

**Main Criteria:** National Theatre for Children  
**Secondary Criteria:** Wisconsin Academic Standards, 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>	With prompting and support, ask and answer questions about key details in a text.
<b>STANDARD</b>	<b>CCSS.EL A- Literacy.R L.K.3</b>	With prompting and support, identify characters, settings, and major events in a story.
<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>	Ask and answer questions about unknown words in a text.
<b>STANDARD</b>	<b>CCSS.EL A- Literacy.R L.K.5</b>	Recognize common types of texts (e.g., storybooks, poems).
<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>	Actively engage in group reading activities with purpose and understanding.
<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>	With prompting and support, ask and answer questions about key details in a text.
<b>STANDARD</b>	<b>CCSS.EL A- Literacy.R I.K.2</b>	With prompting and support, identify the main topic and retell key details of a text.
<b>STRAND /</b>	<b>CCSS.EL</b>	<b>Reading Standards for Informational Text</b>

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

<b>DOMAIN</b>	<b>A-Literacy.S L.K</b>	
<b>CATEGORY / CLUSTER</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.S L.K.2</b>	<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>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.L .K</b>	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.L .K.6</b>	<b>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</b>

### Common Core State Standards

#### Language Arts

Grade 1 - Adopted: 2010

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

	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	
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A-Literacy.R L.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-Literacy.R I.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD	CCSS.EL A-Literacy.R I.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
STANDARD	CCSS.EL A-Literacy.R I.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R I.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.EL A-Literacy.R I.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
STANDARD	CCSS.EL A-Literacy.R I.2.8	Describe how reasons support specific points the author makes in a text.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A-Literacy.R I.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CCSS.EL A-Literacy.R F.2	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A-Literacy.R	Read with sufficient accuracy and fluency to support comprehension.

	F.2.4	
EXPECTATION	CCSS.EL A- Literacy.R F.2.4a	Read on-level text with purpose and understanding.
EXPECTATION	CCSS.EL A- Literacy.R F.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	CCSS.EL A- Literacy.S L.2.1a	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	CCSS.EL A- Literacy.S L.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	CCSS.EL A- Literacy.S L.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .2	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	CCSS.EL A- Literacy.L .2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.

## Wisconsin Academic Standards

### Language Arts

Grade K - Adopted: 2010

DOMAIN	WI.CC.K. RL.	Reading Standards for Literature
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RL.1.	With prompting and support, ask and answer questions about key details in a text.

PERFORMANCE STANDARD / LEARNING PRIORITY	K.RL.3.	With prompting and support, identify characters, settings, and major events in a story.
DOMAIN	W.CC.K.RL.	Reading Standards for Literature
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RL.4.	Ask and answer questions about unknown words in a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RL.5.	Recognize common types of texts (e.g., storybooks, poems).
DOMAIN	W.CC.K.RL.	Reading Standards for Literature
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RL.10.	Actively engage in group reading activities with purpose and understanding.
DOMAIN	W.CC.K.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RI.1.	With prompting and support, ask and answer questions about key details in a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RI.2.	With prompting and support, identify the main topic and retell key details of a text.
DOMAIN	W.CC.K.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RI.4.	With prompting and support, ask and answer questions about unknown words in a text.
DOMAIN	W.CC.K.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RI.8.	With prompting and support, identify the reasons an author gives to support points in a text.
DOMAIN	W.CC.K.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / LEARNING PRIORITY	K.RI.10.	Actively engage in group reading activities with purpose and understanding.
DOMAIN	W.CC.K.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING	K.RF.4.	Read emergent-reader texts with purpose and understanding.



<b>PRIORITY</b>		
<b>DOMAIN</b>	<b>W.CC.K.W.</b>	<b>Writing Standards</b>
<b>CONTENT STANDARD</b>		<b>Text Types and Purposes</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>K.W.1.</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>DOMAIN</b>	<b>W.CC.K.SL.</b>	<b>Speaking and Listening Standards</b>
<b>CONTENT STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>K.SL.1.</b>	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
<b>DESCRIPTOR / FOCUS AREA</b>	<b>K.SL.1.a.</b>	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
<b>DESCRIPTOR / FOCUS AREA</b>	<b>K.SL.1.b.</b>	Continue a conversation through multiple exchanges.
<b>DOMAIN</b>	<b>W.CC.K.SL.</b>	<b>Speaking and Listening Standards</b>
<b>CONTENT STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>K.SL.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>DOMAIN</b>	<b>W.CC.K.L.</b>	<b>Language Standards</b>
<b>CONTENT STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>K.L.6.</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## Wisconsin Academic Standards

### Language Arts

Grade 1 - Adopted: 2010

<b>DOMAIN</b>	<b>W.CC.1.RL.</b>	<b>Reading Standards for Literature</b>
<b>CONTENT STANDARD</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>1.RL.1.</b>	Ask and answer questions about key details in a text.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>1.RL.2.</b>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>1.RL.3.</b>	Describe characters, settings, and major events in a story, using key details.
<b>DOMAIN</b>	<b>W.CC.1.RL.</b>	<b>Reading Standards for Literature</b>
<b>CONTENT STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>1.RL.7.</b>	Use illustrations and details in a story to describe its characters, setting, or events.

