

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

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

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	AR.SL.K.	Speaking and Listening Standards

STANDARD		
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STRAND/CONTENT STANDARD	AR.L.K.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	L.K.6.	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

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

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

LEARNING EXPECTATION		
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND/CONTENT STANDARD	AR.SL.1.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Presentation of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.1.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
STRAND/CONTENT STANDARD	AR.L.1.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
BENCHMARK/PROFICIENCY	L.1.4(a)	Use sentence-level context as a clue to the meaning of a word or phrase.

Arkansas Curriculum Frameworks

Language Arts

Grade 2 - Adopted: 2010

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

NT STANDARD		
STANDARD/STUDENT LEARNING EXPECTATION		Key Ideas and Details
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.2.2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND/CONTENT STANDARD	AR.RI.2.	Reading Standards for Informational Text
STANDARD/STUDENT LEARNING EXPECTATION		Craft and Structure
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STRAND/CONTENT STANDARD	AR.RI.2.	Reading Standards for Informational Text
STANDARD/STUDENT LEARNING EXPECTATION		Integration of Knowledge and Ideas
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.2.7.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
STUDENT LEARNING EXPECTATION/BENCHMARK	RI.2.8.	Describe how reasons support specific points the author makes in a text.
STRAND/CONTENT STANDARD	AR.RI.2.	Reading Standards for Informational Text
STANDARD/STUDENT LEARNING EXPECTATION		Range of Reading and Level of Text Complexity
STUDENT LEARNING EXPECTATION/BENCHMARK	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.
STRAND/CONTENT STANDARD	AR.RF.2.	Reading Standards: Foundational Skills
STANDARD/STUDENT LEARNING EXPECTATION		Fluency
STUDENT LEARNING EXPECTATION/BENCHMARK	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
BENCHMARK/PROFICIENCY	RF.2.4(a)	Read on-level text with purpose and understanding.
BENCHMARK/PROFICIENCY	RF.2.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND/CONTENT STANDARD	AR.SL.2.	Speaking and Listening Standards
STANDARD/STUDENT		Comprehension and Collaboration

DENT LEARNING EXPECTATION		
STUDENT LEARNING EXPECTATION/BENCHMARK	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/PROFICIENCY	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/PROFICIENCY	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
BENCHMARK/PROFICIENCY	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND/CONTENT STANDARD	AR.SL.2.	Speaking and Listening Standards
STANDARD/STUDENT LEARNING EXPECTATION		Comprehension and Collaboration
STUDENT LEARNING EXPECTATION/BENCHMARK	SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STRAND/CONTENT STANDARD	AR.L.2.	Language Standards
STANDARD/STUDENT LEARNING EXPECTATION		Vocabulary Acquisition and Use
STUDENT LEARNING EXPECTATION/BENCHMARK	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/PROFICIENCY	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

STRAND / DOMAIN	CCSS.ELA-Literacy.R.L.K	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.R.L.K.1	With prompting and support, ask and answer questions about key details in a text.
STANDARD	CCSS.ELA-Literacy.R.L.K.3	With prompting and support, identify characters, settings, and major events in a story.
STRAND / DOMAIN	CCSS.ELA-Literacy.R.L.K	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.R.L.K.4	Ask and answer questions about unknown words in a text.
STANDARD	CCSS.ELA-Literacy.R.L.K.5	Recognize common types of texts (e.g., storybooks, poems).

		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

	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

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 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

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 A- Literacy.S L.1.1b	Build on others' talk in conversations by responding to the comments of others 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 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 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 F.2.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.2.4a	Read on-level text with purpose and understanding.
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 /	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.

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