STANDARD                | AR.SL.1.  | Speaking and Listening Standards  |
| STANDARD/STUDENT LEARNING EXPECTATION  |           | Comprehension and Collaboration   |
| STUDENT LEARNING EXPECTATION/BENCHMARK | 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.   |
| BENCHMARK/PROFICIENCY                  | 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). |
| BENCHMARK/PROFICIENCY                  | SL.1.1(b) | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  |
| STRAND/CONTENT STANDARD                | AR.SL.1.  | Speaking and Listening Standards  |
| STANDARD/STUDENT                       |           | Comprehension and Collaboration   |

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| <b>LEARNING EXPECTATION</b>                   |                 |  |
| <b>STUDENT LEARNING EXPECTATION/BENCHMARK</b> | <b>SL.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/CONTENT STANDARD</b>                | <b>AR.SL.1.</b> | <b>Speaking and Listening Standards</b>  |
| <b>STANDARD/STUDENT LEARNING EXPECTATION</b>  |                 | <b>Presentation of Knowledge and Ideas</b>   |
| <b>STUDENT LEARNING EXPECTATION/BENCHMARK</b> | <b>SL.1.5.</b>  | <b>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</b>  |
| <b>STRAND/CONTENT STANDARD</b>                | <b>AR.L.1.</b>  | <b>Language Standards</b>  |
| <b>STANDARD/STUDENT LEARNING EXPECTATION</b>  |                 | <b>Vocabulary Acquisition and Use</b>  |
| <b>STUDENT LEARNING EXPECTATION/BENCHMARK</b> | <b>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>BENCHMARK/PROFICIENCY</b>                  | <b>L.1.4(a)</b> | <b>Use sentence-level context as a clue to the meaning of a word or phrase.</b>  |

## Arkansas Curriculum Frameworks

### Language Arts

Grade 2 - Adopted: 2010

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| <b>STRAND/CONTENT STANDARD</b>                | <b>AR.RL.2.</b> | <b>Reading Standards for Literature</b>  |
| <b>STANDARD/STUDENT LEARNING EXPECTATION</b>  |                 | <b>Key Ideas and Details</b>   |
| <b>STUDENT LEARNING EXPECTATION/BENCHMARK</b> | <b>RL.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>STUDENT LEARNING EXPECTATION/BENCHMARK</b> | <b>RL.2.3.</b>  | <b>Describe how characters in a story respond to major events and challenges.</b>  |
| <b>STRAND/CONTENT STANDARD</b>                | <b>AR.RL.2.</b> | <b>Reading Standards for Literature</b>  |
| <b>STANDARD/STUDENT LEARNING EXPECTATION</b>  |                 | <b>Integration of Knowledge and Ideas</b>  |
| <b>STUDENT LEARNING EXPECTATION/BENCHMARK</b> | <b>RL.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/CONTENT STANDARD</b>                | <b>AR.RL.2.</b> | <b>Reading Standards for Literature</b>  |
| <b>STANDARD/STUDENT LEARNING EXPECTATION</b>  |                 | <b>Range of Reading and Level of Text Complexity</b>   |
| <b>STUDENT LEARNING EXPECTATION/BENCHMARK</b> | <b>RL.2.10.</b> | <b>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> |
| <b>STRAND/CONTENT</b>                         | <b>AR.RI.2.</b> | <b>Reading Standards for Informational Text</b>  |