<b>DOMAIN</b>	<b>W.CC.1. RI.</b>	<b>Reading Standards for Informational Text</b>
<b>CONTENT STANDARD</b>		<b>Key Ideas and Details</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>1.RI.1.</b>	Ask and answer questions about key details in a text.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>1.RI.2.</b>	Identify the main topic and retell key details of a text.
<b>DOMAIN</b>	<b>W.CC.1. RI.</b>	<b>Reading Standards for Informational Text</b>
<b>CONTENT STANDARD</b>		<b>Craft and Structure</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>1.RI.4.</b>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>1.RI.6.</b>	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
<b>DOMAIN</b>	<b>W.CC.1. RI.</b>	<b>Reading Standards for Informational Text</b>
<b>CONTENT STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>1.RI.7.</b>	Use the illustrations and details in a text to describe its key ideas.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>1.RI.8.</b>	Identify the reasons an author gives to support points in a text.
<b>DOMAIN</b>	<b>W.CC.1. RI.</b>	<b>Reading Standards for Informational Text</b>
<b>CONTENT STANDARD</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>1.RI.10.</b>	With prompting and support, read informational texts appropriately complex for grade
<b>DOMAIN</b>	<b>W.CC.1. RF.</b>	<b>Reading Standards: Foundational Skills</b>
<b>CONTENT STANDARD</b>		<b>Fluency</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>1.RF.4.</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>DESCRIPTOR / FOCUS AREA</b>	<b>1.RF.4.a.</b>	Read on-level text with purpose and understanding.
<b>DESCRIPTOR / FOCUS AREA</b>	<b>1.RF.4.c.</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>DOMAIN</b>	<b>W.CC.1. SL.</b>	<b>Speaking and Listening Standards</b>
<b>CONTENT STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>1.SL.1.</b>	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
<b>DESCRIPTOR / FOCUS AREA</b>	<b>1.SL.1.a.</b>	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).

DESCRIPTOR / FOCUS AREA	1.SL.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
DOMAIN	WI.CC.1. SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	1.SL.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
DOMAIN	WI.CC.1. SL.	Speaking and Listening Standards
CONTENT STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	1.SL.5.	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
DOMAIN	WI.CC.1. L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	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.
DESCRIPTOR / FOCUS AREA	1.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.

## Wisconsin Academic Standards

### Language Arts

Grade 2 - Adopted: 2010

DOMAIN	WI.CC.2. RL.	Reading Standards for Literature
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	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.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RL.3.	Describe how characters in a story respond to major events and challenges.
DOMAIN	WI.CC.2. RL.	Reading Standards for Literature
CONTENT STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	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.
DOMAIN	WI.CC.2. RL.	Reading Standards for Literature
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / LEARNING PRIORITY	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.
DOMAIN	WI.CC.2. RI.	Reading Standards for Informational Text
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE	2.RI.1.	Ask and answer such questions as who, what, where, when, why, and how to

STANDARD / LEARNING PRIORITY		demonstrate understanding of key details in a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RI.2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RI.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
DOMAIN	WI.CC.2. RI.	Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RI.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
DOMAIN	WI.CC.2. RI.	Reading Standards for Informational Text
CONTENT STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RI.7.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RI.8.	Describe how reasons support specific points the author makes in a text.
DOMAIN	WI.CC.2. RI.	Reading Standards for Informational Text
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / LEARNING PRIORITY	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.
DOMAIN	WI.CC.2. RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	2.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	2.RF.4.a.	Read on-level text with purpose and understanding.
DESCRIPTOR / FOCUS AREA	2.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	WI.CC.2. SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	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.
DESCRIPTOR / FOCUS AREA	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).
DESCRIPTOR / FOCUS AREA	2.SL.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
DESCRIPTOR / FOCUS AREA	2.SL.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.

<b>DOMAIN</b>	<b>W.CC.2. SL.</b>	<b>Speaking and Listening Standards</b>
<b>CONTENT STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</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>DOMAIN</b>	<b>W.CC.2. L.</b>	<b>Language Standards</b>
<b>CONTENT STANDARD</b>		<b>Vocabulary Acquisition and Use</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</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>DESCRIPTOR / FOCUS AREA</b>	<b>2.L.4.a.</b>	<b>Use sentence-level context as a clue to the meaning of a word or phrase.</b>