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| <b>NT STANDARD</b>                            |                 |  |
| <b>STANDARD/STUDENT LEARNING EXPECTATION</b>  |                 | <b>Key Ideas and Details</b>   |
| <b>STUDENT LEARNING EXPECTATION/BENCHMARK</b> | 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.   |
| <b>STUDENT LEARNING EXPECTATION/BENCHMARK</b> | RI.2.2.         | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.  |
| <b>STUDENT LEARNING EXPECTATION/BENCHMARK</b> | RI.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/CONTENT STANDARD</b>                | <b>AR.RI.2.</b> | <b>Reading Standards for Informational Text</b>  |
| <b>STANDARD/STUDENT LEARNING EXPECTATION</b>  |                 | <b>Craft and Structure</b>   |
| <b>STUDENT LEARNING EXPECTATION/BENCHMARK</b> | RI.2.4.         | Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.  |
| <b>STRAND/CONTENT STANDARD</b>                | <b>AR.RI.2.</b> | <b>Reading Standards for Informational Text</b>  |
| <b>STANDARD/STUDENT LEARNING EXPECTATION</b>  |                 | <b>Integration of Knowledge and Ideas</b>  |
| <b>STUDENT LEARNING EXPECTATION/BENCHMARK</b> | RI.2.7.         | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  |
| <b>STUDENT LEARNING EXPECTATION/BENCHMARK</b> | RI.2.8.         | Describe how reasons support specific points the author makes in a text.   |
| <b>STRAND/CONTENT STANDARD</b>                | <b>AR.RI.2.</b> | <b>Reading Standards for Informational Text</b>  |
| <b>STANDARD/STUDENT LEARNING EXPECTATION</b>  |                 | <b>Range of Reading and Level of Text Complexity</b>   |
| <b>STUDENT LEARNING EXPECTATION/BENCHMARK</b> | 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. |
| <b>STRAND/CONTENT STANDARD</b>                | <b>AR.RF.2.</b> | <b>Reading Standards: Foundational Skills</b>  |
| <b>STANDARD/STUDENT LEARNING EXPECTATION</b>  |                 | <b>Fluency</b>   |
| <b>STUDENT LEARNING EXPECTATION/BENCHMARK</b> | RF.2.4.         | Read with sufficient accuracy and fluency to support comprehension.  |
| <b>BENCHMARK/PROFICIENCY</b>                  | RF.2.4(a)       | Read on-level text with purpose and understanding.   |
| <b>BENCHMARK/PROFICIENCY</b>                  | RF.2.4(c)       | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   |
| <b>STRAND/CONTENT STANDARD</b>                | <b>AR.SL.2.</b> | <b>Speaking and Listening Standards</b>  |
| <b>STANDARD/STUDENT LEARNING EXPECTATION</b>  |                 | <b>Comprehension and Collaboration</b>   |

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| DENT<br>LEARNING<br>EXPECTATION                  |           |   |
| STUDENT<br>LEARNING<br>EXPECTATION/B<br>ENCHMARK | 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.   |
| BENCHMARK/PR<br>OFICIENCY                        | 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). |
| BENCHMARK/PR<br>OFICIENCY                        | SL.2.1(b) | Build on others' talk in conversations by linking their comments to the remarks of others.  |
| BENCHMARK/PR<br>OFICIENCY                        | SL.2.1(c) | Ask for clarification and further explanation as needed about the topics and texts under discussion.  |
| STRAND/CONTE<br>NT STANDARD                      | AR.SL.2.  | Speaking and Listening Standards  |
| STANDARD/STU<br>DENT<br>LEARNING<br>EXPECTATION  |           | Comprehension and Collaboration   |
| STUDENT<br>LEARNING<br>EXPECTATION/B<br>ENCHMARK | SL.2.2.   | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.   |
| STRAND/CONTE<br>NT STANDARD                      | AR.L.2.   | Language Standards  |
| STANDARD/STU<br>DENT<br>LEARNING<br>EXPECTATION  |           | Vocabulary Acquisition and Use  |
| STUDENT<br>LEARNING<br>EXPECTATION/B<br>ENCHMARK | 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.                   |
| BENCHMARK/PR<br>OFICIENCY                        | L.2.4(a)  | Use sentence-level context as a clue to the meaning of a word or phrase.  |

### Common Core State Standards

#### Language Arts

Grade K - Adopted: 2010

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|-----------------------|--------------------------------------|---|
| STRAND /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.R<br>L.K   | Reading Standards for Literature  |
| CATEGORY /<br>CLUSTER |                                      | Key Ideas and Details   |
| STANDARD              | CCSS.EL<br>A-<br>Literacy.R<br>L.K.1 | With prompting and support, ask and answer questions about key details in a text.       |
| STANDARD              | CCSS.EL<br>A-<br>Literacy.R<br>L.K.3 | With prompting and support, identify characters, settings, and major events in a story. |
| STRAND /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.R<br>L.K   | Reading Standards for Literature  |
| CATEGORY /<br>CLUSTER |                                      | Craft and Structure   |
| STANDARD              | CCSS.EL<br>A-<br>Literacy.R<br>L.K.4 | Ask and answer questions about unknown words in a text.                                 |
| STANDARD              | CCSS.EL<br>A-<br>Literacy.R          | Recognize common types of texts (e.g., storybooks, poems).                              |

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|                    | L.K.5                       |   |
| 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 / 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 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.         | Writing Standards   |



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|                    | W.K                         |   |
| 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 / 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.  |
| 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

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| 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.                           |

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| 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 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.                            |
| 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  |

|                       |                                       |   |
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| STANDARD              | CCSS.EL<br>A-<br>Literacy.R<br>F.1.4  | Read with sufficient accuracy and fluency to support comprehension.   |
| EXPECTATION           | CCSS.EL<br>A-<br>Literacy.R<br>F.1.4a | Read on-level text with purpose and understanding.  |
| EXPECTATION           | CCSS.EL<br>A-<br>Literacy.R<br>F.1.4c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| STRAND /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.S<br>L.1    | Speaking and Listening Standards  |
| CATEGORY /<br>CLUSTER |                                       | Comprehension and Collaboration   |
| STANDARD              | CCSS.EL<br>A-<br>Literacy.S<br>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<br>A-<br>Literacy.S<br>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<br>A-<br>Literacy.S<br>L.1.1b | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  |
| STRAND /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.S<br>L.1    | Speaking and Listening Standards  |
| CATEGORY /<br>CLUSTER |                                       | Comprehension and Collaboration   |
| STANDARD              | CCSS.EL<br>A-<br>Literacy.S<br>L.1.2  | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.   |
| STRAND /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.S<br>L.1    | Speaking and Listening Standards  |
| CATEGORY /<br>CLUSTER |                                       | Presentation of Knowledge and Ideas   |
| STANDARD              | CCSS.EL<br>A-<br>Literacy.S<br>L.1.5  | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.  |
| STRAND /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.L<br>.1     | Language Standards  |
| CATEGORY /<br>CLUSTER |                                       | Vocabulary Acquisition and Use  |
| STANDARD              | CCSS.EL<br>A-<br>Literacy.L<br>.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<br>A-<br>Literacy.L<br>.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 L.2    | Reading Standards for Literature  |
| 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<br>A-<br>Literacy.R<br>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<br>A-<br>Literacy.R<br>I.2.8  | Describe how reasons support specific points the author makes in a text.   |
| STRAND /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.R<br>I.2    | Reading Standards for Informational Text   |
| CATEGORY /<br>CLUSTER |                                       | Range of Reading and Level of Text Complexity  |
| STANDARD              | CCSS.EL<br>A-<br>Literacy.R<br>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 /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.R<br>F.2    | Reading Standards: Foundational Skills   |
| CATEGORY /<br>CLUSTER |                                       | Fluency  |
| STANDARD              | CCSS.EL<br>A-<br>Literacy.R<br>F.2.4  | Read with sufficient accuracy and fluency to support comprehension.  |
| EXPECTATION           | CCSS.EL<br>A-<br>Literacy.R<br>F.2.4a | Read on-level text with purpose and understanding.   |
| EXPECTATION           | CCSS.EL<br>A-<br>Literacy.R<br>F.2.4c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   |
| STRAND /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.S<br>L.2    | Speaking and Listening Standards   |
| CATEGORY /<br>CLUSTER |                                       | Comprehension and Collaboration  |
| STANDARD              | CCSS.EL<br>A-<br>Literacy.S<br>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<br>A-<br>Literacy.S<br>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<br>A-<br>Literacy.S<br>L.2.1b | Build on others' talk in conversations by linking their comments to the remarks of others.   |
| EXPECTATION           | CCSS.EL<br>A-<br>Literacy.S<br>L.2.1c | Ask for clarification and further explanation as needed about the topics and texts under discussion.   |
| STRAND /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.S<br>L.2    | Speaking and Listening Standards   |
| CATEGORY /<br>CLUSTER |                                       | Comprehension and Collaboration  |
| STANDARD              | CCSS.EL<br>A-<br>Literacy.S<br>L.2.2  | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  |
| STRAND /              | CCSS.EL                               | Language Standards   |

|                    |                           |   |
|--------------------|---------------------------|---|
| DOMAIN             | A-Literacy.L.2            |   |
| 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.  |